**CSI**

# College of Southern Idaho

Twin Falls, Idaho
Comprehensive Self-Study Report

Prepared for the Northwest Commission on Colleges and Universities

04/06/2005 – 04/08/2005

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# Executive Summary

# Executive Summary

## History

The College of Southern Idaho manifests a shared vision and a collaborative effort of the citizens of the Magic Valley.  This vision began to take form as early as 1952, when a Stanford doctoral student wrote his dissertation, *A Junior College Survey of Twin Falls County, Idaho*.  In 1960, the Twin Falls Chamber of Commerce established a junior college committee to actively pursue financial support to make this vision a reality.

In 1962, the federal government facilitated the College of Southern Idaho's development by providing federal aid for building academic facilities.  In 1963, the Idaho legislature passed the Junior College Act, which provided for the establishment of junior college districts.  Twin Falls County voted to form a junior college district in November 1964.  The following year, Jerome County citizens voted to join the junior college district.

The college's first academic classes were held in the evening at Twin Falls High
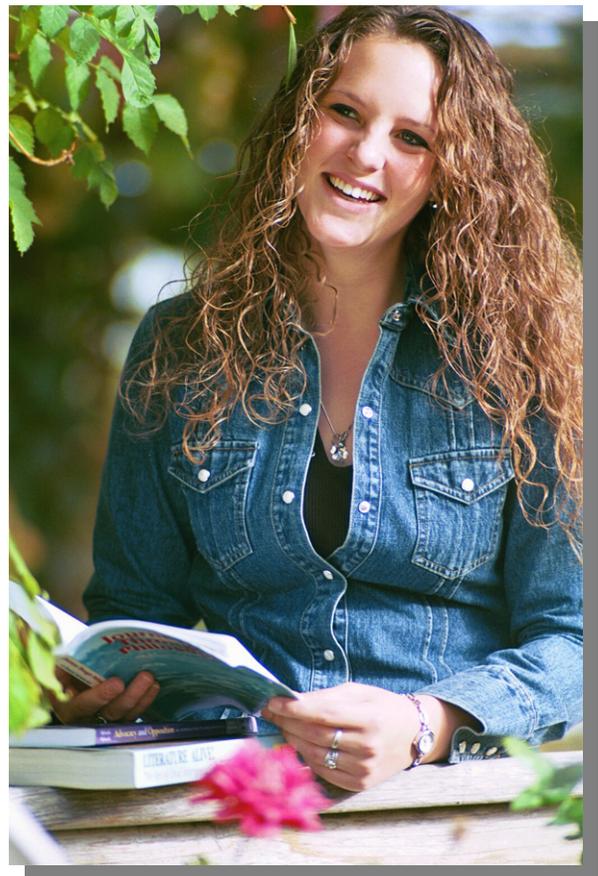
School, while vocational classes were held at a facility on Kimberly Road.  The administrative offices were housed in an old hospital annex building.  The college was

governed by a board of trustees who 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, former vice president, became president in 1983.

The College of Southern Idaho offers a variety of educational opportunities to the people of South Central Idaho. Today, the College of Southern Idaho is the fastest growing institution of higher education in the state, having doubled its enrollment in the past eight years. Off-campus outreach centers in Burley, Gooding, Jerome, Hailey, and at Micron in Boise serve approximately 2,500 students each semester. The advent of the telecommunications system in 1989 greatly enhanced the delivery of college-level courses to these areas. Eighty-five percent of the student body comes from the eight Magic Valley counties (Jerome, Twin Falls, Gooding, Cassia, Minidoka, Camas, Lincoln, Blaine) the college is charged with serving.

# Enrollment

### Fall 2003 Enrollment

| | |
|---|---|
| New Student | 1,898 |
| Returning Freshman | 2,985 |
| Sophomore | 2,135 |
| | |
| Part-Time | 3,047 |
| Full-Time | 3,971 |

### Largest Enrollment by Major

| | |
|---|---|
| Cross-Disciplinary Studies | 1,030 |
| Health Sciences and Human Services | 959 |
| Education | 751 |
| Business | 683 |
| Sciences | 353 |

**Student Demographics**

| Residency | |
|---|---|
| In-District | 3,465 |
| Other Idaho | 3,252 |
| Out of State | 242 |
| Foreign | 59 |

| Gender | |
|---|---|
| Female | 4,452 |
| Male | 2,566 |

| Age Group | |
|---|---|
| Under 18 | 676 |
| 18-19 | 1,369 |
| 20-21 | 845 |
| 22-24 | 762 |
| 25-29 | 721 |
| 30-34 | 495 |
| 35-39 | 376 |
| 40-49 | 699 |
| 50-64 | 458 |
| 65 or Older | 544 |
| Age Unknown | 73 |

| Ethnicity | |
|---|---|
| Asian American | 65 |
| Black/African American | 36 |
| Hispanic/Latino/Latina | 536 |
| American Indian/Alaskan | 59 |
| Nonrespondent | 329 |
| Other | 69 |
| Pac Islander/Native Hawaiian | 24 |
| White/Caucasian | 5,893 |
| Ethnicity Unknown | 5 |
| Nonresident Alien | 2 |

**Degrees Conferred**

| | |
|---|---|
| Associate | 537 |
| Certificate | 246 |

**Full-Time Faculty and Staff**

| | |
|---|---|
| Faculty | 152 |
| Professional Staff | 88 |
| Classified Staff | 144 |

## Eligibility Requirements

The College of Southern Idaho continues to meet each of the twenty-five eligibility requirements of the Northwest Commission on Colleges and Universities:

1. The College of Southern Idaho has formal authority from the state of Idaho to grant degrees, as authorized in Idaho Code Title 33, Chapter 21, 33-2109.
2. The College of Southern Idaho Board of Trustees derives its authority from Idaho Code Title 33, Chapter 21, 33-2101 through 33-2144. The board of trustees consists of five members elected at large for terms of six years. Board members serve without remuneration and have no contractual, employment, or personal financial interest in the institution.
3. The college, through its policies and procedures, maintains an atmosphere in which intellectual freedom and independence exist.
4. The college has a full-time president who serves as the institution's chief executive officer.
5. The mission and philosophies of the College of Southern Idaho, which were most recently adopted by the board of trustees in 1999, demonstrate that the purposes of the institution are appropriate to higher education. The mission is also reviewed annually as part of the strategic planning process.
6. The college uses its resources to serve students through supporting its mission and educational objectives.
7. Institutional polices at the college are formulated via a system that allows for faculty, student, administrative, and board member input.
8. The principal educational programs at the college lead to the following formal degrees: the associate of arts degree, the associate of science degree, and the associate of applied science degree, as outlined on page 26 of the *2004-2005 CSI Catalog*.
9. Degree programs require at least two academic years, a minimum of 64 semester credits of 100- and 200-level courses.
10. Transfer degree programs and professional-technical certificate programs of one year or more require a substantial and coherent component of general education courses as outlined on page 26 of the *2004-2005 CSI Catalog*.
11. Educational objectives and requirements are defined for each program.
12. The majority of courses offered require an appropriate foundation of learning skills typically taught in high school. College courses examine the conceptual foundations of subject matter as well as information growing out of these foundations. Courses require students to do independent work, analyze what they learn, and deal with the abstract as well as the concrete. As appropriate, courses foster the ability to make distinctions among ethical, intellectual, social, and, in a few cases, religious values. Additionally, the faculty encourages the pursuit of life-long learning.
13. The college supports academic freedom as outlined in Policy 5.01 of the *Full-Time Faculty Handbook* and Policy 3.10 of the *Part-Time/Adjunct Faculty Handbook*.
14. The college has a full-time core faculty with appropriate education and training. The institution has

maintained a commitment to staffing the college with full-time faculty and has continued to hire faculty, even during difficult economic times. CSI consistently finds itself in an enviable position regarding its full-time to part-time faculty ratio.

15. Faculty-student interaction is encouraged through the faculty's advising responsibilities, mandatory daily office hours, and college-sponsored activities including events, performances, and student organizations.

16. The college maintains a library and learning resources appropriate to its mission and augments its collections through the use of interlibrary loan and access to electronic resources.

17. The college follows humane and nondiscriminatory policies in dealing with students, faculty, and staff.

18. Consistent with its mission as a comprehensive community college, the College of Southern Idaho adheres to an open admission policy.

19. The College of Southern Idaho catalog is accurate and current and addresses all areas required by the Commission.

20. The college can document a stable funding base and can carry out its stated mission and goals within a balanced budget and a safe level of debt.

21. The college is audited annually by Ware and Associates, an external auditing group. An opinion on the college's financial statement is included in the audit.

22. The college has offered educational programs since 1965 and has maintained its accreditation with the Commission.

23. The college accepts the policies and standards of the Commission and agrees to comply with these standards and policies.

24. The college discloses to the Commission all required information.

25. The college understands and agrees that the Commission may make known information about its accreditation status.

## Responses to 1994 Recommendations

The 1994 full-scale evaluation elicited five general recommendations for the college. These five recommendations were addressed and examined during the regular interim visit in 1999. At that time, the college received commendations for its work on Recommendations 1, 2, and 5, and was encouraged to continue its efforts on Recommendations 3 and 4. No new recommendations were written during the 1999 regular interim visit, although Recommendation 4 was repeated. Each of the five recommendations from the 1994 visit is addressed below.

### Recommendation 1

*It is imperative that the college initiate a collaborative process with faculty and staff to develop a comprehensive and uniform set of policy and procedural documents. Current policy development processes and materials are not in full compliance with Commission Standards VII and VIII in the areas of faculty participation, employment security, and academic freedom. The faculty and administration must be willing to demonstrate that they mutually recognize and accept their collective responsibility to work in full cooperation with each other in the development and adoption of these policies and procedures.*

In light of this recommendation, a comprehensive *Faculty Handbook* was created via a collaborative effort between faculty and administration. Moreover, during the college's interim accreditation visit in 1999, the evaluator commended the college on its work on this recommendation by pointing out the following:

*The faculty and administration of the College of Southern Idaho is to be commended for creating policies and procedures in the areas of faculty participation, employment security, and academic freedom; its methods of doing so are outstanding examples of shared governance.*

At present, three documents address general policies and procedures at the college:

- The CSI *Employee Policies and Procedures Manual*, which applies to all members of the institution. (Exhibit 4.1)
- The *Full-Time Faculty Handbook*, which outlines policies particular to full-time faculty. (Exhibit 4.2)
- The *Part-Time/Adjunct Faculty Handbook*, which outlines policies particular to part-time/adjunct faculty. (Exhibit 4.3)

The CSI *Employee Policies and Procedures Manual* is updated regularly by the Human Resources Office. Issues of compliance due to changes in laws and issues regarding the needs of institutional management both prompt revisions that are reviewed widely.

The *Full-Time Faculty Handbook* and *Part-Time/Adjunct Faculty Handbook* are collaboratively revised by the Faculty Senate and the Office of Instructional Administration. The board of trustees approves substantive changes and official

copies of the handbooks are maintained on the college Web site.

## Recommendation 2

*It is evident that the college recognizes the need to have an ongoing planning process, to implement planning, to assess outcomes and to use assessment as a basis for further planning as called for in Policy Statement 25... It is further recommended that staff training and technical assistance be provided to build staff competence in integrated planning, assessment and decision making.*

CSI took this recommendation seriously and implemented a variety of measures prior to the interim visit in 1999. These measures, which are outlined throughout this document, include the personal plan for improvement process, the unit plan for improvement process, and the five-year program review process. Additionally, strategic planning is an ongoing process at the college. During the 1999 interim visit, the following commendation was given:

*CSI has a system of planning, assessment, program review, and budgeting for its instructional programs which is well understood by faculty and administration, is used to monitor improvement, and is continuous.*

Following this positive assessment, the college has remained committed to institution-wide planning at both the strategic and operational levels.

## Recommendation 3

*In order to effectively carry out its mission as the college continues in its steady growth pattern, the team recommends that attention be given to the anticipation and*

*management of the potentially negative effects of high growth. The college should specifically address the overloading of personnel, the related stress on the administrative structures, and the possible eroding of quality. Such efforts will help ensure continued compliance with Commission Standards I and VIII.*

Since the 1994 accreditation visit, enrollment at CSI has continued to increase steadily, and the college has consistently been the fastest growing institution in the state. (Appendix 4.1) As budgets have tightened over the past several years, some faculty at the college have taken on additional responsibilities. In the vast majority of cases, this has been done willingly, and the quality of services provided at the institution has not diminished. Many faculty also recognize the opportunity to provide valuable service to the college through work on committees, projects, and grants, and therefore willingly take on additional responsibilities. The college has hired additional faculty as student enrollments have increased. Issues of growth and the quality of the educational experience are both being addressed in the institution's strategic plan. The fall 2003 planning retreat gave rise to an institutional initiative on student numbers, growth, and quality of instruction, which will establish benchmarks to ensure continuation of effective, efficient, quality instruction.

## Recommendation 4

*CSI has conducted a major review of its mission due in part to its concerns about diversity. The college should demonstrate that it embraces diversity through its hiring practices, recruitment efforts, and other operational procedures.*

In the last five years, the college has taken great strides to support the needs of its diverse constituents. A diverse population, as it applies to the mission statement of the college, is defined as reflective of the constituents of the college's service area. The mission statement of the College of Southern Idaho does reflect the college's commitment to the diverse population of the community it serves.

In the area of ethnic diversity, a Diversity Initiative Committee was organized during the spring of 2000 to study the need for and implications of attracting more multicultural and international students. The committee explored the services the institution should offer, how the college recruits, and what resources would be needed to implement the plan. This committee, consisting of administration, faculty, staff, and students, is still active and meets regularly to provide direction on diversity issues and to share information regarding ongoing programs and challenges. It also works collaboratively to address diversity-related goals and objectives found in CSI's strategic plan.

The Diversity Initiative Committee recommended the opening of a Student Success Center to provide guidance and advocacy for the recruitment, retention, and transfer of international and multicultural students. A student ethnicity census of the last five years shows a 6.6% increase in Asian American students, an 80% increase in Black/African American students, a 5.4% increase in American Indian/Alaskan Native students, and a 92.1% increase in Hispanic/Latino/Latina students.

The Student Success Center (SSC) develops programs that promote the understanding of diversity, both internally and externally, in order to foster a climate of tolerance, respect,

and knowledge. The SSC achieves this by working with student organizations such as Latinos Unidos, Beso, Accent Club, and the Diversity Council of the Student Senate. The Diversity Council also works with other groups to address issues of diversity on campus.

Additionally, the college encourages employees to participate in off-campus conferences and training programs related to the Latino community and is actively pursuing federal funds and grants to provide leadership, resource and training development, and enhanced campus support for diversity-related issues.

In addition to addressing issues of ethnic diversity, the college strives to address the needs of students with disabilities and the diverse needs that can result from students' different socio-economic statuses, ages, and educational backgrounds.

Maintaining access to CSI for students, regardless of socio-economic status, has also been a focus of the college. As noted in Standard VII, the College of Southern Idaho Foundation, Inc., has awarded approximately $6 million in scholarships to students since its inception, and many of these scholarships are based on demonstrated student financial need.

Students with diverse educational backgrounds are also supported at CSI. Adult Basic Education (ABE) and English as a Second Language (ESL) programs are designed to improve the educational level of adults, out-of-school youth, and non-English speaking persons in the eight-county service area. The Center for New Directions provides career development services for CSI students and community members through classes, workshops, and individual counseling. The center has proven to be an

excellent resource for traditional as well as non-traditional students.

Finally, in conjunction with the CSI Advising Department, the coordinator and staff of Student Disability Services (SDS) build and maintain partnerships with students, faculty, staff, and administrators to promote an accessible, non-discriminatory learning, teaching, and working environment that meets the needs and abilities of students with disabilities.

## Recommendation 5

*Standard V requires that a member college's curricular offerings be institutionally supported to effectively articulate the college's mission and goals. This process has been operationalized in all but the vocational division through the college curriculum development and approval process. Currently the vocational division course offerings do not receive institutional endorsement and support in this way. One of the consequences of this is that some lack of support for curriculum can occur. We recommend the implementation of an institution-wide curriculum process, which involves all segments of the institutional community, to create college-wide support for all its curricular offerings.*

In response to this recommendation, the campus-wide Curriculum Committee began reviewing professional-technical curricular offerings in 1995 and the college was given the following commendation during the 1999 interim visit:

*CSI has created an institution-wide curriculum process which involves all segments of the instructional community; it is a well respected and well used process which continues to mature and to tackle important issues.*

In much the same manner as it did in 1999, the Curriculum Committee today approves or denies all new academic and professional-technical courses, approves or denies major changes in existing courses (i.e. change in credit, change in course level, significant change in course content), approves discontinuance of courses, reviews new academic and technical programs and/or the discontinuance of existing programs, and makes recommendations to the executive vice president/chief academic officer to carry forward to the State Board of Education. (Exhibit 2.2)

The Curriculum Committee also reviews general education offerings on a rotating basis, consults with convening groups on curricular issues, proposes revisions to general education criteria, resolves interdepartmental curricular problems, guards against undue proliferation and duplication of course offerings, and analyzes and makes recommendations concerning curriculum matters relating to the articulation of courses/programs to the state colleges and universities using State Board of Education guidelines. All recommendations are made to the executive vice president/chief academic officer. The State Department of Education and the State Division of Professional-Technical Education approve all curriculum proposals in the area of professional-technical education.

## Context of the Self-Study

The self-study process at the College of Southern Idaho is an ongoing process. Beginning with the implementation of the plan for improvement process following the 1994 Commission visit, and including the intensive program review process that occurs in every instructional department every five years, continuous self-study has

been a goal of the college. This culture of assessment laid the foundation for the intensive self-study process required by the Commission and for the creation of this document.

A chair and a vice-chair for the accreditation self-study process were appointed by the administration in November of 2002. In January of 2003, a twenty-member steering committee was created and began to work on developing a comprehensive self-study process for the entire college centered on the Commission standards. Members of the steering committee were then assigned as chairs, vice-chairs, or advisors for each of the nine standards. These standard chairs then established committees to work on their particular standards. The names of the members of each of these committees are listed at the end of each standard.

During the spring and summer of 2003, each standard chair was asked to solicit input from all areas of campus regarding the college's compliance with each standard element. This stage of the self-study process helped to familiarize the CSI community with the accreditation process and with the specific nature of the self-study.

The fall of 2003 was kicked off by a visit from the Deputy Executive Director of the Commission who addressed the entire campus regarding the accreditation process. During the fall of 2003, standard chairs and their committees worked to create narratives that addressed the committee's assigned standard and each element within that standard, including cited evidence to support the narrative. Additionally, during the fall of 2003, a college-wide accreditation survey was conducted. Five hundred and eight-six surveys were distributed to administration, faculty, and staff; these surveys asked sixty-four identical questions and several

additional questions specific to each group. Four hundred and two surveys were returned, for a response rate of 69%. Additionally, students in more than twenty classes, both on and off campus, were surveyed in order to gather information about their views of the college. During this same period of time, department chairs in all of the instructional areas of campus conducted self-studies of their departments; these studies were complied into departmental self-study binders and are available in the team room.

Beginning in the spring of 2004, the chair and vice-chair of the steering committee began condensing the information that was provided by each of the standard chairs into a narrative form that would eventually become the basis for the self-study document. This writing process consisted of sending drafts of each standard back and forth between standard chairs and the chair and vice-chair of the steering committee until the standard committee, standard chair, and the chair and vice-chair of the steering committee were comfortable with the content. At that point, the steering committee chair and vice-chair met with the president and with other administrators to discuss the drafts and to outline the strengths, challenges, and potential courses of action for each standard.

In May of 2004, the steering committee met for a two-day reading retreat to review all nine standards and to make recommendations about each of them. These recommendations were addressed by the administration and by the chair and vice-chair of the steering committee during the summer of 2004. At the start of the fall 2004 semester, standard chairs were given a final opportunity to comment on each standard before the entire document was sent to an editor in September. The edited document was returned in early October and

was then submitted to the college's Instructional Technology Center, which created the layout for the document. Finally, the document was sent to press in January of 2005.

Beginning with Standard VII in the spring of 2003, and continuing through the spring of 2005, each standard was presented to the College of Southern Idaho Board of Trustees for review at monthly board meetings. At the November 2004 meeting, the board expressed its appreciation for the process and remarked on the amount that board members had learned about the college through the self-study. Presentations regarding the self-study were also made to the Faculty Senate, the Professional and Classified Employees, and the Student Senate.

## ANALYSIS AND APPRAISAL

### Executive Summary

#### Strengths

- The College of Southern Idaho utilizes a variety of delivery systems that provide access to higher education to the college's entire service area.

- CSI enjoys an excellent working relationship between and among the board of trustees, administration, faculty, staff, students, and community.

- CSI possesses excellent facilities, situated on beautiful grounds, and is well-positioned in these areas to meet future needs.

- CSI has ongoing systems of operational and strategic planning in place that allow

the college to plan for short-term and long-term needs.

- CSI is committed to maintaining a core of full-time faculty and has an excellent full-time to part-time faculty ratio.

- CSI is committed to student success across the campus.

- CSI is financially stable and has minimal debt.

- CSI has enjoyed remarkable administrative and board stability throughout its history.

- CSI consistently uses assessment data when making resource allocation decisions.

### Challenges/Courses of Action

- CSI will continue to work to manage changing sources of revenue.

- CSI will continue to work to maintain the culture of the college as the institution continues to grow.

- CSI will continue to maintain its identity and autonomy while meeting current and future policies of the state of Idaho.

- CSI will continue to communicate the importance and purpose of the planning processes throughout the college. Additionally, the college will strive to engage all members of the college community to ensure equality of participation and work responsibilities.

- CSI will continue to use assessment data to drive decisions throughout campus, while maintaining the unique "family atmosphere" that defines the college.

## Self-Study Leadership

### Steering Committee

**Faculty**

- Chris Bragg, Associate Professor of Communication, Self-Study Chair

- John Hughes, Director, Academic Development Center, Self-Study Vice-Chair

- Jeff Fox, Chair, English

- Jody Rockett, Assistant Professor, Veterinary Technology

- Amber Simon-Power, Instructor, Business

- Jamie Shetler, Instructor/Coordinator, Honors Program

- Rick Snider, Chair, Life Sciences

- Kathy Stover, Chair, Mathematics

**Professional and Classified Employees**

- Elaine Bryant, Coordinator, CSI North Side Center

- Kathy Deahl, Administrative Assistant, Office of the President

- Scott Scholes, Director, Advising Center

**Administration**

- Jerry Beck, Executive Vice President/Chief Academic Officer

- Claudeen Buettner, Dean of Health Sciences and Human Services

- Ken Campbell, Dean, Information Technology

- DeVere Burton, Instructional Dean

- Curtis Eaton, Vice President of Planning and Development; Vice President of Student Services; Executive Director, CSI Foundation

- Debi Klimes, Director, Center for New Directions; Chair, Trade and Industry

- Barbara Knudson, Dean, Human Resources

- Mike Mason, Vice President of Finance

# Standard One:
## Institutional Mission and Goals, Planning and Effectiveness

**CSI**

# Standard One:
# Institutional Mission and Goals, Planning and Effectiveness

## Overview

The College of Southern Idaho is guided by its mission, its philosophy and purposes, and its strategic plan. The college's annual planning, budgeting, and resource allocation activities are guided by the institution's strategic plan and by the institution's operational planning process.

### The Strategic Plan

The College of Southern Idaho Board of Trustees approved the *Vision 2006 Strategic Plan* on May 20, 2002. (Appendix 1.1) This five-year plan outlines the following strategic goals for the College of Southern Idaho:

- Service
- Innovation
- Partnerships
- Fully Develop Resources

Action areas that fall under the purview of each of these four goals serve as
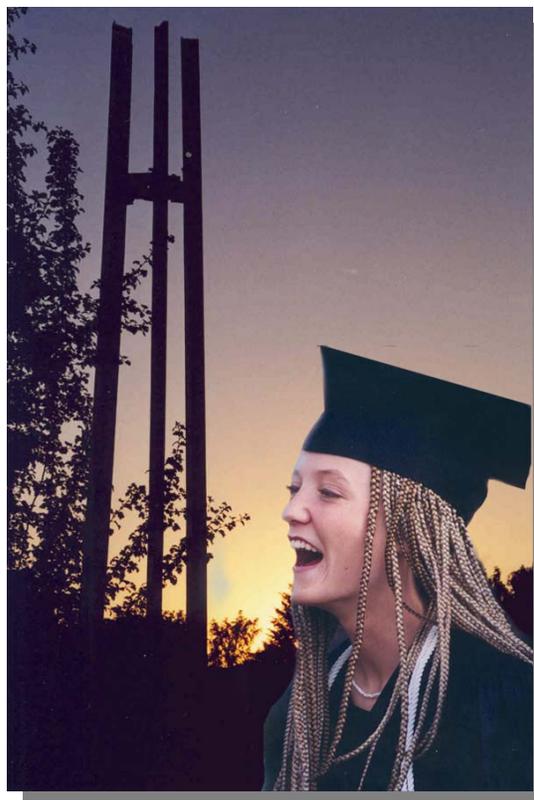
effectiveness measures for the institution and ensure that the mission of the college is being met. The strategic plan serves as the communication conduit for developing ideas

that will continue to propel the College of Southern Idaho into the future.

### The Operational Planning Process

The operational planning process was implemented at the college shortly after the 1994 Accreditation Team visit. The three-tiered process involves operational planning at the individual, departmental, and administrative levels and allows for widespread input into planning and resource allocation at the college.

The effectiveness of the strategic plan and of the operational planning process is measured through campus and community feedback, through institutional research, and through institutional reports provided to college constituents.

Since the last full-scale accreditation visit by the Northwest Commission on Colleges and Universities (NWCCU), the College of Southern Idaho has continued to experience fast-paced growth, and only through the efforts of a coordinated planning process has the college been able to effectively manage that growth.

This growth has had a positive impact on the campus and has helped CSI weather the recent economic downturn. Growth has been managed so that it has not negatively impacted the work environment at the college. This is evidenced by the more than 90% of respondents to the Fall 2003 Accreditation Survey who were in agreement that they were satisfied with the work environment at the college. (Appendix 1.2).

## Purpose

The purpose of this Standard is to demonstrate that strategic and operational planning, within the context of the college's mission statement, are the guiding forces that shape the future of the College of Southern Idaho. The mission and goals of the institution are outlined in this Standard, and planning at all levels of the institution is described and analyzed.

## Institutional Mission and Goals

The current mission statement, which was adopted in 1999, provides a clear direction for the College of Southern Idaho. In conjunction with the mission, the college's philosophy and purposes have established consistent guidelines for the college for more than 30 years.

### Mission

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

### Philosophy

The college recognizes all individuals as having value in a democratic society. The primary purpose of the college is to assist students with varying levels of ability and diverse backgrounds in developing skills, values, and attitudes necessary for effective living.

### Purposes

- To provide a program of general education through instruction embodying knowledge, skills, and values

needed by each individual in a democratic society.

- To provide university-parallel curriculum – the first two years of four-year college majors in preparation for entrance into the junior year of any four-year college or university.
- To provide a program of technical education through majors that prepares students for immediate gainful employment upon successful completion.
- To provide a continuing program of adult education for lifelong learning for those living in the community who are unable or do not desire to pursue studies on a full-time basis.
- To provide a program of guidance through personalized services as an integrated factor in the successful achievement of all other institutional purposes.
- To provide community services by making college resources available. This includes both the physical facilities and the unique abilities of the staff.

A committee comprised of administration, classified staff, faculty, and students spearheaded the 1999 revision of the mission statement. The committee shared drafts with, and solicited recommendations from, the entire college community in the process of reaching a final draft. Following the board of trustees' approval, the Office of Instructional Administration printed, framed, and distributed the new mission statement throughout the college. The mission statement is shared with all new employees during new employee orientation. As a result, the mission statement is understood across the campus. (1.A.1)

The college's mission statement is included in campus publications. However, the statement was inadvertently left out of the newly designed *Student Handbook and*

*Planner*, which was first distributed in the fall of 2003. (Exhibit 1.1) The Student Activities Department and the Office of Institutional Planning and Development have agreed to work more cooperatively on this process to ensure that such omissions do not occur in future editions. (1.A.2)

All operations of the college are predicated on the institution's mission and purposes. The open admissions policy, a wide-range of academic and technical course offerings, and a variety of learning paradigms ensure that CSI is meeting its mission of providing educational opportunities to the diverse population of its service area.

In striving to meet the institution's commitment to cultural enrichment and public service, the college engages in a variety of practices including:

- Employee membership in civic organizations.
- Providing meeting rooms for area businesses, governmental agencies, local industry groups, and other educational entities.
- Providing testing center proctors for community business and educational testing.
- Providing access to numerous cultural and educational activities throughout the year.
- Maintaining a close working relationship with surrounding Chambers of Commerce.
- Offering dual credit opportunities for area high school students.
- Maintaining an expansive telecommunications system that links high schools, governmental entities, and health care providers throughout the college's service area.

- Offering community forums to allow community input into the institutional planning process.
- Offering a variety of cultural and educational opportunities to the community in order to meet the needs of the diverse population of South Central Idaho. (1.A.6)

When substantive changes are required at the college, officials communicate appropriately with the NWCCU. The last time a substantive change request was submitted to the NWCCU was in 1986 when the institution submitted its *Prospectus for Off Campus Centers*. Evidence of communication about this change demonstrates that the institution is in compliance with Policy A-2 regarding substantive changes. (Exhibit 1.2) (1.A.7)

## ANALYSIS AND APPRAISAL

### Institutional Mission and Goals

**Strengths:**

- The college's mission statement is a clear reflection of the diverse nature of the services offered at CSI and provides direction for the college.

- Community forums and surveys of community members demonstrate that CSI is seen as the epicenter of the community and is responsive in providing services to the community. (Appendix 1.11)

**Challenges:**

- None.

**Courses of Action:**

- None.

## Planning and Effectiveness

The 1994 Accreditation Committee Report stated the following in General Recommendation #2:

*It is evident that the college recognizes the need to have an on-going planning process, to implement planning, to assess outcomes and to use assessment as a basis for further planning as called for in Policy Statement 25. . . . It is further recommended that staff training and technical assistance be provided to build staff competence in integrated planning, assessment and decision making.*

CSI took this recommendation seriously and implemented a variety of measures prior to the interim visit in 1999. At that visit, the following commendation was given:

*CSI has a system of planning, assessment, program review, and budgeting for its instructional programs which is well understood by faculty and administration, is used to monitor improvement, and is continuous.*

Following this positive assessment, the College has remained committed to institution-wide planning at both the strategic and operational levels.

### Strategic Planning

The strategic planning process serves a three-fold purpose, and in doing so provides:

- A basis for the implementation of action items in support of the mission of the institution.
- The discussion platform for the development of strategic initiatives.
- The context for the operational planning process.

Between the launch of the *Vision 2006: A Journey in Progress* planning process in October of 2001 and the implementation of the plan in May of 2002, input was sought from all areas of the campus and community in order to establish the four goals of the strategic plan and the strategies and action areas that fall under the purview of each of the goals.

The strategic planning process follows an annual procedure which consists of environmental scanning, reviews of the strategic plan, a college leadership retreat, and the development of administrative priorities. The process obtains input from public forums, staff meetings with professional and classified employees, faculty meetings, meetings with the Associated Students of the College of Southern Idaho, and meetings with the board of trustees. (1.A.1; 1.B.3) This participatory process ensures that the priorities established through the strategic planning process are consistent with the institution's mission and with its human, physical, and financial resources. (Appendix 1.3) (1.A.4)

Three broad-based committees that are representative of all areas of the institution guide the strategic planning process. (Appendix 1.4)

**The Steering Committee** guides the planning process by ensuring that the strategic plan is consistent with the mission and purposes of the college. The committee capitalizes on the leadership experience of the president, vice presidents, deans, and directors in order to fulfill this duty.

**The Coordinating Committee** ensures that representatives of the broader college population contribute to the development of strategic directions, subsequent goals, and objectives for the strategic plan. In addition,

the Coordinating Committee is responsible for sharing decisions with and soliciting ideas and comments from their designated constituencies in order to aid in the development of the strategic plan. (1.B.3)

**The Process Committee** manages the development, implementation, and continuation of an effective strategic planning process. The Process Committee supports the efforts of the Coordinating Committee and also reports periodically to the Steering Committee.

The strategic plan is included in campus publications and in *Vision 2006: A Journey in Progress*, which is available as a desktop handbook and which outlines the strategic planning process at CSI. (Exhibit 1.3) (1.A.2) Like the mission statement, the strategic plan is distributed to all new employees during new employee orientation. (1.A.1)

## Operational Planning

Operational planning at the institution is conducted through the use of a plan for improvement process, which includes Personal Plans for Improvement and Unit Plans for Improvement. Individuals develop Personal Plans for Improvement (PFI) based upon their own professional goals. (Appendix 1.5) In essence, the PFI is a professional growth plan. These plans are submitted to department chairs and unit leaders who prioritize and coalesce them into Unit Plans for Improvement (UPFI), which serve as departmental professional growth plans. (Appendix 1.6) The plan for improvement process improves the quality of the department by developing its most valuable assets—department personnel.

Many departments, particularly technical and academic instructional departments,

include their operational budget proposals for the next fiscal year in their UPFIs. Critical goals and objectives of the department are also integrated into the UPFI. Curriculum, personnel, facilities, outcomes, and long-term budget matters are all integrated into the UPFI. This allows for the tracking of goals and objectives essential to effective operation of the department from one year to the next. Institutional priorities for improvement are then developed annually in response to UPFIs.

## Institutional Resource Allocation

Allocation of resources and planning is driven by the plan for improvement process, and the preparation of PFIs and UPFIs is guided by the four strategic goals of the institution. Thus, institutional resource allocation is directly tied to the strategic goals of the institution.

The majority of goals included in an individual's PFI should tie directly to one or more of the four strategic goals. However, individuals may also include personal or professional goals that fall outside the strategic plan in order to stimulate innovation. When unit leaders compile PFIs into a UPFI, each institutional strategic goal serves as a check to ensure that the Plans for Improvement correspond with the strategic plan and the mission of the institution.

Summaries of UPFIs include expense requests that are submitted to the administration first for personnel-related expenses and then for equipment and other expenses. Typically, department budgets for the upcoming year are based on budgets from the prior year; additional funding requests are scrutinized by the executive vice president/chief academic officer, vice president of finance, and the president. Strategic planning initiatives

requiring budgeted resources are submitted to the administration as additional expense requests at the same time departmental budget requests are submitted. Approved expenses are aggregated in the overall college budget for approval by the board of trustees. (1.B.1)

When an item requested on a Personal or Unit Plan for Improvement is deemed to be outside the strategic plan of the college, several things may happen: the item may be sent back to be reworked so that it does fall with the strategic plan; the item may be forwarded to the Strategic Planning Committee to determine if it needs to be included in the strategic plan for the college; or the individual making the request may be directed to another funding source, such as the institution's mini-grant process, outside grants, etc., in order to allow the request to be further explored. (Appendix 1.7)

The self-study revealed that while the plan for improvement process has been widely used and is recognized across campus, it is not consistently implemented in all areas. Although the plan for improvement process was originally developed to be used by all areas of campus for operational planning, it is unevenly used, particularly in some areas outside of the instructional area of campus.

In areas where the process is used consistently, feedback given to individuals concerning decisions made about requests that are included in PFIs and UPFIs is inconsistent. The self-study also revealed some confusion across campus concerning what happens to Plans for Improvement once they reach the highest levels of administration. Despite the fact that more than 72% of respondents to the Fall 2003 Accreditation Survey felt that the planning process at CSI values the input of constituents, influences resource allocation,

and improves the college overall, only 59.2% of respondents agreed or strongly agreed when asked if the felt that they "receive adequate feedback about the planning process at CSI." (Appendix 1.8)

The self-study also revealed that the *Vision 2006 Strategic Plan* is still evolving, particularly in the area of defining a clear link between operational and strategic planning. The college is taking measures to better ensure that all members of the campus community understand the connection between strategic planning, operational planning, and the impact the two planning processes have on institutional resource allocation. As a result of the self-study process, a concerted effort is underway to revitalize the plan for improvement process across campus, with a special focus on its role in the overall strategic planning process. (1.B.8) (Exhibit 1.4)

Next, in response to concerns about feedback and the planning processes, the Office of Institutional Planning and Development has constructed an interactive communication plan. This plan was developed in an effort to provide instruments of communication and opportunities for dialogue at all levels of the CSI community, and to provide accentuated communication about strategic issues and processes. (Appendix 1.9) Moreover, the PFI and UFPI forms are currently being revised in order to improve the feedback portion of the process.

## Measuring Progress and Effectiveness

The institution measures how well it is accomplishing its mission and meeting its strategic goals in several ways. Progress in accomplishing the goals outlined in the strategic plan, which ties directly to

the mission, is measured by action areas that are included under each of the four goals. This progress is documented and published annually in the Strategic Planning Performance Reports submitted to the State Board of Education (SBOE) and to the Division of Financial Management (DFM). (Exhibits 1.5; 1.6) These reports include information on performance areas required by the State Board and on performance measurements that are unique to CSI. Each of these indicators ties directly to the CSI strategic plan. (Appendix 1.10)

The Division of Financial Management Report details the actual results of the targeted performance standards over a four-year period and also includes projections four years into the future. These reports are distributed to each of the planning committees members. Printed copies are located in the Office of Institutional Planning and Development and the reports are published on the CSI Web site. (1.A.3, 1.B.6, 1.B.9)

In addition to the SBOE and DFM reports, the Office of Institutional Planning and Development also reports progress annually in its *Vision* publication, biannually in its *Planning & Development Quest* newsletter, and continuously through updates to the Office of Institutional Planning and Development strategic planning Web site. (Exhibit 1.7; 1.8) Moreover, in order to evaluate the planning process, the Strategic Planning Steering Committee reviews the college goals on an annual basis to ensure that the goals are being met. The Office of Institutional Planning and Development invites comments and critique from the college community after each planning meeting. (1.B.9)

Additional objectives and action plans are established by the Strategic Planning

Steering Committee for those areas of the mission and goals that are deemed to need increased attention for further development. The evaluation process that identifies such areas and goals is driven by data supplied through the college's institutional effectiveness assessment reports as well as from discussions arising from the strategic planning retreat process. (Exhibit 1.9) (1.B.1, 1.B.2, 1.B.3, 1.B.6, 1.B.8)

The president reports to the Idaho Legislature during a formal meeting of the Joint Finance-Appropriations Committee in February and meets with the state delegation informally throughout the year. Further assessment of progress is conducted by the board of trustees, who is given the opportunity to critique, amend, and redirect the strategic plan as needed. The Office of Institutional Research, which continually analyzes data about the effectiveness of the college, creates much of the data used for these reports. (1.A.3, 1.B.6, 1.B.7)

## ANALYSIS AND APPRAISAL

### Planning and Effectiveness

**Strengths:**

- The Vision 2006 strategic planning process has included a thorough review of the goals of the institution and has been instrumental in providing clear action steps that are being used to measure achievement of those goals. This process has also brought all facets of the college and community into the planning process.

- The development of the *Vision 2006: A Journey in Progress* desktop handbook has provided CSI employees with a quick reference guide to the college's mission, philosophy and purposes, and

strategic plan; unique CSI performance indicators; State Board of Education performance indicators; annual strategic areas for funding; and recent accomplishments that celebrate CSI and its students.

- The plan for improvement process is effective in setting priorities for departments and in guiding resource allocation. More than 75% of respondents in the campus-wide survey felt that the planning process valued their input and that it "improves instructional programs, institutional services, and activities at CSI."

- The plan for improvement process has been designed to ensure that operational planning and strategic planning are combined in an effort to meet the strategic goals and, therefore, the mission of the college.

**Challenges:**

- Despite the attempt to include all facets of the campus in the planning process, the campus-wide survey indicates that this goal has not been entirely met, particularly regarding feedback about the planning process.

- Despite the effectiveness of the plan for improvement process, its use in some areas of campus remains inconsistent.

- A lack of understanding exists within the campus community regarding the connection between the operational planning process and the strategic planning process.

**Courses of Action:**

- Ensure that the plan for improvement process is used in all areas of campus.

- Enhance communication throughout the campus concerning the intricacies of the planning process.

# Appendices

1.1   *Vision 2006:  A Journey in Progress Strategic Plan, 2001-2006*

1.2   Fall 2003 Accreditation Survey Question #72

1.3   Planning Flowchart

1.4   Strategic Planning Subcommittees

1.5   Personal Plan for Improvement Worksheet

1.6   Unit Plan for Improvement Worksheet

1.7   Grant Opportunities

1.8    Fall 2003 Accreditation Survey Questions #3, #4, #5

1.9   Planning Timeline

1.10  Links between CSI Philosophy, Purposes, Mission, Unique Indicators, State Board of Education Indicators and the CSI Strategic Plan

1.11  Community Forum Information

# Exhibits

1.1 *Student Planner and Handbook*

1.2 Change Notification for NWCCU

1.3 *Vision 2006: A Journey in Progress*

1.4 Minutes from the Plan for Improvement Revitalization Process

1.5 Strategic Planning Performance Report to the State Board of Education

1.6 Strategic Planning Performance Report to the Division of  Financial Management

1.7 *Vision*

1.8 *Planning & Development Quest* newsletter

1.9 *2003 Institutional Profile Report*

# Additional Required Documents

*Campus Master Plan*

# Standard One Committee

**Chair:**

- Claudeen Buettner, Dean of Health Sciences and Human Services

**Members:**

- Jerry Beck, Executive Vice President/Chief Academic Officer

- Nancy Byler, Professor, Physical Geography

- Steve Irons, Professor, Math

- Monica Kessel, Grant Writer/Instructor

- Doug Maughan, Director, Public Information Office

- Char Sutton, Coordinator, Grants Development and Planning

- Marvin Strope, President of Department Chairs

# Standard Two:
## Educational Program and Its Effectiveness

# Standard Two:
# Educational Program and
# Its Effectiveness

## Overview

The College of Southern Idaho meets the following five educational needs. It provides:

- Majors that prepare students to transfer to four-year schools.
- Programs of study that can be completed at CSI and that prepare a student to move into the work force.
- Courses that train students for jobs or upgrade students' job skills.
- Non-credit courses for personal enrichment.
- Courses for those who need to improve their basic academic skills.

The college is committed to the highest standards of teaching and learning excellence, and provides faculty, staff, and facilities designed to meet those standards. Moreover, the college is intent on continuous improvement and it plans and evaluates educational programs to ensure that the changing needs of the college and its constituents are being met.

## Purpose

The purpose of this Standard is to demonstrate the institution's commitment to all areas of education at the college.

- Part one provides a broad overview of the educational mission of the institution and describes and analyzes the institution's educational program planning and assessment activities.
- Part two describes and analyzes the undergraduate educational programs offered at CSI.
- Part three addresses community and distance education.

Departmental self-studies prepared by each of the academic and professional-technical instructional departments, the college's outreach centers, and other auxiliary units are located in the team room. These self-studies include:

- Department mission and goals
- Department descriptions
- Significant changes within the department
- Analysis and appraisal of the department
- Faculty resumes

## Part One: Educational Programs of the College of Southern Idaho

## Overview

The College of Southern Idaho is committed to meeting the educational needs of its students. Part one of Standard Two provides a general description of the degrees and certificates offered by the college; the instructional support services provided; planning and development within the instructional areas; and a brief outline of the human, physical, and financial resources devoted to the instructional areas of the college.

## Description

### Degrees and Certification

All degrees and certificates offered by the college are coherent in design and use degree designators that are consistent with program content. (2.A.4) (2.A.3)  The college grants credit for college work based on the national standard of the Carnegie Unit, which is clearly outlined in the college catalog. (2.A.6)  Descriptions of specific degrees and certificates offered can be found in part two of this Standard.

### Syllabi

During the last full-scale accreditation visit, several evaluators commented that the items found on course syllabi throughout the college were not consistent.  The college recognized the need for consistency while preparing for that visit and in 1993 mandated the campus-wide use of a common outline for course syllabi.

(Appendix 2.1)  This outline instructs faculty to include the following in all syllabi:

- Course description
- Pre-requisites, if any
- Required textbooks and supplies
- A list of necessary skills, if any
- Expected outcomes
  - Department goals
  - Course objectives
- Outcomes assessment
- Policies and procedures
- Grading practices
- Library use, if necessary
- Topical outline for the course
- Student disabilities statement

A review of syllabi provided by departments in the fall of 2003 indicates that, in general, all departments comply with the standard syllabus policy, although the degree of compliance does vary, particularly with part-time, adjunct, and dual credit faculty. (A.2.4)

## Instructional Support

The college recognizes that instructional support is critical to aid students in reaching their educational goals.  Therefore, the institution provides instructional support for all degree and certificate programs offered by the college.

### Academic Development Center

The Academic Development Center provides a multitude of programs and services in an environment in which students may build confidence and achieve academic success.  The center is located on the second floor of the Gerald R. Meyerhoeffer Building and the services it provides are also available at outreach centers.

## Adult Basic Education

The ABE program at the College of Southern Idaho provides students with opportunities to improve their basic math, English, and reading abilities; to learn to speak English through English as a Second Language (ESL) courses; and to learn to be more self-sufficient in life by improving life-coping skills. The ABE program also makes it possible for students to complete the requirements for receiving a high school equivalency certificate issued by the state and to attend secondary-level preparation courses utilizing up-to-date materials and equipment in small-group and individual instruction. Students can also receive one-on-one tutoring by volunteer tutors.

CSI is also the GED/High School Equivalency testing site for the eight counties in the Area IV Community College District.

## Basic Skills Volunteers

The Basic Skills Volunteers Program recruits and trains volunteers to tutor adults in basic literacy skills. (Appendix 2.2) Tutors usually work in the classroom assisting teachers and can also work one-on-one with students.

The program is currently established in the communities of Burley, Gooding, Jerome, Buhl, Hailey, Kimberly, and Twin Falls. It is offered free to adults in the college's service area.

## Testing Center

The CSI Testing Center provides students with the opportunity to take placement, course, and CLEP tests during scheduled testing hours. A similar testing center is

slated to open at the Mini-Cassia Outreach Center in the spring of 2004.

## College-Level and Intensive ESL Program

The English as a Second Language Program consists of three levels. Levels One and Two, Beginning and Intermediate, are non-credit intensive English courses designed primarily for international students. Level Three, Advanced, is a series of courses for college-bound students whose native language is not English. These courses are designed to help students who already have a basic level of English skills gain academic English language proficiency to help them be successful in college study.

Students who are residents of the United States and who are not yet prepared for admission to the College-level ESL program, or who are interested in non-credit classes, are referred to the Adult Basic Education ESL program.

## College Study Skills

The Study Skills Program offers learning opportunities to college-bound students with varying skill levels. Basic- and developmental-level courses in math, reading, writing, grammar, vocabulary, and spelling are offered. The study skills program also offers college-level coursework such as College Study Methods, College Reading, and Enhanced Reading Efficiency. Students are placed in study skills courses based on the results of their performance on the COMPASS placement test.

## Learning Assistance Services

The Learning Assistance Program, housed in the Academic Development Center,

provides CSI students with educational support. Services include one-on-one tutoring in all subject areas where there is a need; English and math help desks, which offer tutoring on a walk-in basis; video instruction; supplemental instruction in targeted courses; and a supervised computer lab for student use. Tutoring is also offered at outreach center locations. (Appendix 2.3)

### Library and Information Resources

The library offers a wide range of materials and services that serve the educational needs of students and faculty of the college. Expectations concerning use of the library and other informational services are outlined in course syllabi. Standard Five discusses the Library and Information Resources in full detail. (2.A.8)

### Community Education Programs

The Community Education Center (CEC) embraces lifelong learning. It is designed to respond to the needs of individuals through personal and cultural enrichment courses and workshops. The CEC provides business and professional education through training and development of skills. The center is customer driven in its non-credit offerings and seeks to satisfy those needs that are expressed by the community. Part three of this Standard discusses the CEC in more detail. (2.H)

### Distance Education

Distance education at CSI is composed of dual credit, telecommunication, UHF television broadcast, outreach center, and online course offerings. Currently, 10% of CSI classes are taught using some type of distance education method. The control of the course, including curriculum and faculty selection, remains the purview of the

department offering the course. Part three of this Standard discusses distance education in more detail. (2.G)

## Resources

Despite the dramatic growth at the college over the past ten years, the institution has met the increased demands placed on human, physical, and financial resources.

### Human Resources

CSI remains committed to providing adequate human resources to support the educational mission of the college.

In the past five years, the number of students at the college has increased by approximately 2,000, while FTE has grown by approximately 1,000. (Appendix 2.4) The average number of student enrollments per faculty member has increased by 13.1%, which reflects an increase in the number of sections being taught as overload by full-time faculty. (Appendix 2.5) The size of class sections has also increased during this period of time, particularly in academic classes, where the average size of on-campus lecture sections has increased by 9.5%. (Appendix 2.6) Despite these increases, the college has remained committed to maintaining a 21.5:1 student-to-faculty ratio.

The college is also committed to rely on full-time faculty to handle the educational load. When examining FTE during the 2002-2003 academic year, full-time faculty taught 3020.1 student FTE while part-time instructors taught 956.2 student FTE. Overall, this equates to 76% of student FTE being taught by full-time faculty. This figure represents a 0.3% decrease in the proportion of student FTE taught by full-time faculty since 1999. (Appendix 2.7)

Student services have been expanded and reorganized in an effort to meet the demand of CSI's growing student population.  In the spring of 2003, Admissions and Records, Advising, the Center for New Directions, Student Disability Services, Financial Aid, Student Activities, and the Student Success Center were placed under the direction of the vice president of student services. Moreover, a number of these student services were moved into the new "Matrix" area of the Taylor Administration Building. The Matrix provides students with "one-stop" services; that is, students can access these services in one stop rather than many. This reorganization has created a more customer-friendly experience for students. This one-stop service also exists at other locations on and off campus.  Student services have been highly rated at the college, with CSI students rating the institution's ability to provide support to aid in success at college slightly above the national average on the Community College Survey of Student Engagement.  More information on student services is presented in Standard Three. (2.A.1)

### Physical Resources

Physical resources at the college have grown along with the student population.  Eight buildings, or major additions to buildings, have been completed within the last ten years. (Appendix 2.8)  Additionally, the college's technical infrastructure has expanded significantly.  Both on- and off-campus physical facilities are adequate for the programs offered by the college.  Further, the institution is well-positioned to continue to expand at its current growth rate, although managing growth will require the increased use of facilities at non-traditional times. Physical resources are discussed in more detail in Standards Five and Eight. (2.A.1)

### Financial Resources

The college's instructional budget has increased significantly in the past decade. The academic budget in FY1996 was $5.5 million and has increased every year to a total of $9.3 million in FY2003.  The professional-technical budget, which is allocated by the state of Idaho, has increased from $3.1 million in FY1996 to $4.5 million in FY2003.  The technical budget in FY2003 did represent a decrease from a peak allocation of $5 million in FY2002.  These figures total a $13.9 million instructional budget in FY2003, compared to an $8.7 million budget in FY1996.  This number also represents a decrease in the instructional budget from a peak level of $14.3 million in FY2002. (Appendix 2.9) The college has had neither an operating or accumulated deficit during that period. Standard Seven discusses financial resources in more detail. (2.A.1)

## Instructional Planning and Assessment

The goals of the educational programs at CSI are compatible with the mission of the college. (2.A.2)  The planning and assessment process within the instructional branch of campus ensures this vital link to the mission and strategic plan via two components:  the plan for improvement process and the program review process. (2.B.1, 2.B.3, Policy 2.2)  These processes have been in place since 1994 when the college received the following recommendation:

*It is evident that the college recognizes the need to have an on-going planning process, to implement planning, to assess outcomes and to use assessment as a basis for further planning as called for in Policy Statement*

*25. The college needs to coordinate its varied efforts at outcomes assessment. There is an uneven understanding of student outcomes to be measured and the use of the data collected across the college. It is further recommended that staff training and technical assistance be provided to build staff competencies in integrated planning, assessment and decision making.*

As a result of implementing these processes, the college received a commendation for its efforts regarding planning and assessment during the 1999 five-year interim review.

## Plan for Improvement Process

The instructional planning process begins with the use of Personal Plans for Improvement (PFI), which are developed by individuals based upon their own professional goals within their departments. (Appendix 2.10) These plans are then submitted to department chairs and unit leaders who prioritize and coalesce them into a Unit Plan for Improvement (UPFI). (Appendix 2.11) Considerations such as curriculum, personnel, facilities, outcomes, and projected budgetary matters are all integrated into the UPFI. This allows for the tracking of goals and objectives essential to effective operation of the department from one year to the next. Many departments within the instructional branch also include their operational budget proposals for the next fiscal year as a part of their UPFIs. Critical goals and objectives of the department are also integrated into the UPFI. Institutional priorities for improvement are then developed annually through the use of UPFIs in support of the institution's mission and strategic goals. (2.A.2, 2.B.1, 2.B.2, 2.B.3)

Individual departments have utilized a variety of outcomes assessment instruments at the program level to help improve the teaching and learning process. The data derived from these assessment measures is also used in the PFI and UPFI process. A more detailed look at assessment activities within each department is included in part two of this Standard. (2.B.2)

## Program Review Process

The College of Southern Idaho's program review process is a cooperative process that employs the knowledge and expertise of instructors, administrators, current and former students, and other professionals with close ties to a program. It calls for the review of three general domains of program effectiveness: the program's mission and function; student preparation and instructional methods; and student performance and outcomes. (Exhibit 2.1)

The primary purpose of program review, as stated in the Program Review Handbook, is to improve the quality of teaching and learning by increasing the self-reflection of the faculty, staff, and administrators about educational practices at CSI. The review provides a structure through which the program staff and administrators can identify strengths and weaknesses and can make informed decisions about modifying goals, curriculum, and instructional delivery. Each instructional program is reviewed at least once every five years. (2.A.2, 2.B.1, 2.B.3)

The self-study did reveal a lack of consistent understanding across campus about the purpose of the program review process. While some programs characterized it as a useful process that encourages improvement, other departments questioned the need for program review and questioned how the results of the review process are used. While the process is functional and is

consistently used, a better understanding between the administration and programs concerning the purpose of the review process would strengthen it even more.

An analysis of the program review process also revealed a lack of opportunity for input from the Office of Planning and Development into the procedure. In the future, this office will be included in the administrative response meetings for program reviews. Additionally, it was discovered that titles had not been changed in the Program Review Handbook as they had changed on campus. The Office of Instruction is currently addressing this issue.

## Other Assessment Procedures

Advisory committees are another means of assessment. Each technical program is assessed by an advisory committee comprised of employers, employee groups, and other citizens familiar with the program's subject matter. These committees meet at least once each year and advise professional-technical programs about curriculum modifications necessary to keep these programs current and up-to-date with industry standards. (Appendix 2.12) As another a means of program evaluation, the instructors of technical programs also maintain contact with former students in the workplace and with potential employers in the area to assess the effectiveness of their programs. (2.B.2, Policy 2.2)

The college strengthens assessment and planning through continuous review of the existing processes. The 2003 self-study revealed a need for better communication regarding how resources are allocated annually to departments. As a result, that process is now being changed so that, once operating budgets are approved and allocated to each department, the executive

vice president/chief academic officer or his designee will share this information with each department as a group, rather than just sharing it with the department chair, as has been the practice.

## Curriculum Planning

The Curriculum Committee, whose members are a representative body from within the College of Southern Idaho, reviews and either approves or denies all curriculum and program requests. (Appendix 2.13) The Curriculum Committee recommends action to faculty, departments, and the executive vice president/chief academic officer, to whom the committee is ultimately responsible.

In 1994, the accreditation team made the following recommendation:

*Standard Five requires that a member college's curricular offerings be institutionally supported to effectively articulate the college's mission and goals. This process has been operationalized in all but the vocational division through the college curriculum development and approval process. Currently the vocational division course offerings do not receive institutional endorsement and support in this way. One of the consequences of this is that some lack of support for curriculum can occur. We recommend the implementation of and institution-wide curriculum process, which involves all segments of the institutional community, to create college-wide support for all its curricular offerings.*

In response to this recommendation, the campus-wide Curriculum Committee began reviewing professional-technical curricular offerings in 1995, and the college was given the following commendation during the 1999 interim visit:

*CSI has created an institution-wide curriculum process which involves all segments of the instructional community; it is a well-respected and well-used process which continues to mature and to tackle important issues.*

In much the same manner as it did in 1999, the Curriculum Committee today approves or denies all new academic and professional-technical courses, approves or denies major changes in existing courses (i.e. change in credit, change in course level, significant change in course content), approves discontinuance of courses, reviews new academic and technical programs and/or the discontinuance of existing programs, and makes recommendations to the executive vice president/chief academic officer to carry forward to the State Board of Education. (Exhibit 2.2)

The Curriculum Committee also reviews general education offerings on a rotating basis, consults with convening groups on curricular issues, proposes revisions to general education criteria, resolves interdepartmental curricular problems, and guards against undue proliferation and duplication of course offerings. The committee also analyzes and makes recommendations concerning curriculum matters relating to the articulation of courses and/or programs to the state colleges and universities using State Board of Education guidelines. All recommendations are made to the executive vice president/chief academic officer. The State Department of Education and the State Division of Professional-Technical Education approve all curriculum proposals in the area of professional-technical education. (2.A.3, 2.A.7, 2.A.9, 2.A.11)

## Credit for Prior Learning

Fewer than 25 students have requested and received Credit for Prior Learning (CPL) in the past ten years. The majority of these cases have involved professional-technical students, and the courses for which these students received CPL were predominately those in which course completion was tied to industry standards or certification. No students have sought CPL since the fall of 2002.

CSI's current policy concerning CPL was adopted in 2002, and copies of the policy are on file with executive vice president/chief academic officer and with the registrar. Copies are sent to any faculty or student who requests information. (Exhibit 2.3)

The coordinator of Credit for Prior Learning handles all requests for the granting of CPL. Credit is only offered for existing courses at the college, and requests are evaluated by a portfolio evaluation team consisting of at least one full-time CSI faculty member currently teaching the course for which CPL is petitioned. The evaluation team makes the determination whether or not to grant credit based on the CPL policy.

Current CSI policy clearly states that CPL cannot constitute more than 25% of the credits needed for a degree or certificate. Students must be enrolled in a degree program at CSI in order to request CPL. (2.A.10)

## Program Elimination

The college takes full responsibility for students enrolled as majors in areas that are scheduled for termination. CSI works with such students individually to ensure their completion of CSI courses or to provide them with transfer opportunities to sister institutions, with negotiable fee

arrangements, in accordance with State Board policies.

Due to the fact that the college has had very few program terminations, and because those terminations have been scheduled well in advance, students have been able to complete their studies prior to the termination of any program. (Appendix 2.14) (2.A.12)

## ANALYSIS AND APPRAISAL

### Educational Programs

**Strengths**

- Human, physical, and fiscal resources at the college are excellent and have kept pace with growth in enrollment.

- The PFI/UPFI process is an effective planning tool for the institution.

- The institution has had a program review process in place for more than ten years and participation in the process is campus wide.

- The Curriculum Committee reviews curriculum for the entire campus.

**Challenges**

- There is a lack of communication between the administration and some faculty members about final budget allocation decisions.

- There is a lack of understanding between some departments and the administration about the purpose of the program review process.

- Representatives from the Office of Planning and Development historically have not been included in program review meetings.

- A review of the Program Review Handbook revealed that as job titles have changed on campus those titles have not changed in the booklet.

- Not all faculty comply with the mandated syllabus guidelines.

**Courses of Action**

- Include representatives from the Office of Planning and Development in the program review meetings.

- Update the Program Review Handbook to reflect current titles on campus.

- Increase understanding between administration and programs about the purpose of the program review process.

# Part Two: Undergraduate Education

## Overview

The College of Southern Idaho offers collegiate-level associate of arts (AA), associate of science (AS), and associate of applied science (AAS) degrees. The college also grants Advanced Certificates (AC), Technical Certificates (TC), Postsecondary Certificates (PC), and Certificates of Completion (CC). (Appendix 2.15)

## Description

### AA and AS Degrees

In order to receive an associate of arts or an associate of science degree, a student must complete at least 64 semester credit hours of 100-level and 200-level courses. At least 36 of those semester credits must come from the college's general education component of core courses. The college offers 72 academic transfer degrees. (2.C.1)

### AAS and Certificates

In order to receive an associate of applied science degree, a student must complete at least 64 semester credit hours of 100-level and 200-level courses, at least 16 of which must come from the college's general education component of core courses. Total credits needed to achieve a technical, advanced, or post-secondary certificate, or a certificate of completion, depend on the program offering the certificate; these requirements are clearly outlined in the CSI catalog. (Exhibit 2.4) The college offers a total of 36 associate of applied science degrees, and 46 technical, postsecondary, and advanced certificates. (2.C.1)

## General Education

As is pointed out in the college catalog, "a college education lays the foundation of a career, cultivates the imagination, develops the power to reason and analyze, and encourages the intellectual curiosity that makes education a lifelong undertaking. A central component of this preparation is the requirement that a student working toward a degree or certificate must complete coursework in the general education core." (Appendix 2.16) (2.C.2) The College of Southern Idaho requires a minimum of 36 credits of general education instruction for all associate of arts and associate of science degrees and requires 16 credit hours of general education instruction for all associate of applied science degrees. Additionally, advanced certificate and technical certificate programs require nine and six hours of general education instruction respectively. (2.C.1)

Completion of the general education core courses at the College of Southern Idaho requires students to take courses in oral communication, English, humanities, mathematics, science, and the social sciences. (2.C.3) Each general education course is designed to meet the following criteria:

- The content of the course must come from the major knowledge areas of communication; English; behavioral and social sciences; humanities, fine arts, and foreign languages; natural sciences; and mathematics.
- The course must be a collegiate-level course.
- The course must be taught by qualified faculty.
- Expected outcomes of the course must be stated in the course syllabus and must

be related to the college's mission and goals.

Additionally, the course should meet the following criteria established by the CSI Curriculum Committee. The course should:

- Provide a broad-based survey of a discipline and show the interconnectedness of knowledge.
- Develop a discerning individual.
- Allow students to practice critical-thinking and problem-solving skills.
- Promote awareness of social and cultural diversity in order to appreciate the commonality of mankind.
- Foster the balance between individual needs and the demands of society.
- Reinforce reading, writing, speaking, and/or quantitative skills.
- Encourage and inspire lifelong learning.
- Encourage creativity.

General education requirements were addressed by the state of Idaho in 2000, and all general education courses at CSI were reassessed against the state standard in 2002. Faculty and administrative staff provided input at that time, and approval of general education courses continues to receive faculty input through the curriculum approval process. (Exhibit 2.5) (2.C.3)

In addition to the general education requirements outlined above, students seeking an AA degree are also required to earn two to three credits in physical education. Finally, all students seeking to graduate with an AA, AS, or AAS degree must demonstrate competency in computer literacy by achieving a satisfactory score on the Computer Skills Assessment (CSA) prior to graduation.

This broad, comprehensive, and well-documented general education program

demonstrates the college's compliance with Policy 2.1.

The 2003 self-study process revealed that, while the rationale for the general education program at the college is well-established, it is not clearly articulated in the college catalog. Steps are currently being taken to make this rationale clearer in the online version of the 2004-2005 edition of the college catalog.

## Program Development and Approval Process

Program development at the College of Southern Idaho is based upon community needs, particularly in the professional-technical program area. New programs arise as local area business and industry representatives demonstrate that needs exist for specific job skill training. Once the need has been established, curriculum is identified or developed, and a request for approval of the new program is submitted to the CSI Curriculum Committee. Once approval is obtained, a Notice of Intent for the new program is submitted to the Office of the State Board of Education. Upon receiving approval for the new program from the state, the program materials are submitted for inclusion in the catalog, and the program is also added to the list of approved programs for which students can receive financial aid. (2.A.11)

## Industry Skill Standards

Industry skill standards are the basis for accountability in nearly all of the technical programs that are offered at CSI. The college seeks industry certifications/accreditations for those programs for which they are available. At CSI, a number of professional-technical students take licensure exams upon

graduation. Other programs are examined by advisory committee members to ensure that industry standards are implemented. (2.C.8)

New program instructors are given directions to build curriculum around industry standards and to prepare for accreditation from appropriate national accreditation organizations, when applicable. The college also conducts a follow-up of program graduates and their employers after the students have obtained employment and worked for a few months in the industry to assess program effectiveness. (Exhibit 2.6) (2.B.2)

Job placement rates for program completers are tracked and reported to the state. In addition, job retention rates for program completers are tracked by the State of Idaho and reported to the U.S. Department of Education as part of the Annual Performance Measures for the federal Perkins Grant funding process. (2.C.8)

## Advisory Committees

Advisory committees are required for all technical program areas. As explained earlier, these committees meet at least once each year and advise professional-technical programs about curriculum modifications necessary to keep these programs current and up-to-date with industry standards. In some instances, the committee is organized to serve two or more related programs, such as Hospitality Management and Culinary Arts. In other instances, committees serve a single program, as is the case with Radiologic Technology. In both of these instances, the requirements of the State Division of Professional-Technical Education are met. Each of the departments keeps advisory committee minutes on file for each program. (Exhibit 2.7)

The makeup of each advisory committee is determined at the program level, but the college encourages instructors to consider balancing appointments of committee members with individuals from different sectors of the industry. Instructors are particularly encouraged to appoint a significant proportion of the committee members from local businesses and industries that will be hiring the program graduates.

## Placement

State rules published by the State Division of Professional-Technical Education and adopted by the State Board of Education require a job placement rate of at least 75% for program completers in the occupation for which training is provided. Failure to meet this performance level for two consecutive years makes the program subject to reduction or termination. The placement rate for the technical program completers at CSI across all technical programs was 96.5% in 2003. (Appendix 2.17) (2.B.2)

## Faculty

The College of Southern Idaho has a committed core of well-qualified faculty. Instructional faculty at CSI are comprised of regular full-time personnel at the academic ranks of instructor, assistant professor, associate professor, and full professor. All full-time academic instructional faculty members hold master's degrees in the fields in which they teach or bachelor's degrees in the fields in which they teach and documented experience in those disciplines that has been deemed equivalent to a master's degree by a selection committee in that discipline and/or by the administration. The college employs at least one full-time faculty member in every field in which it offers major work. (2.C.7)

Of the 148 full-time faculty employed at the institution, 21 hold doctorate degrees and 86 hold master's degrees. Full-time faculty in the professional-technical area of the college hold technical degrees in their areas of expertise and many also hold bachelor's and master's degrees. A more detailed look at faculty and their role at the college is provided in Standard Four. (2.C.7)

## Transfer Policies and Articulation Agreements

CSI accepts transfer from other accredited postsecondary institutions. Each student's transcript is evaluated on an individual basis. Transfer students who have completed the general education core courses from any accredited institution, but who have not received a degree, are not required to take additional lower-division general education core courses. This policy provides for the fulfillment of all general education lower-division core requirements only. It is not intended to meet specific course requirements of specific majors.

Students transferring to other institutions are encouraged to consult the catalogs of those institutions to see which courses will be required to fulfill their general education core requirements and major requirements upon transfer. Students who plan to transfer to unique or professional majors are encouraged to consult with advisers and to make early contact with a representative from the institution to which they intend to transfer.

The College of Southern Idaho has articulation agreements with all Idaho public colleges and universities as outlined by the Idaho State Board of Education. This means that students who receive an AA or an AS degree may transfer to any Idaho public college or university with junior-level

standing. Students who receive an AAS degree may transfer a minimum of 16 credits to any Idaho public college or university. CSI also has articulation agreements with Eastern Washington University, Montana State University-Northern, Utah State University, Brigham Young University-Idaho, and Brigham Young University-Provo. All transfer policies and articulation agreements are clearly outlined in the college catalog. (Exhibit 2.8) (2.C.4)

## Tech Prep

The College of Southern Idaho is fully engaged with the federal Tech Prep Initiative. The Region Four Tech Prep office is housed on the CSI campus. Agreements with local high schools allow for articulation of capstone courses from many of their technical programs to courses of the same technical competencies in postsecondary programs at CSI. Curricula for the high school courses are aligned with postsecondary curricula. This has been done by bringing secondary school faculty into joint work sessions with college faculty to identify the skill sets and competencies that precede college-level work and that correspond to college-level work. Tech Prep credits are articulated only for those courses that correspond to college-level work. CSI currently has 76 Tech Prep agreements in place with secondary technical programs. (Appendix 2.18)

## Advising

Advising is available to all degree-seeking students. Students are assigned a campus contact upon receipt of their application for admission. After a student has enrolled and declared a major, faculty advisers are assigned by departments. Undeclared majors are advised through the Advising

Department. Faculty are required, as outlined in the *Full-Time Faculty Handbook*, to serve as advisers for students majoring in their departments. (Exhibit 2.9) Faculty advisers are expected to be knowledgeable about the college's mission, general education requirements and goals, academic programs and requirements, support services, policies, and procedures.

Advisers recommend appropriate courses for advisees, assist advisees in the mechanics of scheduling, review the educational progress of advisees through their academic records, and make appropriate and timely referrals as needed. While students are encouraged to consult with an adviser prior to registration, the signature of an adviser is not a registration requirement. Students may waive the use of an adviser by completing the Waiver of Advising Form and submitting it to the Admissions and Records Department, and students who take advantage of the college's online registration system are required to acknowledge a waiver of advising when they register for courses online. (Appendix 2.19) (2.C.5)

The Fall 2003 Accreditation Survey indicated that some faculty have concerns about their role as advisers and about a lack of training for that role. However, data from the Community College Survey of Student Engagement indicates 70.6% of students at CSI in 2003 were satisfied or very satisfied with academic advising and planning at the college, which is equal to the national average. (Appendix 2.20)

Concerns with advising are addressed through the College of Southern Idaho Advising Committee, which serves as a liaison between the CSI faculty and administration on matters concerning the proper advising of students. (Exhibit 2.10)

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

In the fall of 2003, the Advising Committee was working to improve the availability and quality of necessary information for faculty concerning advising, registration software, and distance education classes. The committee was also seeking ways to better train faculty in their roles as advisers through the faculty in-service process.

A more thorough examination of the CSI Advising Department is contained in Standard Three, and a more thorough discussion of faculty roles in the advising process is contained in Standard Four.

## Remedial Course Work

Prior to registering for courses, all degree-seeking students, and non degree-seeking students taking a math, English, or other applicable course, are required to take the COMPASS test, which is used by the college as a placement test. Results of the COMPASS test are used during the educational planning process to assist students in selecting courses at appropriate levels in which they will be successful. COMPASS score ranges are listed on the college Web site and are readily available to all advisers.

Policies governing remedial or developmental courses are clearly outlined in the college catalog and on the college Web site. Courses that are below 100-level count toward a student's load, but do not count toward graduation, as is clearly outlined in the college catalog and clearly denoted on student transcripts. (Appendix 2.21) (2.C.6)

## Honors Course Work

Courses that grant honors credit are housed under, and managed by, the departments responsible for those courses.  While honors sections of core courses offer a unique path to achieving the outcomes of a specific course, the minimum outcomes in honors sections of core course are the same as the minimum outcomes of non-honors sections of core courses.  However, honors sections do offer an opportunity for students to go well beyond those minimum outcomes.  The honors program is led by a director who coordinates the class offerings in conjunction with department chairs and who runs the day-to-day operations of the program.  In the fall of 2003, honors sections of general education core courses were offered in communication, English, math, and history. (Exhibit 2.11)

## ANALYSIS AND APPRAISAL

### Undergraduate Education

#### Strengths:

- The college has a broad, comprehensive, and well-documented program of general education.

- The college offers a range of undergraduate educational opportunities to meet the diverse needs of students in its service area.

- The institution is committed to ensuring the faculty take an active role in the student advising process.

#### Challenges:

- The self-study revealed that the college needs to do a better job of training faculty in their advising responsibilities.

- The rationale behind the college's general education core is not clearly articulated in the college catalog.

#### Courses of Action:

- The faculty Advising Committee has been charged with creating a training process for faculty advisers.

- The rationale behind the college's general education core will be included in the 2004-2005 online version of the college catalog.

## Department Descriptions

*NOTE:  All materials referenced in this section can be found in the self-study binders for each department in the accreditation team room.*

## Academic Development

### Purpose

The Academic Development Center (ADC) supports the mission of the College of Southern Idaho by providing a diverse range of services for the college and community. These services include a comprehensive Adult Basic Education (ABE) Program for populations residing in the college service area, a College-level English as a Second Language (ESL) Program for international and domestic ESL learners, learning assistance services to enhance learning opportunities for the student body,

developmental courses to prepare students for college-level academic and vocational programs, and testing/assessment services for the college and community.

## Description

The ADC houses four specific programs: Adult Basic Education, College-level ESL and Intensive English Language, Learning Assistance, and Study Skills. The ADC also houses the campus Testing Center. Each operation has a mission statement and goals unique to its purpose.

ADC faculty and professional staff hold appropriate degrees and/or have significant teaching or work experience in the content or skill areas in which they teach.

The ADC is located on the second floor of the Gerald R. Meyerhoeffer Building. Faculty and staff have comfortable offices that are conveniently situated near well-equipped classrooms and ADC services. Below is a description of the services offered by the Academic Development Center.

The Adult Basic Education Program offers a full range of services at the main campus. Services are also available at the Mini-Cassia Center and at outreach communities throughout the college's eight-county region. Offerings include Basic Skills, ESL, and GED instruction. The ABE Program has of a director, eight full-time, 65 part-time, and 42 voluntary personnel. Outreach sites are staffed by part-time instructors who are trained and coached by ESL and GED coordinators.

ABE curriculum is driven by the National Reporting System and its educational functioning levels. ABE is continuously working with its curriculum in order to develop a sound scope and sequence that helps students advance from one level to another.

The College-level ESL and Intensive English Language Programs have one full-time and one part-time instructor. The full-time instructor also serves as the ESL coordinator. These programs provide a valuable service for international and domestic ESL learners and help to promote the expansion of the cultural diversity of CSI's student body. The programs provide ESL students with quality instruction, allow students to move quickly through ESL courses, and prepare students for mainstream college-level courses.

The Learning Assistance Program is staffed by a coordinator and several part-time, work-study, and faculty tutors. The center offers a variety of services to the student population. These services include one-on-one peer tutoring, video instruction, math and English help desks, online tutoring, and supplemental instruction. Learning assistance services at outreach center locations include one-on-one and small group tutoring.

The Study Skills Program includes ten full-time, one part-time, and 11 adjunct faculty members. The program offers basic- and developmental-level courses in math, reading, writing, grammar, vocabulary, and spelling. College-level course work is offered in College Study Methods, College Reading, and Enhanced Reading Efficiency. In addition to traditional classroom courses, the program offers distance education courses (independent study, telecommunications, and/or Web-based) in writing, math, reading, and study methods.

The campus Testing Center is staffed by one full-time coordinator, one full-time proctor,

and four part-time proctors. Outreach center testing services are currently proctored by outreach staff, in addition to their regular office duties. A new testing facility at the Mini-Cassia Center, scheduled to open in spring 2004, will employ three part-time proctors who will be supervised by the campus Testing Center coordinator.

Testing Center services include administering paper-pencil and computer tests for instructors, the COMPASS placement test, CLEP tests, Virtual University Enterprise tests, Educator Technology Assessment, and Computer Skills Assessment. The Testing Center has expanded community services to include North American Board of Energy Practitioners certification testing, ACT workforce testing, SAT testing for high school students, and Praxis for future teachers. Upon request, COMPASS testing is proctored by the testing coordinator at local high schools.

## Significant Changes

The 1994 Accreditation Report included two recommendations. First, the report recommended that "*the extensive use of, and the level of salary for, ABE part-time faculty may need to be reviewed in light of Standard VII and Eligibility Requirement 14.*" In response, salaries of part-time adult basic education instructors and classified staff were reviewed by the ADC director, ABE director, college president, and Human Resources dean and were adjusted to be more comparable with college-recommended salary ranges. The practice of using part-time ABE instructors and classified staff is common for state and federally funded Adult Basic Education grant recipients.

Second, the report recommended that "*the setting of class seat loads should be reviewed in light of Standard V's attention to relationships between class sizes and educational effectiveness.*" This issue was examined in 1998 and the Study Skills Program is continuing to review it. In the fall of 2003, a study was initiated to assess optimum class size for students taking remedial/developmental courses at CSI; after sufficient data is gathered, the Study Skills chair will present findings to the administration. Despite a significant increase in enrollment over the past several years, faculty members are able to maintain educational effectiveness through solid curriculum, a strong outcomes assessment process, and continual assessment of student success.

In addition to the responses to the 1994 Accreditation Report, the ADC experienced a significant change when the program moved in 1996 into a new facility located on the second floor of the Gerald R. Meyerhoeffer Building. Since the relocation, all of the programs and services within the ADC have undergone considerable changes.

Collaboration is a key activity in the ABE Program, and efforts to share resources with community agencies have provided an opportunity for the ABE Program to expand its services. During the fall of 2001, a partnership with Health and Welfare brought about JET, a new job education training program designed to help clients become more self-sufficient through educational training specific to the workplace.

Furthermore, the ABE Program has partnered extensively with regional public school districts in a family literacy effort. Through this partnership, ABE/ESL has had access to public school facilities, and the

districts have provided funds for instruction of children while parents attend ESL classes.

The College-level ESL Program experienced a significant change beginning in the spring of 2001. During this time, plans were made to pilot an intensive ESL program at CSI. CSI had not previously had an intensive option for students, and CSI did not have courses with a college focus for students with a level of proficiency below that represented by a TOEFL score of 130. An intensive program was piloted in the 2001 summer semester, in an effort to provide students with quality curriculum in a shortened, concentrated format. Results during the summer pilot were encouraging enough, and interest in the program for the fall 2001 semester high enough, that the administration supported a continuance of the program.

At the same time that the Intensive English Language Program was instituted, several courses in the College-level ESL Program were deactivated. The courses have not been removed from the college catalog and if needed can be reactivated.

As a result of visa restrictions related to the events of September 11, 2001, enrollment in the Intensive Program has not met expectations; therefore, plans are to return to a revised version of the non-intensive College-level ESL Program.

The Learning Assistance Program has experienced several changes in the past few years. Tutoring, for instance, has grown from serving approximately 300 students in 2001-2002 to serving over 1,200 students in 2002-2003. Furthermore, the coordinator position has evolved from a part-time position into a full-time twelve-month contract as of July 2002. The program also expanded its services to include

supplemental instruction, math and English help desks, and online tutoring. Additionally, the coordinator is developing an online peer tutor training course, which will be piloted in the spring semester of 2004.

Since the move into the Meyerhoeffer Building, the Study Skills Program has experienced significant growth. The faculty has grown to ten full-time, one part-time, and 11 adjunct members in the fall of 2003.

The number of students enrolled in study skills courses has grown tremendously. In the fall of 2003, over 7,000 students enrolled in courses at CSI; of those, over 2,100, or 30%, enrolled in 97 study skills sections—an enrollment increase of 57% from the fall of 1998. Since 1998, growth in enrollment at outreach sites has increased significantly. The Mini-Cassia Center enrollment, for example, has increased 375% in the past five years. Moreover, the Study Skills Program served 337% more students in fall 2003 than it did in fall 1998 through alternative delivery systems such as UHF television broadcast courses, telecommunication courses, and Internet courses.

The Study Skills Program continues to strengthen ties with the English and Math Departments by giving instructors from the academic departments opportunities to teach study skills courses in their fields, and vice versa; hosting interdepartmental full-time and adjunct faculty in-service workshops; and fostering interdepartmental grant writing.

The campus Testing Center has experienced significant growth since it expanded its student services to include administering tests for faculty. As a result, numbers of students using the testing center have more than tripled, from 11,327 tests given in 1997-1998 to 34,755 tests in 2002-2003. In 2003-2004, the Testing Center estimates it

will proctor over 40,000 student tests—nearly 6,000 more tests than in 2002-2003. To accommodate the growth, the center added an additional part-time proctor and expanded its hours of operation to include evening hours four nights per week.

## ANALYSIS AND APPRAISAL

The ADC's strength is its faculty and staff. They have a strong sense of collegial cooperation, respect, and support for one another. This strength, combined with the support of the administration and with the mission and goals of each individual program or service, makes it possible for faculty and staff to focus on a diverse student population and its needs.

Faculty and staff members represent the ADC well, both inside and outside the college community. Most serve on campus-wide committees, contribute to institutional projects, teach interdepartmental courses, share in interdepartmental grants, collaborate with external constituents, affiliate with professional organizations, and participate in community service activities.

In addition to the strength of the faculty and staff, the ADC has strong planning and assessment processes. State and federal mandates drive ABE's planning and assessment. As part of the grant process whereby state and federal dollars are awarded to ABE programs, goals and projections are established. These include projections for the percent of students in each of the six NRS levels who will raise an educational level; projections for the four NRS goals attainment; and projections of numbers of students to be served. Since the outcomes of these goals and projections are numerical, success can be easily assessed through analyzing year-end data.

All other ADC programs and services—ESL, Learning Assistance, Study Skills, and Testing Center—effectively use the college's plan for improvement (PFI) process. Faculty and staff Personal Plans for Improvement are developed throughout the fall semester and then submitted to the ADC director in early spring. Faculty and staff members' personal goals, program-related goals, and budget requests are integrated into a Unit Plan for Improvement (UPFI), which represents the goals and needs of the entire department in support of the college's strategic plan. The UPFI is then submitted to the executive vice president/chief academic officer in April of each year for his analysis of the UPFI and its correlation to the goals of the Strategic Plan when setting the department's budget at the conclusion of each spring semester.

Study Skills faculty members submit classroom outcomes assessment reports each semester. Content area leaders in math and language arts develop classroom reports into content area reports, which are submitted to the ADC director. The Learning Assistance and Testing Center coordinators submit program assessment reports annually. The ADC director combines these reports into a department report, which is submitted to the executive vice president/chief academic officer. These reports are used to improve instruction, curriculum, and program services. The reports are also used to develop program-related goals and travel, equipment, and budget requests in the department's UPFI.

As the programs and services within the ADC continue to meet the demands of its diverse service population, there are naturally some expressed needs and challenges.

ABE staff members need to be flexible as the program shifts to meet community needs. Meeting community needs and demands requires a dynamic response from the program.  This effort would not be possible without the commitment of the staff.  ABE staff members meet regularly to coordinate efforts so that new teachers and staff can receive the mentoring that fosters success.

Study Skills faculty and staff have identified the reduction of workload as a considerable need.  Many faculty and professional staff willingly teach additional courses and/or take on departmental and institutional responsibilities.  In an effort to increase productivity, faculty and professional staff utilize or plan to utilize the services of work-study personnel and classified staff, and the Study Skills Program has hired additional full- and part-time faculty to ease course loads.

Study Skills faculty express concerns with placement of students.  Students continue to enroll in remedial/developmental courses at levels above those indicated by their intake assessment scores or without having met prerequisites.  Monitoring online registration is particularly challenging since students can register online for some courses without having met course prerequisites or without having obtained instructor approval.  In an effort to address these issues and to improve student success and retention, the Study Skills Program continues to work collaboratively with the Advising Center, the Faculty Advising Committee, and the director of Admissions and Records.

Although instructional and office space currently meets the needs of faculty and staff, the increased use of the campus Testing Center is sometimes difficult to accommodate.  Weekend testing, additional staff, center expansion, and alternative sites will continue to be explored.

As the college continues to grow and expand its offerings, the ADC will maintain its place as an integral part of the mission of CSI by helping the diverse residents of south central Idaho meet their educational and professional needs and goals.

# Agriculture

### Purpose

The College of Southern Idaho Agriculture Department is committed to investing in the future of Idaho agricultural education through its facilities, land, programs, and people.  Capitalizing especially on the combined strengths of instructors and facilities, the CSI Agriculture Department demonstrates a unique ability to work cohesively toward the following goals:

- Provide training and education for productive employment in the ever-changing field of agriculture.
- Develop a sustainable approach to agricultural education.
- Create an environment for ongoing promotion of agricultural literacy in the community.
- Educate community members on the utilization of natural resources.
- Maintain a series of courses in an associate of science degree and a series of courses in an associate of arts degree that easily transfer to universities.
- Provide an interdisciplinary approach to education.

## Description

The Agriculture Department is housed in the Evergreen Building and consists of the following professional-technical programs:

- Agribusiness
- Aquaculture
- Farm Management
- Laboratory Assistant/Technician
- Equine Science/Horse Management
- Horticulture
- Water Resource Management
- Veterinary Technology

In addition, the department delivers the following academic transfer programs:

- Agriculture
- Aquaculture
- Water Resources
- Equine Studies

Each of these programs has its own program mission, goals, and objectives. Each of the technical and academic transfer programs contains a substantial core of general education instruction.

All faculty in the department have master's degrees with one exception, and that faculty member meets the minimum requirement of a bachelor's degree. Some faculty also hold secondary education teaching certificates. Most faculty are current with their state of Idaho post-secondary certification while others are in the process of completing their certification requirements.

The Agriculture Department is housed in a number of facilities on and off campus. The Evergreen Building contains offices, two classroom/laboratory facilities, a computer lab, and a classroom equipped for distance delivery of classes. In addition, the Veterinary Technology program offers

laboratory experiences in a large animal lab located on campus and in a small animal veterinary clinic located in downtown Twin Falls.

Equine students make use of the Exposition Center and privately owned riding arenas in the area. Aquaculture students benefit from experiences in the fish hatchery facility located on nearby Rock Creek. Horticulture students make use of the CSI greenhouse and grounds. Plant/crop science activities, along with alternative energy demonstrations, artificial wetlands, community gardens, and a Farmers' Market, are located at the college's Breckenridge Agricultural Endowment Farm.

## Significant Changes

In the 1994 Accreditation Report, the following recommendations were made:

1. *The development of a plan for recruiting students would be a big boost to the programs.*
2. *The Equine program is in limbo. The college is encouraged to proceed with plans to revitalize or discontinue the program.*
3. *Continue to evaluate the utilization of the Ag Endowment Farm [Breckenridge Agricultural Endowment Farm] and develop a plan for its successful utilization by the students.*

In response to these recommendations, the department has taken the following steps:

To increase recruitment activities, the department is represented at several agriculture-related community events. The department also sponsors program activities for potential students during the annual statewide Future Farmers of America conference that is held on campus and

sponsored by CSI. The department has recently begun using student Ag Ambassadors who visit local high school agriculture departments for the purpose of recruiting students. Several high school programs have entered into dual enrollment agreements with CSI, and a number of students from these programs have continued their education at the College of Southern Idaho.

The Equine Program has enjoyed a major rejuvenation since the last full-scale accreditation visit. It is now one of the most popular programs in the department and has been the recipient of a number of grants that support instruction.

The Breckenridge Agricultural Endowment Farm has undergone significant development since the last accreditation report and is now actively used for research, community outreach, and alternative energy demonstrations.

Other significant changes in the department within the past five years include the hiring of a full-time instructor for the newly created Horticulture Program, the addition of a Horse Management option and an Equine Business option to the Equine Program, and the addition of a general education class, AGRI 180, Science, Society, and the Food System.

## ANALYSIS AND APPRAISAL

Recruitment efforts have not resulted in uniform increases across all programs as some programs have recruited more successfully than have others. Overall, department enrollment has increased from 760 in 1998-1999 to 947 in 2002-2003, but is currently down from a peak enrollment of 1,005 in the 2000-2001 school year. Nevertheless, credits earned in the

department have increased during the same periods from 2,824 to 3,912, an increase of 38.5%. Still, a more unified recruitment effort that focuses on the entire department rather than on specific programs is needed.

The Equine Program has been revitalized and now has a strong student base and solid class enrollments. Students in the program in the 1998-1999 academic year numbered 144, compared with 204 in the 2002-2003 academic year. This represents an increase of 41.6 %. Students in the program have become very successful in securing internships at some of the nation's leading horse farms, and, in some cases, those internships have led to careers at those farms following graduation.

The department is working diligently to meet the needs of an ever-changing agriculture industry. New programs and options have been added to the department, and faculty have tried to keep up with technological advances by attending trade shows and national meetings whenever possible.

The department's goal of spreading agricultural literacy within the community is still being developed. Newspaper stories periodically have highlighted activities like alternative energy crops grown on campus, the campus corn maze patch, and the department's efforts to develop sustainable agriculture. The long-time department chair has written a series of articles on sustainable agriculture that have been published in the agriculture section of the local newspaper. This has been helpful in educating the general public about the positive aspects of agriculture.

The department has been very successful in fulfilling its goal of maintaining associate of arts and associate of science degrees that

facilitate easy transfer to four-year programs. The University of Idaho transfer program has been very successful and has averaged 13 students per year for the last five years.

While some segments of the department participate in the plan for improvement process, a better understanding of the procedures for developing the Individual and Unit Plans for Improvement is needed. The department needs to focus attention on completing individual and unit plans in a timely manner.

# Business

## Purpose

The College of Southern Idaho Business Department seeks to provide a quality educational experience designed to prepare students for transfer to four-year institutions and for productive roles in business and related fields. The department's goals and objectives are designed to fulfill the mission of a quality education and service to the community. The department's goals are to:

- Successfully transfer graduates to four-year institutions.
- Provide quality and comprehensive technical education.
- Create a quality educational experience for all students.
- Attract, retain, and reward faculty who are dedicated to teaching excellence.
- Maintain a quality curriculum.
- Develop a comprehensive assessment program.
- Provide service to the college and the community.

## Description

The Business Department is housed in the Evergreen Building and offers the following professional-technical programs:

- Culinary Arts
- Hospitality Management
- Small Business Management Entrepreneurship
- Accounting/Bookkeeping

Additionally, the department offers the following academic transfer programs:

- Economics
- General Business

The department currently has 11 full-time and 32 adjunct and part-time instructors.

The department houses the Idaho Small Business Development Center (ISBDC). The mission of the center is to provide high-quality consulting and training services to improve the success of individual small businesses in Idaho by using the combined resources of the ISBDC, the private and public sectors, and the state's colleges and universities. The center offers no academic or professional-technical programs. The ISBDC has assisted 1,386 small business over the last five years, providing 15,734 hours of support and counseling. The department also hosts the Walt Disney Internship program, and Disney comes to CSI twice yearly to recruit student interns.

## Significant Changes

During the 1994 accreditation visit, the committee made several suggestions for improvement with regard to the technical business and culinary arts programs:

1. *Since technological changes occur so rapidly, equipment in the Office*

*Technology, computer labs and faculty offices should be assessed for its currency.*

2. *In order to be able to complete academic assignments such as advising students effectively and preparing for classes, faculty should have adequate office space.*
3. *A dedicated kitchen and training facility for the Culinary Arts program would enhance the program's effectiveness.*
4. *In order to accommodate the student growth in Office Technology and Computer Application, larger labs and classroom space are needed.*

During the last ten years, the college has met each of these recommendations. Department faculty now have offices that are private and adequately equipped. The college has developed a computer replacement plan that allows for all computer labs to be systematically updated and has developed several new labs for student use. The Culinary Arts Program now has exclusive use of the Desert Café kitchen in the Canyon Building.

The Business Department curriculum for the AA in General Business was redesigned between 2001 and 2003. This change reflects a move toward a process of core certification for all business students in order to allow them to be core certified at any Idaho university and at most out-of-state universities upon graduation. After completing the core requirements, students have a choice of six credits of electives in one of four different areas of emphasis: accounting, finance, international business, and management and marketing.

The Business Department currently offers dual credit sections of six different courses, and four instructors are currently acting as mentors for the high school instructors.

During the spring semester 2004, 152 dual credit students participated in the courses listed above. Dual credit classes give the department the opportunity to be visible in the high schools and give advanced high school students the opportunity to enhance their education.

## ANALYSIS AND APPRAISAL

The faculty of the Business Department are a major strength. The full-time instructors in the department average more than a dozen years of teaching experience with some having served the college for more than twenty-five years. All of the instructors in the department, both full- and part-time, have real-world experience and are dedicated to teaching. Full-time members of the department actively participate in campus-wide activities and in community organizations.

The department is also served well by its participation in the plan for improvement (PFI) process at the college. The PFI process allows the department to set attainable goals that are presented to the school administration. In the process, the department can also build the case for the resources needed to attain the goals. The process has an accountability component that also serves as a part of the department's outcomes assessment. Through this process the department has been able to add faculty, obtain multimedia equipment, provide training, and equip two computer labs that have facilitated the use of software for Business Statistics, Accounting, and Introduction to Information Science.

Over the last five years, enrollment in the Business Department has increased 82%, growing from 150 new students entering the program in 1998-1999 to 273 students in 2003-2004. Available data on alumni satisfaction shows that more than 75% of alumni felt they were adequately prepared

by the Business Department to move on to a four-year education.

Business Department classes are taught in rooms spread out across campus, and this lack of a central physical space has made it difficult to create a sense of community among business majors. In response, the department has designated a small space outside of the area where most offices reside. The area only holds a desk, two chairs, and a business bulletin board but gives students a small sense of belonging. It also provides an area where important information and notices can be placed for business students.

It is difficult for adjunct and part-time faculty who teach at the outreach centers to travel to the campus for department meetings. In order for them to feel more included, the department plans to offer several in-services that will enable them to participate.

The department has developed an advising binder that lists curriculum for all department programs. Faculty members in the department are cross-trained so that they understand the requirements of each of the programs. In the near future, the department plans to visit each outreach center to review the advising binders with the centers' advising personnel.

# English, Languages and Philosophy

## Purpose

The English, Languages and Philosophy Department at CSI seeks to provide both a university-parallel curriculum and a program of general education to help students succeed in a college atmosphere and as

lifelong learners in the professional workplace. Specifically, the department supports the goals of its programs and of the college in the following ways:

- Encouraging self-discovery primarily in humanities, philosophy, literature, and writing classes, including both fundamental composition courses and creative writing courses.
- Promoting awareness of diversity by engaging in the study of other cultures through language courses in French, Japanese, Sign Language, and Spanish.
- Encouraging students to practice critical-reading, critical-thinking, and problem-solving skills throughout department courses.
- Regularly assessing the effectiveness of department curriculum and teaching methodologies through outcomes assessment.
- Using technology in instruction.

## Description

The English, Languages and Philosophy Department is housed in the Shields Building and offers the following academic transfer programs:

- English
- Foreign Languages
- Sign Language

The department includes 18 full-time faculty and 14 adjunct faculty. All faculty are well-qualified in their respective fields and most are long-time teachers who have a significant tenure at the college. English majors account for between 3% and 4% of the total declared majors across campus, and the number of English majors has risen from 23 in fall 1999 to 39 in fall 2003. During this time period, foreign language majors account for roughly 1% of students, between

three and 10 students per year, and sign language majors account for 2% to 3%, between 18 and 29 students per year.

## Significant Changes

The 1994 Accreditation Report recommended that "*the Humanities faculty continue its work in understanding and establishing standards for student outcomes and assessment and in building course outlines and syllabi that reflect such work.*"

In response, the department has worked with the college to develop syllabi that follow the college's model and contain, at a minimum, catalog descriptions, departmental goals, grading information, attendance policies, an outcomes process statement, a statement on students with disabilities, and instructor contact information.  Also, a model Outcomes Assessment (OA) process was developed that serves the composition sequence.  Development of the OA process began in 1992. English faculty members have presented papers on this process at the NISOD and TYCA-West Conferences, and the abstract for the TYCA paper is listed in the ERIC database.

The department offers dual credit courses in Spanish, French, Japanese, and English 101 at high schools in the college's eight-county service area.  In response to need and with advances in technology, the department offers several distance education courses, including English 090, English 101, English 170, and Philosophy 202.

The size of the department has changed from 14 full-time faculty members in 1998-1999 to 18 full-time and 12 adjunct faculty members in 2003-2004.  In the last five years, the department has hired three new full-time positions, while seven full-time faculty members have left the department

and have been replaced with new instructors for a total of ten new faculty in the last ten years.  In 2003, the department chair of eighteen years stepped down to assume a full teaching load in the department.

Budget holdbacks at the state level have led to some changes in the department.  The student newspaper and all journalism classes were terminated in 2000, due to the reduced budget and low enrollment.  This forced the reassignment of teaching duties for some faculty members.  In the fall of 2003, however, a full-time journalism instructor was hired to resurrect the newspaper and the journalism program.  The department's writing center, the Hilton Writing Center, was also terminated due to budget holdbacks.  The department is currently developing strategies to use the Learning Assistance Center on campus as a place to offer writing tutoring.

## ANALYSIS AND APPRAISAL

The department's strength is its faculty.  They are a committed group of professionals who serve students at the community college level by choice, and they are relentless in their pursuit of teaching excellence.  Faculty also serve on campus-wide committees, are involved with campus projects, and work with faculty members from other departments to develop interdisciplinary courses, shared grants, and projects.  As a result of this core strength, the series of classes offered by faculty in the department serve students well, whether they are planning to transfer or are fulfilling certificate or program needs.

The departmental responsibility for the administration of continuing education and special learning activities in terms of distance education and dual credit courses is clearly defined.  Distance education courses,

whether offered on the microwave or the Internet, have proved to be a positive and effective means of delivering certain courses to students bound by geographical or time constraints. To ensure outcomes across all like classes, the department uses outcomes assessment, a common syllabus, or a common final exam.

In accordance with the college planning process, each faculty member annually creates a Personal Plan for Improvement (PFI), which lists projected goals and resource requirements for the coming year and beyond. The chair collects these plans and from them creates a Unit Plan for Improvement (UPI) that includes aggregate requests for equipment, travel, educational and research resources, hardware, and software. The UPI is submitted annually to the executive vice president/chief academic officer who uses all UPIs when formulating the upcoming year's budgets.

A lack of seating in classrooms is a problem. When extra students are added to sections, the number of seats and/or computers available in a particular classroom is not always considered, which results in a lack of space for students on the first days of classes. A lack of consistent technology has also been raised as a concern by faculty members. The multimedia technology in the classrooms is not always consistent and portable technology (overhead projectors, TV/VCRs) tends to migrate from room to room, leaving some instructors without needed technology. Finally, faculty members have identified needs in the areas of workload related to composition classes, equity in teaching assignments, and development of facilities pertaining to language instruction.

The department faculty and the administration have been fully cooperative

and enthusiastic about solving these issues, in part by developing a revised load policy for English faculty in terms of number and type of classes and class sizes. From the perspective of the new chair, there are no significant obstacles to solving the aforementioned problems, and physical resources are adequate.

# Fine Arts

## Purpose

The mission of the Fine Arts Department is to provide instruction in the foundations of theory and practice in each of its programs. The Fine Arts Department also accepts primary responsibility for providing cultural opportunities for the college community. To this end, the Fine Arts Department offers many cultural opportunities and performance venues.

Each Fine Arts program has developed goals that directly correspond with the mission of the College of Southern Idaho. These goals address transferring core and program requirements for baccalaureate degree programs, enhancing employment portfolios, and creating opportunities for lifelong learners.

## Description

The Fine Arts Department is housed in the LaVar Steel Art Complex and the Fine Arts Building. The department offers transfer programs in the following areas:

- Commercial Art
- General Art
- Communication
- Music
- Photography
- Theatre

The Fine Arts Department also currently offers six general education core classes, ranging from two sections of Art History to 25 sections of Fundamentals of Oral Communication.

The Fine Arts Department consists of 12 full-time faculty members, 28 part-time faculty members and four dual credit instructors. All full-time faculty have at least a master's degree. Of the 28 part-time instructors, 13 hold master's degrees and one holds a Ph.D.

Physical facilities are adequate to meet the demands of all programs, although rapid growth is causing tighter scheduling of facilities. Expansion of the Fine Arts Building, to be completed in 2005, will ease scheduling concerns. The Fine Arts Department possesses excellent equipment for all of its programs.

## Significant Changes

The 1994 Accreditation Report made the following recommendation to the Fine Arts Department:

*1. The Fine Arts Department is missing well-formed and articulated critical standards and student outcomes. The prevailing pattern is to state how students will be assessed or under what conditions, or in what setting, but not on what is standard. It is recommended that the fine arts staff work together to achieve common understanding of student outcomes and to establish agreed-upon specific critical standards for performance and assessment.*

Over the past ten years, each program has worked to address this issue. Degree objectives have been updated for each program, and each program has targeted common outcomes and methods of assessing those outcomes. Additionally, for courses taught by multiple instructors, standard final exams are being developed when appropriate. The communication faculty are currently implementing an outcomes assessment model that will allow all COMM 101 students, including off-campus and dual credit students, to be assessed using the same final exam.

There have been several program changes in the past five years. Each program in the department has added new courses while retiring courses that were no longer needed in the department. These improvements have been made to streamline and update programs and to accommodate transferring credits to sister institutions.

Two full-time faculty members recently retired and are now teaching part-time. Additionally, increases in student enrollment have led to the hiring of 12 additional part-time faculty in the last five years, and many full-time faculty are teaching overload classes.

To address budgetary concerns, faculty in the department have agreed to limit travel, particularly out of state. In all other areas, the department has managed to fund necessary instructional and office supplies and meet its most critical equipment needs.

## ANALYSIS AND APPRAISAL

The department has made a concerted effort to address the recommendations made by the last accreditation team. To address assessment issues, all programs have revised their missions, goals, objectives and means of assessment. Programs have also made changes to streamline program offerings and to ensure transferability of classes. Many of these changes are the result of student input.

Further, programs are working to better document student success.

Resource allocations are determined by the yearly Unit Plan for Improvement. This instrument documents faculty goals and activities and addresses instructional, educational, personnel, equipment, travel, and building needs, as well as exhibit and performance goals. This procedure has resulted in a fair distribution of funds to all faculty and all programs. A review of the Unit Plan for Improvement also documents how faculty pursue their goals and how instructional and equipment budgets are determined.

Fine Arts faculty members are student-centered and committed to student success, which has led to growth in all programs. Department students continue to earn scholarships when transferring to four-year institutions. Fine Arts faculty members possess a wide range of training and education, travel extensively, perform and exhibit regionally, and hold positions on regional boards. Several Fine Arts faculty members have received major teaching awards in the past three years.

A major strength of the Fine Arts Department is the work done during the past two years to refine program goals and methods of assessment. This process reinforces the fact that the faculty responded to student and administrative evaluations. To further improve this process, the faculty need to focus on documenting student success by recording and photographing performances and exhibits.

# Health Sciences and Human Services

## Purpose

The Health Sciences and Human Services Department offers comprehensive courses that enable graduates to enter health care professions. The department is committed to serving students of diverse backgrounds and varying abilities. The department is committed to working with industry partners and national accrediting bodies in order to offer programs that are of the highest educational quality and that serve to meet the needs of the health care community.

The goals and objectives of the Department of Health Sciences and Human Services are:

- To provide a program of education that incorporates the knowledge, skills, and values needed by each individual in a democratic society.
- To provide university-parallel transfer curriculum.
- To provide a program of technical education through majors that prepare students for immediate gainful employment.
- To provide a continuing program of adult education for lifelong learning for those living in the community who are unable to or do not desire to pursue studies on a full-time basis.
- To provide a program of guidance through personalized services as an integrated factor in the successful achievement of goals.
- To provide community services by making the department resources available for the education of health care providers. This includes both the physical facilities and the unique abilities of the faculty and staff.

The mission statement of the Department of Health Sciences and Human Services is aligned with and congruent with the mission statement and strategic plan of the College of Southern Idaho. Additionally, each program within the department has its own mission statement and goals.

## Description

The Department of Health Sciences and Human Services is housed in the Aspen Building and offers the following degrees and certificates:

- Registered Nursing
- Paramedic
- Radiologic Technology
- Human Services
- Allied Health Multi-Skilled Assistant
- Dental Assisting
- Emergency Medical Technician
- Medical Assisting
- Practical Nursing
- Surgical Technology
- Nursing Assistant
- Phlebotomy
- LPN Management
- LPN Intravenous Therapy
- Advanced Cardiac Life Support
- Pre-Hospitalization Trauma Support
- Pediatric Advanced Life Support
- CPR and First Aid
- Developmental Disability Assistant
- Mental Health Assistant
- Medication Assistant

Each health career program has a select admission process. Program requirements are similar, yet specific, for each program. Standardized policies are used across the department. Careful scheduling of classrooms, laboratory experiences, and especially clinical assignments has been coordinated between and among the different educational programs.

The Health Sciences and Human Services Department is housed in a building addition which was completed in 2001. The Aspen Building contains adequate classroom space and modern laboratories similar to those in current health care facilities. There are two nursing education laboratories, one dental assisting lab, a medical assisting lab, one surgical operating room, a radiologic unit, and paramedic/EMT learning laboratories. The labs contain manikins, models of the human body, multimedia equipment, and other resources necessary for the individual programs.

## Significant Changes

At the time of the last accreditation visit, the department was referred to as the Nursing Department, and had educational programs for Registered Nursing (RN) and Practical Nursing (PN). The RN Program admitted 35 to 40 students each year, while the PN Program admitted 20 students per year. In 1995, the Medical Assisting program moved to the department. The name of the department became Nursing and Allied Health.

The department has seen substantial growth in both faculty and student numbers since the last full-scale accreditation visit. In 1996 the college undertook a needs assessment of its eight-county service area. Over 500 surveys were mailed; 80% of recipients responded to the survey. Industry pointed to the need for more health career programs, and a need for a greater number of graduates. Four new programs were initiated following the survey. These programs were Surgical Technology, Dental Assisting, Emergency Medical Technician, and Human Services. The name of the

department was changed at that time to Health Sciences and Human Services. At this same time the Certified Nursing Assistant Program was organized to offer education on a regular schedule rather than on an as needed basis, as had been done.

In 2000, a second needs assessment was undertaken. The results of the data indicated a greater need for nursing graduates. The number of students admitted to the Registered Nursing Program has progressively increased from admitting 40 students each fall in the 1990s to admitting 70 students in the fall of 2003. The number of students admitted to the Practical Nursing Program increased from 20 per year to 40 per year during the same period. Additional sections of Certified Nursing Assistant courses were offered on campus and at local health care facilities. In addition, two new educational programs were initiated: Paramedic and Radiologic Technology. The end result of the growth of the Department of Health Sciences and Human Services is that there are a variety of educational programs and more graduates are entering health care employment.

The teaching faculty has increased from seven full-time and five part-time nursing instructors in 1996 to nearly 100 Health Sciences and Human Service employees in 2003. Dual credit offerings at the high schools across the state have increased the number of part-time faculty positions substantially. Faculty in the department have also undertaken offering Community Education for the health care community.

In January 2000, the Department of Health Sciences and Human Services moved into the Aspen Building expansion. This additional physical space allowed the development of state-of-the-art learning laboratories for the Paramedic/EMT, Dental

Assisting, and Surgical Technology Programs. In fall 2003, the Radiologic Technology learning laboratory became a reality. The learning laboratories mirror the actual work environment.

The budgets for each program have increased over the past ten years. Even with holdbacks from the state, the programs are enjoying adequate financial resources.

## ANALYSIS AND APPRAISAL

The Department of Health Sciences and Human Services exemplifies the mission and goals of the College of Southern Idaho. Graduates are sought by both by local employers and by employers across the state. Attrition in the health career programs is low, with more than 85% of entering students completing the educational program. Pass rates on national certification and license examinations exceed national norms. Graduates from all health career programs are readily employed, and 100% of graduates are employed six months after graduation. Follow-up surveys with employers show a high degree of satisfaction with the graduates. License and certification pass rates are enviable in all programs.

Faculty members are involved in the annual planning process. Each member submits a Personal Plan for Improvement. The combined plans become a Unit Plan for Improvement and are submitted to the executive vice president/chief academic officer. Requests for equipment and materials are prioritized and funding is allocated accordingly. Many faculty are members of their professional organizations. Faculty are also enrolled in formal education programs to increase their own educational degrees. All faculty in the HSHS department are expected to advise any

student seeking entry into the department. Advising templates have been developed to help to advise new students about the admission process for and general education components of each program.

Students rate faculty overall as excellent or outstanding. All faculty meet or exceed the requirements of state and national approval or of accreditation bodies. All professional-technical faculty hold PTE state certification. Faculty are committed to maintaining current clinical skills. Many faculty hold outside clinical positions. This allows the faculty to remain current in the field.

Faculty are evaluated according to college policy. New teachers are assigned to a mentor. This mentor is a master instructor. Faculty submit a self-evaluation as part of the evaluation process. When data from evaluations points to a need for improvement, the faculty member submits a plan of action to correct the identified need. Comments from students and graduates are aggregated and analyzed. When appropriate, action is taken to make a change in the curriculum or in faculty assignments.

Qualified faculty are difficult to recruit to teach in the HSHS department, and local, state, and national searches have been undertaken to attract faculty to the department. Since all health career educational programs have difficulty in recruiting and retaining qualified instructional staff, CSI has adopted the strategy of "growing our own" faculty. Tuition waivers and scholarships are awarded to faculty who are pursuing higher education. Flexible teaching assignments and team-teaching methods support the employee who is also a full- time graduate student. The need for faculty office space is also critical, and plans are in place to add

seven new faculty offices to the Aspen Building in 2004.

The department engages in continual evaluation, and revision of programs and curriculum or reassignment of faculty is based not on single comments, but on trended data. Each program undergoes an in-depth program review every five years. Additionally, programs must submit to an approval or accreditation process where appropriate. All programs meet the standards of the national accreditation body.

Due to growth in Health Sciences and Human Services, access to a computer lab for health sciences students is needed. The only computer lab in the Aspen Building is shared by health sciences students, education students, and by the Instructional Technology Center. Health sciences students have many assignments that require the Internet or computer-assisted instruction. Students also require access to computers for intermittent testing, preparation for licensing exams, quizzes, and online research. Loading the necessary software related to health sciences studies in all campus computer labs has not been successful due to the server space needed to store video clips and to the cost of institutional use licenses versus site licenses. A dedicated computer lab would also allow for the online administration of the Certified Nursing Assistant tests, which is now not done due to security and access issues.

Clinical sites pose other issues. Some clinical sites are far from the main campus, and one is over 400 miles away. These sites necessitate that students relocate for a period of time. This is an additional expense for students. Many students have family obligations and separation for a six- to fifteen-week period of time is a burden.

Clinical sites for practical learning are crowded. Rural hospitals may not have the census to support large numbers of students. In an attempt to resolve these issues, the department plans to purchase a Human Simulator to augment clinical and lab learning opportunities.

# Information Technology

## Purpose

The College of Southern Idaho Information Technology Department makes every effort to provide the training, knowledge, experience, and inspiration necessary for its students to achieve their educational and professional goals.

The department has the following goals:

- Students shall achieve mastery of course content as defined by properly documented performance and knowledge objectives.
- Students shall be treated as partners in the educational process.
- All Information Technology course content shall be continuously evaluated for relevance and appropriate application, according to current workplace standards.
- While maintaining academic freedom, instructors shall strive to achieve the best practice of instructional delivery appropriate for each topic instructed.
- Students shall be encouraged to attain their own desired educational goals and challenged to become effective employees and citizens.

## Description

The Information Technology Department is housed in the Canyon Building and offers programs that grant associate of applied science degrees and technical certificates in the following areas:

- Computer Graphics Design
- Network Support Technician
- Computer Support Technician
- Office Technology
- Web/Database Application Development

The department also delivers Computer Literacy/Basic Skills and Evening Computer/Professional Studies courses.

All full-time faculty members are well-educated and hold appropriate industry and required state credentials. Part-time and adjunct faculty are recruited from local industry and educational institutions.

The classrooms and labs are well-equipped. A dedicated instructional network, often referred to as the Technosphere, allows for program-specific instruction, and each classroom includes multimedia capability.

The programs in the department are divided into three areas: Digital Media (Computer Graphics options), Technical Services (Network Support, Computer Support and Web/Database Application Development), and Office Technology. Each of these three distinct areas of the department has its own advisory committee. These committees are charged with directing program curricula. In addition to these program areas, the department provides Computer Literacy courses to help students satisfy the college's computer literacy graduation requirement.

## Significant Changes

The department has evolved dramatically over the past several years. Once an offshoot of the Office Technology Program, the former Business Computer Applications Program has blossomed into a full-fledged

department with a particularly dynamic curriculum.

Reorganization several years ago placed the Computerized Bookkeeping program in the Business Department, and the Office Technology program faculty diminished to 1.5 faculty FTE. Five years ago, new programs were introduced and rapid expansion occurred, particularly between 1999-2001. In 2002-2003, the Information Technology Department emerged as a separate department with its own chair. Restructuring during that year generated the current departmental curriculum.

Another significant change for the department has been its entry into online education. Intro to Networking, HTML, E-Commerce Fundamentals, and Visual Basic have all been offered online, and plans are in place to add other courses as appropriate. Because of the technical nature and career requirements for information technology students, offering these courses online has made sense for the department. Most IT courses are "hybrids" that make significant use of online delivery as well as other instructional technologies, and creativity in methodology is much encouraged.

## ANALYSIS AND APPRAISAL

The department utilizes the plan for improvement process (PFI), course and faculty evaluation, and the program review process. The department currently has a defined mission, ongoing goals, and processes for appropriate evaluation. In addition, the annual PFI activity is integrated with institutional planning and budgeting processes. The department is working to further refine and improve these activities, in particular to address appropriate responses to assessment and evaluation data.

The administration has supported the department well, particularly during its formative stages and explosive early growth. Recent funding challenges in Idaho have encouraged the department to actively seek alternative internal and external funding.

The faculty team is cooperative and adaptive with a visible commitment to student success. The curriculum is dynamic, and faculty members have been flexible enough to commit to necessary changes. The department displays a high percentage of faculty with graduate degrees, along with appropriate Idaho and industry credentials.

The curriculum is highly regarded and serves as a model for local secondary programs and the Idaho Division of Professional-Technical Education. Great care is taken to nurture relationships with local secondary programs and foster numerous articulation agreements. The Computer Graphics Design Program curriculum also operates in concert with the college's Fine Arts Department.

The quality of CSI and its secondary IT programs were of great importance in attracting a Dell Computer Corporation Call Center to the community in 2001. The department's response to the training needs of the call center is considered a national example for education-industry cooperation.

Despite the successes, there are challenges. After initial dramatic growth, department enrollment has stabilized in all areas but the Computer Graphics Design Program, which is currently having some problems accommodating growth.

The faculty team and chair continue to evaluate appropriate and balanced workload. The department has seen much improvement in its attention to outcomes assessment

processes, but there is still work to be done in that area.

# Life Science

## Purpose

General education in the life sciences reveals universal principles governing the phenomenon of life.  The Life Science Department provides students with the opportunity to know what a biologist is, to understand how biologists think, to see how discoveries are made, and to apply the scientific process to the everyday experience.  At the College of Southern Idaho, the study of life science prepares students for responsible positions in society.  The department also provides life science courses for students with majors in other academic and technical departments.

The department has two major goals:

- To provide a high-quality education that parallels university curriculum.
- To provide students and faculty with teaching and research facilities that are safe, adequately equipped, and up to date.

## Description

The Life Science Department is housed in the Shields Building and offers academic transfer degrees in the following programs:

- Biology
- Botany
- Chiropractic
- Dental Hygiene
- Dental Science
- Dietetics
- Ecology
- Environmental Science
- Fish and Wildlife Resources

- Forestry
- Marine Biology
- Medical Science
- Medical Technology
- Microbiology
- Natural Science
- Occupational Therapy
- Optometry
- Physical Therapy
- Physician Assistant
- Range Science
- Resource Recreation and Tourism
- Respiratory  Therapy
- Speech and Audiology
- Veterinary Science
- Zoology

It is the goal of each of these programs to provide the appropriate coursework for the first two years of a four-year degree.  Articulation agreements at the state level and articulation agreements between the Life Science Department and the four-year schools assure transferability of coursework.

Excluding the many cumulative years of part-time college teaching, the average college teaching experience for the 12 full-time faculty members is 14 years.  Two members have three decades of college teaching experience.  Seven women and five men currently represent the department as full-time faculty members.  Three men and one woman instruct on a part-time basis. All instructors have a master's degree and/or a doctorate with extensive training in their biological disciplines.  All full- and part-time faculty are housed on the second floor of the Shields Building.

The department currently occupies five laboratories on the second floor of the Shields Building and a shared laboratory/classroom at the Mini-Cassia Center in Burley.  The department has one

centralized preparation area that consists of shelving and cabinetry for storage and dishwashing; one small room for cadaver storage; one small room for storage of slides, zoological and botanical materials; and one small room for microbiological refrigerators, incubators, etc.

## Significant Changes

Growth has been the most significant change to occur in the Life Science Department since the last full-scale accreditation visit. Because of new programs in the Health Sciences and Human Services Department, and the increased demand in allied health professions, the department has seen tremendous growth in its general service courses. From fall of 1999 to fall of 2003, the department has seen an 89.2% growth in numbers of students taking life science courses. During the last five years, numbers of life science majors have increased 36%, and numbers of students in general education classes offered by the department have increased 57%. Even more significant is the 166% increase in student numbers in health-related service courses over the past two years. This growth has been a driving force for other changes within the department.

Since 1998 staff numbers have increased from nine full-time faculty, one full-time staff member and one part-time faculty, to 12 full-time faculty, one full-time staff member and four part-time faculty members. Even with these increases in faculty, it has been challenging to keep class size and faculty overload reasonable. Additionally, the five life science laboratories are scheduled for classes virtually nonstop from 8:00 a.m. to 5:00 p.m. Tuesday through Friday, and additional labs are held in the evening. This almost constant utilization for classes has led to a loss of laboratory set-up

and take-down time; a modification of laboratory exams; and limited access to the lab prep area by faculty, staff, and work-study students. It has also limited students' abilities to review, monitor experiments, and meet with classmates to work on projects. Holding labs on Monday has proved difficult due to the number of Monday holidays during the year, and, without facility expansion, labs will have to be extended into nontraditional weekend times. Rapid growth in the department has also led to uncertainty in department budget projections, although funding provided by the college has been adequate.

Because field trips are a component of many life science courses, changes over the past several years in the college's policy concerning the use of fifteen passenger vans have also been a challenge. New restrictions on the number of passengers allowed in vans, and on driver qualifications, have led to a lack of vehicle and driver availability. In some courses, transportation problems have reduced field trips to one per semester when ideally there should be several. Transportation issues have also led to discussions about canceling courses in which major field trips requiring ground transportation of students and gear are required. The recent purchase of a bus by the college may help to address this challenge.

## ANALYSIS AND APPRAISAL

The Life Science Department has many strengths. The department prides itself on being professional, student-centered and innovative. Collectively, the Life Science faculty members are dedicated professionals who are committed to their students, their disciplines, and their careers.

Tremendous progress has been made since the 1994 accreditation visit to develop assessment strategies, document outcomes, and make changes to curricula, programs, and departmental objectives based on those outcomes. All full-time faculty and staff members in the department complete a Personal Plan for Improvement annually.

The department tracks student successes on individual faculty member's Personal Plans for Improvement to demonstrate that students have successfully achieved their goals. The department chair keeps a cumulative record of these student successes. Further, faculty record changes they have made to their courses based on student, peer, or administrative recommendations.

The Unit Plan for Improvement (UPFI) has been an effective process for assessing the need for and making program changes. The UPFI not only provides the administration with information vital to planning and procurement of state funding, but it also provides them with yearly updates on virtually every aspect of departmental operation. In addition, the UPFI process has been a valuable tool for the department because it requires consistent evaluation of the program's strengths, weaknesses, and needs, and thereby reveals changes that need to be made in order to maintain a strong program.

The primary challenge of the department is to expand educational opportunities beyond the main campus. The department also needs to develop mechanisms to better monitor dual credit classes. This is particularly critical in the life science discipline since many of the objectives of the courses taught in the department are laboratory-based skills.

Second, it would be advantageous to have even better institutional support in developing effective ways of gathering and analyzing information and data. The Life Science Department could benefit from assistance in designing more effective outcomes assessment tools to collect meaningful data and to analyze and interpret this data. This assistance would expand the scope of the outcomes assessment currently done at both the classroom and program level.

# Mathematics, Engineering and Computer Science

## Purpose

The Mathematics, Engineering and Computer Science Department provides students with university-parallel curriculum in mathematics, engineering, and computer science that transfers to four-year institutions. The department also provides mathematics courses for students with majors in other academic and technical departments.

The department's goals are to:

- Provide a high-quality education that parallels university curriculum and conforms to the standards of the American Mathematical Association of Two Year Colleges (AMATYC).
- Provide comprehensive student advising for mathematics, computer science, and engineering majors.
- Provide mathematics courses for students with majors in other academic and technical departments.
- Serve as a community resource and a representative for mathematics.

## Description

The Mathematics, Engineering and Computer Science Department is housed in the Shields and Canyon Buildings and offers the following transfer degrees:

- Mathematics
- Computer Science
- Engineering, Agriculture
- Engineering, Chemical
- Engineering, Civil
- Engineering, Computer
- Engineering, Electrical
- Engineering, Mechanical

The department has 11 full-time faculty members with more than 150 years of combined teaching experience. All full-time faculty have a minimum of a master's degree. Additionally, the department has nine part-time faculty members and several instructors who teach dual credit courses.

Every full-time faculty member completes a Personal Plan for Improvement (PFI) each year. The department chair uses those PFIs as a basis for writing a Unit Plan for Improvement and a proposed budget. Funds are allocated to the department based on specific plans and requests outlined in the Personal and Unit PFIs.

All mathematics courses are taught in classrooms with appropriate equipment, including a computer with needed software, a VCR, and a projection system. The CSI telecommunications system is used to broadcast classes to the each of the outreach centers.

The department shares a Math and Science Computer Lab in the Shields Building and an Engineering Lab in the Canyon Building. The department also has a portable wireless network mounted on a cart that contains 30 laptop computers and a printer. The system provides a portable computer lab that can be used in multiple classrooms throughout the day.

The department has provided graphing calculators to the CSI Library, the CSI Testing Center, and to the outreach centers for students to use. Extra graphing calculators and scientific calculators are also available for check out to instructors and to students with financial need.

The department also facilitates a Math Lab that has math tutors on duty throughout each day, and during evening hours four days a week, to assist students.

## Significant Changes

The following recommendations were made to the Mathematics, Engineering and Computer Science Department during the 1994 accreditation visit:

1. *Work on more comprehensive model of a course syllabus, then re-write all syllabi to provide more current, complete information about each course.*
2. *Work with faculty to continue to develop and refine various approaches to student outcomes assessment in an effort to more clearly state outcomes and to demonstrate the regular use of data in planning and program review.*
3. *Work to ensure clear congruence of departmental and college goal statements.*

In response to these recommendations, a comprehensive model syllabus was created and distributed to all full-time, part-time/adjunct, and dual credit teachers. A review during the fall semester of 2003, however, showed that not all instructors have completely conformed to the suggested format. All have been asked to adjust syllabi for spring semester 2004, and another

thorough review will be made by the department chair at that time.

In an effort to address the outcomes assessment recommendation, the department developed a common final exam for Math 108, Intermediate Algebra. Data is now gathered concerning the most frequently missed questions, and the class average for each section. Students who received a C or better in the course but scored below 65 on the exam are tracked. In fall 1999, all on-campus sections of the course first administered the exam and gathered data. The department has continued this outcomes assessment program each semester, and during the 2002-2003 academic year the program was expanded to include the off-campus sections of Math 108. In the spring of 2002, all full-time faculty wrote reflective outcomes assessment reports that analyzed each individual course with respect to retention rates, how well students met course objectives, student evaluations, etc. Efforts to record outcomes assessment information on a standardized template are currently being piloted for all courses in the department.

In response to the third recommendation, the department revised its goals to align them with the published goals of the American Mathematical Association of Two-Year Colleges shortly after the last full-scale accreditation visit. The mission and goals of the department were once again revised and checked for consistency against the college mission in 2003 via a department-wide review process.

There have been significant changes in personnel in the department due to the retirement of several long-time faculty members and to increased enrollment. Seven of the 11 full-time faculty members have been with the department for fewer

than five years. One full-time and three part-time faculty members have been added to the Micron Outreach Center, and the number of offerings and instructors at the Mini-Cassia and Blaine County Centers have also been expanded. Finally, the number of dual credit courses being offered by the department has also increased.

The curricula for Math 108, Intermediate Algebra; Math 143, College Algebra; Math 123, Math in Modern Society; Math 144, Trigonometry; and Math 147, Precalculus, have been revised in order to ensure that the courses are up to date.

During the past five years, the department has begun offering Math 108, Math 123, and Math 143 as Internet courses. The department has also added late-start classes in Math 108 and Math 123 to give students a chance to drop back and start over or to restart and jump ahead in fulfilling math requirements.

Over the past five years, the department has become more involved in dual credit and enrichment opportunities for students. The department oversees dual credit math courses and mentors teachers at several area high schools. Also, the CSI Math Club, CSI Engineering Club, and a colloquia series of math-related programs for faculty and students have all been added in the last few years.

## ANALYSIS AND APPRAISAL

Collectively, the department has high expectations for its members and for the students they serve, and it has made great strides toward creating a comprehensive and useful outcomes assessment plan. The department offers a variety of modes of instruction including traditional lecture classes, Internet courses, and telecommunication courses.

The department is proactive in communication with adjunct faculty and dual credit faculty. They are invited to attend activities, and minutes of department meetings are e-mailed to them. All adjuncts are contacted regularly and kept up to date on information pertinent to the courses they teach; their input is welcomed in the decision-making process of the department.

Course enrollment has steadily increased. Student enrollment numbers grew from 3,160 in 1998-1999 to 3,626 in 2002-2003. The FTE has also grown from 340.6 in 1998-1999 to 432.1 in 2002-2003. These increases in enrollment have led to the increases in full-time faculty members outlined above.

Department members strongly support student success by volunteering time in the Math Lab, encouraging office visits, holding extra study sessions, promoting good study habits and study groups, offering extra recitation days with some courses, arranging for College Algebra tutorial videotapes to be broadcast on television weekly, and by having tutorial videotapes, CDs, and DVDs available for students to check out.

One recent challenge for the department has been the increased use of the Math Lab by students. The lab is staffed with part-time help and work-study students, in addition to faculty who volunteer, but the lab never has more than one tutor at any given time. During peak times, the lab can be so crowded or the tutor so busy that some students are not able to receive help. An expansion of the physical space and the ability to have more than one tutor working at a time would enhance the educational benefits of the lab.

# Physical Education

### Purpose

The Physical Education Department provides students and community members opportunities for university-parallel transfer curriculum, wellness exploration and education, physical skill development, athletic competition, and fitness enrichment in the pursuit of lifelong educational goals.

The Physical Education Department seeks to meet the following goals:

- To provide a high-quality university-parallel education for students seeking careers in elementary and secondary physical education.
- To provide a high-quality education in personal fitness enhancement, health education, first aid, and skill development associated with intercollegiate athletics to serve the needs of degree and non-degree seeking students.
- To provide a lifelong fitness and wellness education that fulfills the graduation components for students who are pursuing an associate of arts degree or associate of science degree.
- To provide effective fitness enhancement, health education, and opportunities for involvement for community members.
- To provide fitness enhancement and wellness education for seniors.

### Description

The Physical Education Department is housed in the CSI gymnasium and offers the following transfer programs:

- Physical Education

- Health Promotion

The department includes four full-time faculty, one 2/3 time faculty, and one former full-time faculty member who now teaches part-time; faculty are housed in the gymnasium. Additionally, more than 30 part-time faculty, intercollegiate coaches, assistant coaches, and dual credit faculty work in the department. Finally, the department has two full-time staff members.

Facilities include the gymnasium, a wellness center, one classroom, two weight rooms, two large multipurpose balconies, two racquetball courts, an aerobics classroom, multiple offices, storage, four locker rooms for athletics, two locker rooms for physical education, an audiovisual area, and an athletic training room.

### Significant Changes

The last few years have seen an expansion in the Physical Education curriculum, including the addition of Pilates, Yoga, and Spinning, and an expansion of the Over 60 and Getting Fit program throughout the college's service area. Program numbers are outlined in the Program Review recently completed for 2004.

A significant change for the department has been the offering of dual credit courses in physical education. The department currently offers a PHYE 155 Health and Wellness dual credit section at a local high school that is taught by a departmentally approved instructor who uses the department syllabus and text book. The department also plans to offer dual credit aquatics classes in 2005. Offering the dual credit option in activity classes has been a challenge because the state of Idaho requires high school students to attend double the classroom hours that the college requires, for the same

one credit; this forces high school students either to take two collegiate classes on campus for one credit or to take the course offered at the high school twice to meet the 60 hours of classroom experience the state requires.

### ANALYSIS AND APPRAISAL

All departmental teaching evaluations are conducted on full-time and part-time faculty in accordance with CSI policies. The department continually strives to use PFIs and UPFIs as a source for faculty and staff development opportunities related to budget issues. The faculty is encouraged to develop not only new teaching strategies from their training and experience, but also to develop new classes in the department that relate to the changing curriculum in the area of physical education. The addition of online classes will also be the topic of future departmental consideration.

In a fall 2003 survey, students indicated a need for "shoeless" areas for the Judo classes and for the dance and cheerleading activities.

The recently approved Student Recreation Center will address space problems in the academic and activity areas. The Recreation Center plans will be finalized in 2004, and construction on the new 15,000-square-foot addition is scheduled to begin in 2005.

## Physical Science

### Purpose

The mission of the Physical Science Department is to provide university-parallel curriculum, quality general education courses, and service to the community and

college with well-qualified faculty and technical resources.

The goals of the Physical Science Department are to:

- Hire and retain qualified professionals dedicated to superb undergraduate instruction.
- Provide students with scientific concepts in a manner that is understandable, that serves as a foundation upon which to build further scientific principles, and that allows students to make informed decisions about scientific information and its relevance to society.
- Provide an up-to-date, safe environment that promotes learning.
- Support the College of Southern Idaho's mission and goals by fostering communication and collaboration with other departments to mutually enhance and compliment the college's activities.
- Acknowledge that service to the community is an integral component of the mission of a community college.

## Description

The Physical Science Department is housed in the Evergreen Building and offers programs in the following transfer areas:

- Geology
- Physics
- Chemistry
- Pharmacy

The department includes seven full-time faculty. Each of these faculty members possesses a master's degree, and three members have Ph.D.s. Additionally, the department depends on four part-time faculty members, who teach on campus or at outreach centers, and on several dual credit instructors.

The Physical Science Department facilities include a geology classroom/lab, a physics classroom/lab, two freshman chemistry labs, an organic chemistry lab, and an organic chemistry instrument lab. There is a full chemistry stockroom complete with storage for solid chemicals and separate storage for flammables, corrosives, and organics. There is also a prep room complete with a hood and distillation apparatus for use in preparing the instructional laboratories. Faculty are housed in offices adjacent to, or in close proximity to, the laboratories and classrooms. Offices and storage areas support and enhance the effectiveness of instructors and staff.

## Significant Changes

The following recommendations were made to the Physical Science Department during the 1994 accreditation visit.

1. *Work to produce a more comprehensive model of a course syllabus, then re-write all syllabi to provide more current complete information about each course for students, colleagues, and general public.*
2. *Work with faculty to continue to develop and refine various approaches to student outcomes assessment in an effort to more clearly state outcomes and to demonstrate regular use of planning and program review.*
3. *Work with departments to ensure clear congruence of departmental and college goal statements.*

The department has taken the following steps to deal with these recommendations.

The college developed a syllabus template for all departments. The Physical Science Department follows that template in the creation of its syllabi. The department has

allowed flexibility about how topics can be addressed in the syllabi as well as about the order of presentation of material within the syllabi. The full-time faculty within the department have followed the format, but the part-time/adjunct and dual credit faculty have not been as successful in following the format.

Teachers are evaluated by students every semester. The evaluations are forwarded to the department chair, and the department secretary types up a composite of the evaluations. This composite is given to each faculty member after the semester is over, while the original evaluations are kept in the office of the department chair. The faculty use the information from the evaluations to modify their presentations the next semester as well as to seek equipment in their Personal Plans for Improvement and eventually in the Unit Plan for Improvement. Laboratories are evaluated frequently, but not necessarily every semester.

The Physical Science Department revisited the department goals and objectives during the Physical Science Department Program Review completed May 2000. The department again initiated a review of mission statement, goals, and objectives in the fall 2003.

Two department members have retired in the last five years. Both of the positions were filled by faculty with comparable educational backgrounds. Off-campus staffing has changed significantly. The College of Southern Idaho has added significant numbers of dual credit high school courses in the physical sciences which has led to the addition of several dual credit instructors.

Changes at the outreach centers have also affected the department. The Mini-Cassia

Center has been remodeled to include one laboratory room for the physical sciences. The Blaine County Center is currently being remodeled to include a chemistry lab. Plans are to equip the lab and to offer labs there in the near future.

The department has begun offering one online course, CHEM 190, Math Skills for Chemistry, in an effort to provide a refresher course in basic algebra and calculator skills. The target audience for this course is students who find that their math skills are not adequate for the chemistry class they are taking and who therefore need a quick and flexible way to refresh their skills.

Numbers of students majoring in physical science programs have, in general, increased in the past few years. Numbers of pharmacy majors have increased the most, and this increase has led to the need for an additional lab section in organic chemistry.

## ANALYSIS AND APPRAISAL

A major strength of the department is the quality of teaching it provides and the commitment of faculty to the education of the students. New faculty in the department have led to a renewed energy and an overall increase in students served.

The community outreach programs administered by various individuals within the department are another major strength. Physical Science Department Magic of Chemistry Shows and Science Fairs, and participation in the College for Kids program, Science Trek, and summer Science Camp all contribute to CSI's mission to provide educational services to the community.

The department has been able to replace all retiring teachers, was able to equip the new

lab at the Mini-Cassia Center, and was able to upgrade the physics lab equipment on campus. The chemical budget has remained constant for the past several years. Chemical purchases several years ago have helped the department to maintain operations without replacing chemicals on a regular basis, since many of those chemicals were purchased in relatively large quantities (kilograms) and only portions of them are used each year. However, many chemicals are beginning to run low, and if the budget situation does not improve soon, the chemical supply problem will become much more serious.

## Social Science and Education

### Purpose

The mission of the Social Science and Education Department is to provide educational, social, and cultural opportunities that encourage enriched, productive, and responsible lives primarily by instructing students to understand, interpret, and apply coursework in the social science and education disciplines.

The department seeks to help students achieve the following goals:

- Understand important facts, concepts, and theories of social science and education subjects.
- Acquire the techniques and methods used to gain new knowledge in those disciplines.
- Develop the ability to distinguish between fact and opinion.
- Use evaluation, analysis, and synthesis to interpret and solve problems.

- Use different perspectives from the social sciences and education to make better informed decisions.
- Acquire an informed understanding of various cultures.
- Prepare to transfer to a university.

### Description

The Social Science and Education Department is housed in the Aspen Building and the department's coursework provides classes in general education, university-parallel curriculum, technical education, and adult education.

The department offers 12 diverse programs. The academic programs provide an AA or AS degree; the technical programs include a Technical Certificate, Postsecondary Certificate, and an Associate of Applied Science degree. The following programs are available:

- Anthropology
- Criminal Justice Administration
- Early Childhood Ed
- Ed Assistant, Bilingual Ed
- Ed Assistant, Early Child Ed
- Ed Assistant, Math
- Ed Assistant, Math/Sci/Tech
- Ed Assistant, Reading
- Ed Assistant, Science
- Ed Assistant, Special Needs
- Ed Assistant, Technology
- Education, Elem-Bilingual
- Education, Elem-Gen Science
- Education, Elem-Humanities
- Education, Elem-Math
- Education, Elem-Social Science
- Education, Secondary
- Geography
- History
- Law (Pre)
- Law Enforcement

- Political Science
- Psychology
- Sociology

There are 16 full-time, 16 part-time, and three dual credit faculty in the Social Science and Education Department. All 11 full-time faculty members who teach in the academic programs have at least a master's degree; three have doctorates and two have almost completed doctorates. Of the five full-time faculty members teaching in the technical programs, all but one have at least a master's degree and two have doctorates. Of the 16 part-time faculty members, all but one have master's degrees. All three dual credit faculty members have a master's degree. In addition there are three classified and professional employees in the department.

All members of the department have offices in the Aspen Building; the Law Enforcement faculty member has another office in the Canyon Building where most law enforcement classes are taught.

## Significant Changes

During the 1994 accreditation visit, the team instructed the Social Science and Education Department to:

1. *Continue efforts to implement outcomes assessment.*
2. *Address faculty concerns about crowded office space and privacy for student-faculty consultation.*

Department members have used multiple strategies to assess effectiveness. Beginning in August 2001, the department created an Assessment Committee. Since fall 2001, a social science faculty member, who is an assessment specialist within the department, has entered data from each class evaluation

form to provide, in graph form, valuable information by instructor, program, and department. Faculty members are asked to look at the results from their evaluation forms and, in a few sentences, explain how they will respond to those results in the following semester.

How the department meets its goals is assessed by giving department graduates a student survey. The survey uses a five-point Likert-scaled questionnaire to gather student perception of the degree to which programs meet department goals.

The Social Science and Education Department has also addressed concerns about crowded office space and privacy. In January 2001, all members of the department were moved into the Aspen Building following the completion of a major expansion of that building. Every department member except one moved into a different office. In most cases a full-time faculty member has been assigned a part-time faculty member as an office mate. Since part-time faculty are seldom here during the day, when most full-time faculty are, the ability to consult in privacy has greatly improved.

In November 2000, the Social Science Department changed its name to the Social Science and Education Department. A grant from the J.A. and Kathryn Albertson Foundation facilitated the expansion and improvement of all education programs and the addition of an Education Assistant Program.

Over the last few years, department members have introduced several online courses. During fall 2003, the department offered 18 online classes, most of which were offered through the Education Assistant Program. Faculty members have

found these classes to be an excellent alternative for students who cannot attend traditional classes. Motivated students are more likely to receive individual attention with the online classes, and the classes also make it possible to target less motivated students early in the semester. The classes, because of their convenience, can also allow students to complete their programs in a more timely manner. While completion rates in some online courses have been equivalent to those in traditional classes, some members of the department have expressed concern that online classes do not serve the needs of less-motivated students. Student disappointment with poor results in an online course can also be exacerbated by the impersonal nature of the course. Some concerns about adequately proctoring assessments of online classes are also being explored.

Idaho State University now provides a four-year degree in elementary education on the College of Southern Idaho campus, which makes it possible for Magic Valley residents to complete a teaching degree without leaving the area. Students can also obtain a four-year degree in criminal justice administration without leaving CSI.

In December 2000, the Child Development Program moved from the Health Sciences and Human Services Department to the Social Science and Education Department and was renamed Early Childhood Education. The Early Childhood Education Program was selected as Program of the Year for Professional-Technical Education in Idaho 2002. The program has recently been reorganized to meet the needs of the new Early Childhood Education/Early Childhood Special Education Blended Certification established by the State of Idaho.

Also in April 2001, the Law Enforcement Program joined the Social Science and Education Department. This change allows students in the Law Enforcement Program to more easily collaborate with the Criminal Justice Administration Program.

## ANALYSIS AND APPRAISAL

The department is meeting its goals and objectives. Resource allocation beyond faculty salaries is determined by Personal Plans for Improvement, which are synthesized into a Unit Plan for Improvement. Needs have been articulated in the Unit Plan for Improvement and they traditionally have been met.

The department has begun doing a quantitative analysis of student evaluations of each instructor. After evaluations are tabulated, instructors are asked to discuss how they will address students' comments in future semesters. This process has led to an overall increase in student satisfaction with instructors based upon these evaluation results.

Department advising has improved. Advisees majoring in the department's largest major, education, are assigned to individual faculty members. The Careers in Psychology class provides some advising for majors. Online technology has facilitated the advising and registration of students as well. From their offices, faculty members can consult student transcripts and course schedules.

The physical facilities and equipment are adequate. Options for providing additional space for the early childhood education lab and for the law enforcement programs are being examined. Discussion concerning the advantages of creating a lab for all related classes within the department, and a social

science lab for non-education classes, has occurred. Library resources are continually updated based on requests from faculty members.

In fall 1999, 820 students declared that they were majors in what are presently Social Science and Education Department Programs; by fall 2003, this number had increased to 1,069. The number of elementary education majors has declined from 290 to 266, but the new Education Assistant Program has grown from zero to 163. Undoubtedly some who would earlier have become elementary education majors have now become education assistant majors.

Anecdotal evidence from former students who return to visit indicates that CSI graduates do well in four-year schools. The Education Exit Seminar, EDUC 290, has prepared students well to transfer to Idaho universities. Careers in Psychology, PSYC 120, and Research in Behavioral Sciences, PSYC 218, have helped transfer students be more prepared for upper-division classes. Changes in early childhood education, education assistant, and education curricula have made a more seamless transfer possible.

Although dual credit and part-time faculty members are invited to social events and department minutes are sent to them, other efforts need to be made to better integrate them into the department. A committee will begin in fall 2005 to determine ways to better involve part-time and dual credit faculty.

# Trade and Industry

## Purpose

The Trade and Industry Department provides multiple educational opportunities for individuals desiring employment in

highly technical trades in order to fulfill their educational and professional goals and to become responsible and productive citizens. The instructional goals of the department reflect the goals of the department's individual programs.

## Description

The Trade and Industry Department is housed in the Canyon and Desert Buildings and includes the following professional-technical degrees and certificates:

- Air Conditioning, Refrigeration, and Heating
- Auto Body Technology
- Automotive Technology
- Cabinetmaking/Woodworking
- Diesel Technology
- Drafting Technology
- Electronics Technology
- Welding Technology

All full-time faculty are highly qualified and hold appropriate industry and state-required credentials. Part-time and adjunct faculty are selected from local industries, which enhances partnerships with those industries.

The facilities at the college are adequate, especially with recent remodels and expansion of several programs, including Drafting, Electronics, Cabinetmaking, and Auto Body. A classroom was recently added to complement the Drafting and Electronics Programs, and space was made for the Engineering Department. The Drafting and Engineering Program faculty collaborate and cooperate admirably. Storage issues have been partially addressed by the addition of a department storage building.

Each program has a functioning advisory committee consisting of leaders from the

industry for which the program provides career training. Each committee is supportive of the college program and each committee is instrumental in establishing and maintaining appropriate relationships with local industry. The committees meet with the institution at a minimum of once per year, and in most cases meet each semester.

## Significant Changes

The 1994 Accreditation Report provided the following recommendations to the Trade and Industry Department:

1. *Faculty should continue to promote programs and recruit students to ensure sufficient enrollment of qualified students.*
2. *Dedicate more classroom and lab space to the Law Enforcement, Cabinetmaking and Auto Body programs, if possible.*
3. *Study the possibility of updating the Air Conditioning, Refrigeration and Heating program to ensure commercial needs are being met.*
4. *Continue to strengthen the relationships between vocational, academic and developmental programs to ensure the entire instructional program at the college is cohesive.*

In response to the first recommendation, faculty have worked to be active advocates for their own programs and have continued to promote them by attending career fairs, speaking to visiting student groups on tours, and visiting secondary programs. In addition, they have worked to create appropriate program brochures for distribution, and they have developed prospective student packets. They also work closely with the Student Activities Office on student recruitment.

The results of the recruiting effort have been excellent. Most programs have operated at near-capacity enrollment for the past several years. For example, the Welding, Auto Body, and Diesel Programs have had to cap enrollment. Each of the other programs has maintained strong enrollment numbers.

In response to the second recommendation, cabinetmaking has moved to a larger facility, and a new auto body facility was completed several years ago. The Law Enforcement Program has been relocated to the Social Science and Education Department alongside the Criminal Justice Program, and it has been allocated extra lab/classroom space. This has become necessary because the program enrollment has more than doubled in the past two years.

The Air Conditioning, Refrigeration and Heating Program has made some major changes after several turbulent years. A new instructor was hired as of FY2004, and the new instructor and the advisory committee are scrutinizing the curriculum. The program has been relocated into a remodeled lab area and enrollments have increased substantially.

Finally, in response to the last recommendation, all technical programs now require academic instruction in college general education core requirements. The shift to a consolidated general education requirement has been the most significant change in the department in terms of curriculum. The magnitude of change in moving from what was embedded instruction into what are now stand-alone academic courses has been a challenge, especially in accommodating the academic courses within technical instructional schedules. Block schedules for technical instruction have had to make some adjustments to allow students to complete

the general education requirements for certificates and degrees.

The introduction of the Freightliner Program has been a significant change, primarily affecting the Diesel Technology Program. This program component has identified a training niche in the commercial diesel shops, and provides industry training to career mechanics in numerous locations throughout the United States.

Further changes of several kinds have affected the programs in the Trade and Industry Department. Department leadership has changed. Some programs moved to other departments temporarily, and in the current catalog (2003-2004) these programs are still listed in other areas. However, a recent consolidation has brought most of the programs back together in the Trade and Industry Department.

After several years of relative fiscal comfort, the previous two years have been particularly challenging because of a sharp decline in state funding that resulted in major reductions in equipment budgets. In an effort to offset the funding limitations, growth in enrollment has been encouraged. The Welding Program has responded, and now has an enrollment that requires double-shifting of students in order to accommodate all of them.

## ANALYSIS AND APPRAISAL

In terms of qualifications, all department faculty members are highly qualified. Each of them has the requisite industry experience, training, and certifications to qualify as a "Master of the Trade."

Program needs include space for storage and workspace as certain program enrollments continue to swell, in particular auto body

and welding. In the case of the Welding Technology Program, storage and workspace are becoming limiting factors for program success. Two groups of welding students, morning and afternoon, are now enrolled in an effort to meet the employment needs of industry. This is one of the college's first attempts to increase efficiency by double-shifting the use of the teaching lab.

The PFI and UPFI process are used in the Trade and Industry Department primarily to delineate program equipment and supplies requests. Participation in the process is universal, but there is a lack of understanding of and appreciation for the process among many in the department. This is an issue that the current chair plans to alleviate by making the process more purposeful and meaningful by linking it more directly to institutional, professional, and personal goals, and by adding periodic checks of and feedback about the process.

While the department and the institution perform assessment in a variety of ways, there is inconsistency in the procedures across the programs within the department. For example, industry certifications are not available or not required of all program graduates.

Finding and recruiting qualified students is an issue for most programs. A significant number of students arrive on campus with inadequate academic skills to complete the required general education coursework. However, the success rate in the general education courses by program completers has been high. Over the past several years, the percentage of students who pass the general education courses with a grade of "C" or better has consistently exceeded 90%.

Administrative support for the Trade and Industry Department continues to be strong. The department now functions as a true college department, rather than a division with a division director.  However, the department leadership has changed twice over the past three years and some continuity would be beneficial.

The reputation of the programs and their respective faculty are outstanding, and the department facilities are exceptional. Enrollment is consistently strong, but this has strained some programs.  Classroom and project storage space in some areas is at a premium, despite the addition of a storage building. Supply budgets and equipment wear and tear are also a concern.

Reductions of state funding have resulted in the loss of some support personnel.  Also, there are gaps in the department faculty members' understanding of and appreciation for outcomes assessment.

## Part Three: Community Education and Distance Education

### Overview

Community education and distance education at the College of Southern Idaho have several components, including adult enrichment courses, cultural programs, summer educational camps for kids, dual credit courses, online courses, telecommunication courses, and outreach center courses.

### Purpose

The purpose of this section is to outline the various community education and distance education activities in which the college is involved and to demonstrate the college's compliance with Standards 2.G, 2.H, and Policy 2.6.

## Community Education

### Overview

The mission of the Community Education Center (CEC) is to enrich the personal and professional lives of all people through creative and innovative learning. Community education staff are customer-focused and possess the enthusiasm and knowledge needed to train those seeking experience in a broad range of skills.

### Description

Classes offered through the CEC are not for credit and are designed for non-degree seeking students who wish to learn new skills in a relaxed and convenient setting. Classes cover a range of subjects such as art, business, language, finance, hobbies, sports, and travel.

Since classes are not for credit, the department does not follow strict formats or syllabus requirements. Course offerings that may conflict, or appear to conflict, with credit-course offerings on campus are reviewed by the department offering the for-credit course. Faculty are involved in this development process when necessary. (2.G.3, 2.H.1)

The majority of the instructors employed through the CEC are part-time employees of the college. They have a breadth of educational backgrounds and experiences ranging from a high school diploma to a master's degree. A small portion of instructors are full-time CSI instructors who have volunteered to teach a class outside of their regular teaching responsibilities. The class content may be in their field of study or may be a hobby or a special interest. CEC instructors are required to establish their backgrounds and experiences in the fields in which they wish to teach by filling out the CSI employment application and by providing a resume.

Community education classes are held based on the number of students enrolled. Tuition for classes is used to pay instructors and to cover instructional costs. A minimum of nine students is normally required; however, instructors can decide to hold a class with lower enrollment for reduced pay.

A full-time coordinator, along with three other full-time employees, staff the department. Two work-study students play an extremely important role in the ongoing, day-to-day operations of the department. Occasionally a part-time employee is hired to cover office responsibilities on a temporary basis.

Community Education Center employees are responsible for taking approximately 95% of registrations over the phone and for registering students using the Teams Elite program.

Classes are marketed through the use of a semester catalog, which is mailed to students who have taken CEC classes within the past four semesters and is distributed throughout community. (Exhibit 2.12) Class descriptions and information are also included in the general College of Southern Idaho course schedule, which is published each semester in the local newspaper. (Exhibit 2.13) Classes are also marketed through mass media outlets, public service announcements, faxes, and e-mails.

The CEC also facilitates the Arts on Tour Program. Arts on Tour is a six-event performance arts series sponsored jointly by the CSI Community Education Center and the Magic Valley Arts Council. Arts on Tour was created through CSI in 1988 to provide for the cultural education of the Magic Valley. It encourages and promotes an interest in the performing arts by sponsoring exciting, dynamic performances each year. The series is funded through contributions from local businesses, ticket sales, and grant monies. The CEC receives no funding from CSI for Arts on Tour. (Exhibit 2.14)

The focus of Arts on Tour is to offer a program that is wide in spectrum and flavor, coupled with an affordable price tag. The ultimate goal of Arts on Tour is to reach as many people in the Magic Valley as possible, thus ingraining the arts into everyday life.

## Significant Changes

The 1994 Accreditation Report made the following suggestion in the area of community education:

*The faculty evaluation system should be strengthened to meet college goals. Relevant continuing education administrators should be involved in the process, and self- and peer evaluation processes should be considered.*

In response to this recommendation, the CEC has implemented a student and administrative evaluation process for determining how instructors are performing in non-credit courses. These evaluations are reviewed and stored on a spreadsheet for easy referral. When an instructor receives consistently poor evaluations, the instructor's employment status in the CEC is reviewed.

In the mid-1990s, supervision of the college's outreach centers was moved from continuing education to the executive vice president/chief academic officer, and control of courses taught for credit at the outreach centers was placed with the departments offering the courses. At that time, the Continuing Education Center became the Community Education Center, and the title of the head of the CEC was changed from director to coordinator. The CEC then became responsible for non-credit courses offered by the college.

Enrollment in CEC classes has increased dramatically in the last few years, from 263 in spring of 2000 to 615 in spring of 2003. (Appendix 2.22)

The CEC added a new Science & Technology Expo program in 2003 in partnership with the Idaho National

Environmental and Engineering Laboratory, the CSI Foundation Office, Magic Valley Regional Medical Center, and the CSI Physical Science Department. A new College for Kids Computer Camp was also established in 2003 in partnership with the Information Technology Center.

The Finally Home HomeBuyer Education Program curriculum hours were changed from six to eight hours due to HUD requirements. A 400-student cap on the total number of students educated annually through Finally Home has been implemented due to increasing enrollment from online courses and classes offered at high schools.

## ANALYSIS AND APPRAISAL

The CEC's greatest strength lies in its ability to offer diverse classes that meet a variety of community interests and needs. This range of offerings provides a great opportunity for members of the community to become familiar with CSI and for CSI to develop an alliance with the diverse population of the Magic Valley. It also provides an opportunity for members of the community to offer their expertise and experience by teaching a community education class.

Convenience is another major strength of the CEC. Students are offered an accessible and simple method of registering and paying for classes by phone, fax, or in person.

During the 2001-2002 and 2002-2003 seasons, Arts on Tour attendance was up dramatically. Seven of 12 shows sold out at 970 patrons each. So far, attendance for the 2003-2004 season has been down. It is unclear whether this trend is due to artist selection or economic downturn. Attendance at arts events and support for the arts has also waned nationally during the past year.

Instructional facilities are a challenge for the CEC. The gymnasium facility is continuously reserved by for-credit classes, clubs, and organizations, making it difficult to offer community education activity classes such as yoga and T'ai Chi. The Fine Arts Auditorium has also proven to be a challenge for many Arts on Tour productions. The venue's technical limitations, its lack of dressing room space for artists, and its poor sound quality have all been issues in the past. Current and planned expansions of the gymnasium and Fine Arts Building may help to alleviate these problems. However, the Art Complex facility is almost completely reserved by for-credit classes, disallowing the possibility of offering more art classes on campus. Finding instructors for more art classes, such as water colors, oil painting, and charcoal, has also proven to be a challenge.

Although the goal of the center is to be self-supporting, reaching this ambitious goal is a challenge for several reasons, including the current compensation model for instructors, and competition within the community from other organizations and private businesses that provide free enrichment classes to the community. Historically, instructors have been offered pay based on a percentage of students enrolled in the course they were teaching. Although this model can be advantageous to the college when enrollment is low, it has proven to be a definite disadvantage to profitability when enrollment is high. A review of compensation models is scheduled for the fall of 2004 and a recommendation will be made to the executive vice president/chief academic officer in the fall of 2005 regarding the establishment of a more appropriate compensation model.

# Distance Education

## Overview

Distance education at CSI consists of the following:

- Dual credit courses
- Online courses
- Outreach center courses
- Telecommunication courses

Course content, curriculum, faculty selection, and scheduling in each area of distance education at CSI are the purview of the department offering the course. Moreover, the same administrative structure that applies to on-campus course offerings applies to all distance education offerings. (2.G.1, 2.G.3)

Library access is provided for all students enrolled in distance education courses at the college. The library maintains an extensive Web site that allows students access to library services. Additionally, interoffice mail is used to provide library services to students at each of the college's outreach centers. A more detailed description of the library and its relationship with the outreach centers is explained in Standard Five.

## Dual Credit

### Overview

In 1997, the state of Idaho mandated the creation of an "Accelerated Learning Program" for high school students in the state. (Appendix 2.23) The College of Southern Idaho was the most proactive institution in the state in implementing this mandate. The program, which is commonly referred to as dual credit throughout the state, is a component of the Office of Instructional Administration.

The mission of the dual credit program is to provide administrative and logistical support to department chairs to provide services to secondary schools in the college's eight-county service area, Region IV. (2.G.4)

The dual credit program has the following goals:

- Enhance and enable the post-secondary goals of high school students, including providing opportunities to accumulate college-level credits while a student is still in high school and providing capable students with an opportunity to take higher-level classes than are currently available in the high school setting.
- Assist in providing an easy transition between secondary and post-secondary education by requiring that students demonstrate the study skills that are needed to attain a degree.
- Assist in the development of more focused and better-qualified employees entering the workforce immediately after high school.
- Reduce the overall cost of educational services for secondary schools and the College of Southern Idaho by pooling resources.
- Encourage student retention by reducing the cost and the time necessary to obtain a degree.
- Create an added potential revenue source for CSI.
- Act as a recruitment tool.
- Offer a way for high schools to expand curriculum not currently available in the high school itself.
- Reduce unnecessary duplication of classes.
- Provide a community service to the eight counties in the college's service area.
- Increase visibility within the service area.

- Improve communication resulting from the collaboration with a college or university.

**Description**

The dual credit program at the College of Southern Idaho offers no degrees or certificates itself.  Each CSI department manages its own dual credit course or program offerings.  Therefore, all program outcomes and goals, coursework offered, syllabi, and faculty and personnel requirements are established within each program or discipline independently. (2.G.1, 2.G.H)

Dual credit courses are offered through several instructional modes.  Some classes are offered in the high school, using qualified high school instructors, while others are offered by CSI instructors who travel to area high schools; still others originate at CSI and are offered via telecommunication to schools that have telecommunication capability.

The role of the dual credit program is to do the groundwork in locating and recruiting secondary schools that want to participate in the various academic programs. Responsibilities of the dual credit program include:

- Coordinating the academic programs and courses offered by the college with the needs of the schools.
- Acting as liaison between CSI and the communities that CSI serves.
- Providing information to administrators, parents, students, and faculty of the respective schools about the dual enrollment program.
- Implementing new requests for delivery of services in consultation with both the

K-12 institution and various departments within the CSI organization.

The dual credit program arranges facilities use after consultation with the academic program faculty about the requirements necessary for appropriate course delivery. (2.G.4)

**Significant Changes**

At the time of the last full-scale accreditation visit in 1994, there was no dual credit program offered by the college and, therefore, no references are included.

Since its creation, the dual credit program has grown significantly.  Currently, all academic departments offer dual credit courses.  The number of students taking dual credit courses has grown from 125 in the first semester to 700 students in the fall of 2003. (Appendix 2.24)

**ANALYSIS AND APPRAISAL**

The dual credit program is meeting its stated purposes and goals.  Continually increasing enrollments, broadened course offerings, and an increase in the number of academic departments offering dual credit courses support this statement.

Dual credit is contributing to the attainment of the college mission statement in a very positive and significant way.  It is typical that at least three students per year graduate from high school with their diplomas and concurrently complete an associate's degree from the College of Southern Idaho. Additionally, CSI continues to offer highly qualified high school students need-based financial assistance so that students may take advantage of the opportunity to enroll in dual credit classes.

Additional indicators of success are unsolicited anecdotal comments from parents and patrons of the college district who applaud the results of the partnership between secondary and post-secondary institutions. The dual credit program has led to improved communication between CSI and high schools and has led to an increase in resources and program offerings for schools in the small rural districts of the area.

Delivery of an increasing number of classes to high schools via the telecommunication system allows one high school to be connected to another to share dual credit courses and instructors. In the communities of Filer, Buhl, and Castleford, for example, dual credit has made French and calculus classes available to students at all three schools, even though only one out of the three schools has qualified instructors for these courses.

Some challenges still confront the dual credit program. The college needs to continue to work to ensure that dual enrollment credits fully transfer to other colleges and universities with whom the college does not have articulation agreements. The college's vast service area can also limit direct personal interaction between parties; this can lead to an excessive reliance on technology, such as e-mail for communication, and can lead to delays. These limitations are exacerbated by the current fiscal conditions of state and local government due to a downturn in the Idaho economy. Further, dual credit staff have been unable to attend national conferences. Learning how others conduct dual credit programs provides a fresh perspective and increases options for problem solving. The dual credit program is planning to take advantage of such opportunities as soon as the economic climate improves.

## Online Courses

In 1996 the college began offering a limited number of online courses. In the fall of 2003, 15 courses were offered in the following departments:

- English
- Information Technology
- Instructional Support (Online New Student Orientation)
- Physical Science
- Mathematics
- Social Science and Education
- Study Skills

The college has also received a major federal grant for 2004 in the areas of paraprofessional education and early childhood development. (Exhibit 2.15) This grant will fund personnel who will build platforms necessary for increased online course offerings by the college. At the conclusion of the grant, the platforms will remain in place and the personnel positions will be evaluated and moved to the appropriate areas of the college. Additionally, an evaluation process for online classes was piloted in the fall of 2003 and is now moving toward the implementation stage.

For specific information about these courses, please see the department description for the department that offers the course.

## Outreach Centers

The College of Southern Idaho operates four outreach centers that aid the college in its mission to deliver educational resources to its diverse service area, and is in the process of establishing a fifth center. Each center is an integral part of the college, and as such has the same mission and goals as the larger institution.

Courses and services offered at the outreach centers are under the direct control and supervision of the same entities that provide those courses and services on the main campus. The outreach centers are managed by coordinators who are housed at the outreach centers, but all policies, procedures, and administrative structures that exist on the main campus apply to the outreach centers as well. Therefore, specific information regarding these courses and services can be found throughout this self-study. Moreover, self-study binders describing and analyzing each outreach center can be found in the accreditation team room. (2.G.1) (2.G.5)

**Blaine County Outreach Center**

The Blaine County Outreach Center (BCOC) recently relocated to a newly acquired space at the former Wood River High School. The 12,212 square foot space is located at 1050 Fox Acres Road in Hailey. The building and grounds are owned by the Blaine County School District. The facility is a collaborative effort that accommodates several other community entities and is viewed as a facility for the community. (Appendix 2.25)

The BCOC consists of 13 classrooms, a technology lab, an office, a testing room, a telecommunications classroom, an ABE/GED classroom, an ESL program, a Head Start program, a computer lab, an art room, and a technology facility. The BCOC also uses Wood River High School, Hailey Elementary/Middle School, Hemingway Elementary, the Community School, community facilities, libraries, chamber of commerce facilities, churches, outdoor environments, and other appropriate spaces for classes for educational purposes. (2.A.1)

The BCOC is staffed by a full-time coordinator, a full-time office manager, and a part-time office assistant.

A major strength of the BCOC is the ability to get to know students on a one-to-one basis. This creates a special relationship between staff and students. Under the guidance of the appropriate on-campus entities, the BCOC provides access to admissions, registration, cashier services, textbook sales, advising information, financial aid information, career counseling, testing, tutoring, interoffice mail, and library services. (Policy 2.5)

Telecommunication courses are also a strength as they allow for a class to be delivered in a cost-effective manner even if only one student enrolls for the course at the BCOC.

Enrollment trends indicate that both credit and non-credit programs based at the BCOC continue to reflect community needs. (Appendix 2.26) The community's population is increasing. A large Hispanic population has moved to the area and has impacted the labor force. ESL and transitional language classes have been created to meet the Hispanic population's needs. The construction industry supports a large student count for apprenticeships in electrical and plumbing. The BCOC continues to evaluate and meet the challenges of providing services to an ever-changing populace.

**Jerome Outreach Center**

The college, through economic development and workforce investment activities, has been exploring the possibility of opening a center in Jerome that will focus primarily on workforce and economic development. The college may also provide one-stop services in this area. As of the writing of the self-

study, the college houses an Economic Development Director in partnership with the Southern Idaho Economic Development Organization and one clerical person in a rented facility in Jerome.

**Micron Outreach Center**

The Micron Outreach Center is located at the corporate offices of Micron Technologies in Boise.  The physical facilities and electronics equipment at the Micron Center are owned and maintained by the Micron Corporation.  One room at Micron has been remodeled specifically for classes taught by the College of Southern Idaho and is equipped with telecommunication access to the college as well as being designed for live on-site education.  CSI also utilizes other classrooms within the Micron plant when necessary. (2.A.1)

The center is staffed by two full-time faculty members and one part-time office assistant and offers one-stop services.

Enrollment at the Micron Outreach Center had grown continually from the inception of the center in the fall of 1998 until the spring of 2003. (Appendix 2.27)  Enrollment dropped significantly in the fall of 2003 due to major layoffs within Micron.  This trend is expected to reverse, however, as Micron continues to add new staff. Students enrolled in classes at Micron have done slightly better than students on the CSI campus in specific courses.  This can most likely be attributed to the motivation of these students and their need to enhance their education for future job placement.

Another challenge for the Micron Center has been a cultural change at Micron since the massive layoffs in 2002.  These layoffs have forced remaining employees to focus more

on current jobs and less on educational advancement.

In order to better serve students at the Micron Center, student services functions were reviewed in 2003.  A proposal was submitted to the administration and all recommendations were addressed.  These included purchasing additional equipment and providing training to staff.

**Mini-Cassia Outreach Center**

The Mini-Cassia Outreach Center (MCOC) is the college's oldest and largest outreach center in terms of size and enrollment.  The MCOC is located in the former Burley High School building at 1600 Parke Avenue in Burley.  Facilities consist of three telecommunication classrooms, an auditorium, computer lab, bookstore, chemistry lab, pottery classroom, testing center, 13 general classrooms, and an office area. (Appendix 2.28) (2.A.1)

The center is staffed by one full-time coordinator, a full-time non-credit course developer, a full-time office specialist, and one full-time advisor for educational and financial aid advising.  The center also employs two-full time custodians, five work-study students, and several tutors.

A major strength of the MCOC is its ability to bring education to a rural area where students might not otherwise have access to higher education.  The MCOC is able to provide one-stop services and support to students.  Admission services, registration, cashier services, textbook sales, testing, tutoring, library services, and interoffice mail are all available to students and faculty.

At the MCOC, the demand for classes often exceeds the number of courses offered. (Appendix 2.29) This demand very often results in a higher number of students per

course at the MCOC than the number of students in similar courses on the main campus. Due to the fact that the MCOC fulfills the educational needs of many students who work during the day, class offerings between 4:00 p.m. and 10:00 p.m. fill quickly and can lead to a lack of available space in the center and to difficulties in scheduling.

A lack of communication between part-time/adjunct faculty at the center and their department chairs and full-time faculty within their department can be a challenge.

### North Side Outreach Center

The CSI North Side Center (NSC) facility is located on the campus of the Idaho School for the Deaf and the Blind (ISDB) at 202 14th Avenue East in Gooding. The building and grounds are owned and maintained by ISDB. The NSC consists of seven rooms including an office, a testing room, a telecommunications classroom, an ABE/GED classroom, and three general classrooms. Other facilities used to offer courses include Gooding High School, Gooding Elementary/Middle School, Wendell High School, Jerome High School, Hagerman High School, ISDB, and the Gooding County Extension Office. (Appendix 2.30) (2.A.1)

The NSC is staffed by one full-time coordinator, a part-time non-credit course developer, a part-time office specialist, and a work-study student.

A major strength of the NSC is the ability to provide one-stop service and support to students. Under the direction of the appropriate agency on campus, the NSC provides access to admissions, registration, cashier services, textbook sales, advising information, financial aid information, career counseling, testing, tutoring,

interoffice mail, and library services. When services are not directly available at the NSC, staff members aid students in accessing the services on the main campus. Telecommunications courses are also a strength. Even if only one student is enrolled, the course is still delivered to the NSC in a cost-effective manner.

Flat enrollment is a continuing challenge for the NSC. (Appendix 2.31) Although classes at the center are often allowed to run, even when only small numbers of students are enrolled, courses are still cancelled each semester due to insufficient enrollment. Students who experience these cancellations semester after semester tend to assume classes will be cancelled and therefore do not sign up for classes at the NSC. This, of course, leads to more class cancellations.

Another challenge is the fact that the NSC telecommunication course schedule is driven by the needs of the Mini-Cassia Outreach Center, which serves a significantly larger number of students who often have different needs than do NSC students. For example, North Side students have a need for more developmental and general education courses than are currently available on the telecommunications system.

### Telecommunications System

CSI produces over 150 hours of multi-point distance education courses a week between main and remote campuses, K-12 school districts, and rural outreach programs. These courses are offered through the college's interactive video systems and the college's UHF television station. CSI currently broadcasts eight courses for a total of 11 ½ hours per week of programming on the UHF station. These broadcasts are a mixture of locally produced material and rebroadcasts of professional productions.

As with other forms of distance education at CSI, all course material, outcomes, and content are established by the department offering the course, and those departments are ultimately responsible for those courses. A more detailed look at telecommunication courses is presented in Standard Five.

## Workforce Development

A Workforce Development Training Fund has been set up by the governor of the state of Idaho to train new employees so that companies can take full advantage of specific economic opportunities and industrial expansion initiatives in the marketplace. The fund also allows for skills upgrade training of current workers who are at risk of being permanently laid off.

The College of Southern Idaho participates as a full partner in the process to ensure delivery of customized training suited to the specific needs of a company. Funds are available for any size employer and projects must emphasize job skill training.

## ANALYSIS AND APPRAISAL

## Community Education and Distance Education

### Strengths

- The CEC is able to provide a diverse selection of courses.

- The CEC offers convenient access to registration and information for students.

- The college has proactively implemented dual credit.

- Enrollment has continued to increase in all distance education options.

- Students have access to one-stop services at outreach locations.

### Challenges

- Facilities for CEC courses are not always available.

- The current compensation model for instructors in the CEC is inefficient.

- The college needs to work to ensure that dual credit courses transfer to institutions with which the institution does not have articulation agreements.

- Geographic barriers can make it difficult for dual credit instructors and administrators to meet face to face.

- Communication between faculty at outreach centers and the departments for whom they teach can be limited.

- The MCOC drives many telecommunication course offerings; this can limit the courses offered at the NSC and BCOC.

### Courses of Action

- Current and planned additions to the Fine Arts Building and gymnasium should help to alleviate some of the CEC's need for facilities.

- A new compensation model for instructors at the CEC is currently being researched.

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# Standard Two Committee

**Chair:**

Barbara Knudson, Dean, Human
Resources

**Vice-Chair**:

Scott Scholes, Director, Advising
Center; Center for New Directions

**Members:**

Alice Anderson, Professor/ Manager,
Early Childhood Education

Maria Anderson, Office Specialist,
Student Activities Office

Deborah Banks, Assistant Professor,
Web/Database Application
Development

Bob Beauregard, Supervisor,
Telecommunications Operations

Jerry Beck, Executive Vice
President/Chief Academic Officer

Marjorie Bernier, Office Specialist,
Information Technology Education

Annette Bragger, Coordinator, Mini-
Cassia Outreach Center

Ken Campbell, Dean, Information
Technology

Carole Carlile, Assistant Director,
Admissions and Records

Kathy Clark, Associate Professor,
Biology

Ron Cresswell, Instructor, Math

Joan Davies, Coordinator, Blaine
County Outreach Center

Bill Eberlein, Assistant Professor,
Engineering

Ann Ferrell, Advisor, Advising
Center

Gary Haskell,  Assistant Professor,
Automotive Technology

Sylvia Jensen, Coordinator,
Community Education

Kevin Jones,  Assistant Professor,
Developmental Math

Debra Matier, Associate Professor,
English

Bryan Matsuoka, Co-Director, Idaho
Small Business Development Center
Incubation Manager

Mike McClymonds,
Professor/Manager, Marketing and
Management

Connie Mead, Assistant Professor, Math

Justin Minden, Instructor/Fitness Facilitator, Physical Education

Karyl Myers, Counselor, Center for New Directions

Jim Palmer, Professor, Health Sciences and Human Services

Tina Peer, Instructor, Allied Health/Nursing

Jason Rose, Assistant Professor, Math

Janet Sandy, Professor, Nursing

Ron Shopbell, Director, Adult Evening/Dual Credit/Summer School/Agriculture

Tina Standlee, Senior Account Technician, Business Office

Laine Steel, Professor, Communication/Theatre

Connie Stout, Office Specialist, Math/Science/English

Kathy Stover, Department Chair/Professor, Math

Mark Sugden, Professor, Biology

Judy Thom, Human Resource Specialist, Human Resources

Russ Tremayne, Associate Professor, History

Carol Vanhoozer, Counselor, Center for New Directions

Valerie Warner, Professor, Associate Degree Nursing

David Yopp, Associate Professor, Math

# Standard Three:
## Students

# Standard Three: Students

## Overview

The College of Southern Idaho's historic devotion to its students has been continued in the last decade. Programs and services have been attractions to students at the college for years, and they have recently been updated and improved.

Improvements in Student Services and its programs, long in the development stage, have come to fruition in just the last two years. Four departments—Records and Admissions, the Advising Center, New Student Services, and Financial Aid—have been relocated to the Matrix Center, which now offers "one-stop" services in the Taylor Administration Building. These same services are offered at other campus locations and have been offered at the outreach centers for several years. This one-stop model allows people to take all necessary steps to enroll at the college at a single point of delivery, thus reducing barriers to becoming a student. Concurrent

with the inauguration of the Matrix, a new position of vice president of student services was created in early 2003 by the president and the board of trustees for the purpose of further developing the interdepartmental collaboration of Student Services.

The student-centered focus of the college was further enhanced by the Student Union expansion of the Taylor Administration Building, which opened for business in January of 2004. In planning for years, the completion of the project brings a much-needed crossroads into existence. Housing the Student Senate conference room, offices, and reserved computer cubicles, the Student Union is now the center of student government activity. More than 65 college clubs and organizations are located in the new student facility. Facilities include space for a multitude of organized student activities and for casual student gatherings and study. Additionally, food service is available as are stationary and wireless computers, all of which enhance the student experience. A proposed addition to the gymnasium is scheduled to be completed in the 2006 and will provide an increased availability of physical programs for students and the community.

Through these and other programs, services, and facilities, the personal, educational, and social development of students at the college is promoted by Student Services.

## Purpose

Students are the primary focus of the College of Southern Idaho, and the purpose of this Standard is to clearly demonstrate the institution's commitment to student service. This Standard will describe and analyze Student Services by addressing the overall operation of Student Services and the unique duties of its seven departments.

Additionally, core student services are also addressed.

## Description

### Organization

Student Services has undergone several significant changes in the past few years.

Regarding its organization, the most significant change was the creation of the vice president of student services position. This change resulted in a new organizational chart that has allowed for a more efficient organizational flow within Student Services. (Appendix 3.1) The Fall 2003 Accreditation Survey revealed some inconsistency with regard to communication about the realignment of some departments within student services to the broader campus community and the inclusion of these changes in institutional publications. While there is little evidence that these inconsistencies have impacted students negatively, efforts are being made to rectify this problem.

Student Services is organized into seven separate departments:

- Admissions and Records
- Advising
- Center for New Directions
- Student Disability Services
- Financial Aid
- Student Activities
- Student Success

Another major organizational change in Student Services came with the creation of the Matrix. (Appendix 3.2) Admissions and Records, Advising, New Student Services, and Financial Aid are all housed in this new area, and the impact of this move has been

significant on each department.  This change was made as a result of institutional assessment and student feedback about the convenience of, and access to, student services on campus.  The departments within Student Services report increased communication between themselves and increased efficiency for students as a result of the new space.

## Planning

The Student Services strategic plan was created in the fall of 2003. (Exhibit 3.1) This strategic plan is modeled on the College of Southern Idaho strategic plan and conforms to the mission and goals of the college.  While the mission and goals of each department within Student Services are unique, they all are guided by the overall Student Services strategic plan. (3.A.1)

This Student Services mission statement and strategic plan were developed by the directors of each department and the vice president of student services through a series of conferences in the fall of 2003 and were adopted in November of 2003.  Information from the college's participation in the Community College Survey of Student Engagement (CCSSE), which provides data on the demographic makeup of the student body, drives the strategic plan.  The dean of information technology publishes this information, together with additional data extracted from the institution's records, bi-annually in the Institutional Profile.  The Institutional Profile is distributed to and used by Student Services to identify needs.  When needs are identified in this profile, the college strives to meet those needs by creating classes, support services, and programs that address the issues raised. (Exhibit 3.2) (3.A.1)

The self-study revealed distribution of institutional data, including the CCSSE survey, is not widespread.  Plans are being formulated to ensure that employees are made aware of this data and of its availability.

The creation and implementation of the Student Services strategic plan is working to ensure that evaluation of Student Services and its programs is on-going.  The student survey, Institutional Profile, and CCSSE results are formal methods of seeking comment and criticism from students.  Informal student discussions with administrators, faculty, and staff occur often and also lead to adjustments to services and programs.  (3.A.4)

## Resource Allocation

Each of the seven departments is responsible for assessing its own financial needs.  The plan for improvement process is used to determine resource allocation, in conjunction with consultation with the vice president of student services, the vice president of finance, and the president. (Appendix 3.3)  These plans are developed by individuals within each department and are then are combined by department coordinators and directors into Unit Plans for Improvement for each department within Student Services. (Appendix 3.4)  The seven Unit Plans for Improvement are then incorporated into a Unit Plan for Improvement for all of Student Services. (Exhibit 3.3)  Institutional research and CCSSE data provide annual feedback about the delivery of services sought by CSI students, and the survey information is considered in the further development of Student Services.

The use of a strategic plan and of the plan for improvement process within Student

Services is quite recent. Once these components are fully developed within Student Services, there will be a clearer link between assessment of services and resource allocation.

## Student Services Staff

Student Services is fortunate to have several department directors and coordinators who are well-qualified and who have been with the college for many years.  Moreover, many staff members within the department are also long-time employees of the institution, and their knowledge and experience is a true asset to the college. Staff members within each department have clear job descriptions that delineate their responsibilities, and many staff members are able to step in to assume responsibilities other than their own when necessary. (Exhibit 3.4)

The self-study revealed that not all departments have regularly evaluated the performance of personnel.  In response, a two-part plan for evaluation is now in place. First, directors review Individual Plans for Improvement with the employee who submitted the plan.  Second, each of the directors participates in an evaluation process that consists of a self-evaluation, a peer evaluation, and a supervisor evaluation. During the evaluation meeting, emphasis is placed on those areas where self-, peer, or supervisor evaluations vary significantly. (Appendix 3.5) (3.A.2, 3.A.4)

## General Responsibilities

## Admissions and Records

The mission of the Admissions and Records Department is to uphold the mission of the College of Southern Idaho through the

receipt and processing of students' applications for admission and registration, and through recording grades, producing transcripts, and archiving student records. The department is responsible for upholding the policies established by both governmental agencies and the college regarding these procedures. (Exhibit 3.5)

The staff realize the importance of customer service, work well together, and have a good rapport with students, with other departments involved in registration processes, and with the college staff.  Many of the staff in the Admissions and Records Department have been with the college for decades.  With the increase in the number of students at CSI, and with the assumption of additional responsibilities that are the result of offering one-stop services in the Matrix, staffing within the department has also increased.  Two employees whose responsibilities include admissions, registration, cashiering, and general information were added in August of 2003.

The college changed its institutional management software to the Jenzabar system in 1999.  When data was originally converted from the former system to the Jenzabar system, summary data and term information were not converted accurately, and it became evident that a data conversion problem existed.  Thus, a half-time position was added to focus on corrections to converted student data.  This position is primarily responsible for investigating and researching student transcripts.  Each transcript that is requested is investigated thoroughly to ensure accuracy.

## Admissions

The College of Southern Idaho has an open-door enrollment policy that is consistent with its mission and goals.  This admission

policy is clearly outlined in the college catalog and in the *Student Planner and Handbook*. (Exhibits 3.6, 3.7)  When specific programs have additional admission requirements, those requirements are clearly articulated in the college catalog. (3.D.1) Degree and certificate requirements for all programs are also clearly stated in the college catalog.

The College of Southern Idaho mandates that all degree-seeking students take the COMPASS test upon application for admission.  This test is used to properly place students in courses and programs based on their ability to succeed as indicated by their test scores.  The college publishes a COMPASS/ACT/SAT score sheet that articulates cutoff scores for student placement into various courses. (Appendix 3.6)  When a student disagrees with the placement recommendation, he or she is encouraged to retest.  If a student chooses to ignore placement advice, the student is required to sign a "Waiver of Advising for Placement Testing." (Appendix 3.7) (3.D.3)

## Records

The institution strives to ensure that student records are accurate, comprehensive, and secure.  Records are recorded as provided by students, faculty, and transfer institutions, and are kept in the Records Department, which is secured when office personnel are not present.  All current students' records are kept both in printed files and on the college's computer database.  All computer records are backed up nightly.

The college maintains records for three years after a student leaves the institution. After this time, records are archived and imaged onto microfilm; then the originals are destroyed.  The microfilm is kept at CSI, and an additional copy is kept secure in a

local bank.  Archive copies of transcripts are kept in fire-proof file cabinets.  Currently, the Admissions and Records Department is working to convert archived student files to images using document imaging.  This procedure will increase the security of files while also reducing the storage needs.  CSI also enforces the privacy regulations for student records that are mandated by Federal Education Records Privacy Act (FERPA). (3.C.5)

## Academic Credit

CSI ensures that student performance and evaluation meet criteria that are appropriate to degree levels though the college's Curriculum Committee.  The committee only approves college-level courses for college credit.  These courses then constitute the degrees granted by the college.  All courses and programs are reviewed by the executive vice president/chief academic officer to ensure that they meet appropriate criteria.

Academic credit at CSI is awarded based on the national standard to establish credit value, the Carnegie Unit, which also meets with the Northwest Commission on Colleges and Universities' definition of credit.  This policy, along with alternate means of being granted credit, is clearly outlined in the College of Southern Idaho catalog.  Credit hours granted for a course are stated clearly on instructors' syllabi and are included in course proposals that are passed through Curriculum Committee. (Appendix 3.8) (3.C.1)

The CSI catalog clearly distinguishes between zero-level credit and credit that applies toward graduation.  No credit value of less than 100-level is applicable toward graduation.  At CSI, Community Education does not provide courses for credit.  All credit-bearing courses are taught under the

instructional areas of campus. Student transcripts clearly note when any credit awarded is non-degree credit. (Appendix 3.9) (3.C.3)

Accreditation and the transfer of credit are clearly addressed in the college catalog. Courses from non-accredited institutions that are being considered for a transfer of credit are submitted to the appropriate department chair; the specifics of the course are evaluated for comparability to one or more of CSI's courses. (3.C.4)

CSI's institutional and program graduation requirements are stated clearly in appropriate publications and are consistently applied in both the certificate and degree verification process. (3.D.5)  Additionally, the college clearly articulates in the college catalog its policies concerning scholastic probation, suspension, and drop for nonpayment of fees.  All policies clearly explain how to initiate an appeal of any action taken.  In the event of an appeal, the student submits an appeal or petition to the director of Admissions and Records.  Upon receipt, the director then communicates to the student any additional steps needed to complete the process. (3.D.4, 3.B.3)

### Online Registration

In the spring of 2001, the college began to allow continuing students to register for classes using an online system.  This system allows students to enroll in courses, drop courses, and check on the availability of courses in a convenient, flexible manner.  In the fall of 2003, 2,522 students used the system. (Appendix 3.10)  Before students can access the online registration system, they must read a statement that explains that they are self-advising, that encourages them to seek input from an adviser, and that requires them to acknowledge that they are

responsible for their choice of courses if they choose to self-advise.  Due to the need for first-time students to take the COMPASS placement test, they are not allowed to use the online registration system.

### ANALYSIS AND APPRAISAL

### Admissions and Records

#### Strengths

- A knowledgeable and experienced staff is a major asset to the department and thus to the college community.

- The move to the Matrix has improved communication, efficiency, and problem resolution.

#### Challenges

- None.

#### Courses of Action

- None.

## Advising

The mission of the CSI Advising Department, in concert with faculty and staff, is to provide information and guidance to support students in their educational planning as they work to achieve career and life goals. (Exhibit 3.8)

The Advising Department has undergone a tremendous amount of change in the past few years.  In the spring of 2001, the director of eighteen years stepped down and was succeeded by a new director.  In July of 2002, what was then the Counseling Center officially changed its mission to become the CSI Advising Department.  This change

reflected student and human resource management needs.

Staffing has also changed within the department. Between 2001 and 2003, three counselors retired, one moved into a faculty position, and an office specialist was replaced. Each of these counselors had over twenty years of experience within the department. Two academic advisors have since been hired, and two student recruiters from the Student Activities Department also share advising duties as needed.

Over the past five years, the Advising Department has seen an average of 6,347 students annually and continues to see more students each year. (Appendix 3.11) This number represents only students who actually sit down in an individual session with an adviser. However, the department serves many additional students who drop in, in need of quick factual information or procedural help with the registration process, and who are not counted in this total.

Advisers aid students in determining appropriate educational goals, in selecting appropriate coursework, and in completing the registration process. Students who are seeking a liberal arts degree, are undeclared, or are not seeking a degree are assigned to the Advising Department staff for advising. Students who declare a major are assigned to a faculty adviser within that major area. The department also provides advising to the majority of first-semester students at the college. During the summer months, when many faculty advisers are off campus, students of all majors may receive their academic advising in the Advising Department. (3.D.10)

To supplement individual advising, the Advising Department staff is increasingly involved with projects, presentations,

workshops, and programs aimed at assisting students with their educational progress. Two recent examples include the Positive Action for Student Success (PASS) program and online registration workshops. The PASS program is an early-alert program designed to identify early in the semester students who are struggling with their classes and to provide the necessary support to those students to ensure student success. The online registration workshops are aimed at educating students, faculty, and staff about how to effectively navigate online registration software. (3.D.10)

## ANALYSIS AND APPRAISAL

### Advising

#### Strengths

- The Advising Department has a dedicated and proactive staff.

- The move to the Matrix has improved communication, efficiency, and problem resolution.

- Innovations like the PASS program have furthered the Advising Department's commitment to student success.

#### Challenges

- Recent turnover within the department has led to a lack of experienced advisers.

#### Courses of Action

- Provide ongoing training for advisers in the department.

## Center for New Directions

The mission of the Center for New Directions (CND) is to provide the

community with resources for career planning and lifelong learning. (Exhibit 3.9) (3.D.11)  The CND was originally established in 1982 as a single parent/displaced homemaker program for the state of Idaho.  A portion of the funding for the program still comes from a filing fee that was placed on Idaho divorces in 1982.

The CND offers individual counseling, workshops, and classes.  Programs are offered on topics that explore career and education options, successful strategies for staying in school, and attaining the skills needed to progress to the next step, whether that is to another college or to a new career.

The CND is currently staffed by two full-time counselors, two ¾-time counselors, a full-time career development specialist, and clerical support staff. Students are served at the CND both individually and in groups. Individually, students may receive personal counseling, educational planning assistance, and career counseling and planning.  The CND also offers group counseling, workshops, and non-credit coursework.

In addition to the services described above, the CND's staff is involved in many individual projects.  In 2003, the CND hosted the Third Annual Girls in Technology Conference.  This project introduces young women to career opportunities in areas that involve technology and that are underrepresented by women.  The staff has also provided professional development in-services to other departments and to community agencies.

In September of 2003, the CND came under the leadership of the director of the Advising Center.  This change has provided the opportunity for a reevaluation of the role of the CND in the community and at the college.  This has included a review of student/client needs, administrative needs, and grant obligations.

The CND has two major strengths.  First, the CND receives tremendous support from the college administration.  This has allowed the CND to contribute greatly to both the campus and community.  The CND has provided a conduit between community members and the college.  The staff works closely with Job Service, Vocational Rehabilitation, Magic Valley Youth and Adult Services, and other agencies to help provide people with career development opportunities and to connect them with appropriate training and education options. Additionally, programs and services are offered to help retain students who are attending CSI.  The second major strength is the professionalism of the CND's staff members and their ability to maintain positive working relationships.

While continuing with services to individual students, the CND hopes to expand offerings within group settings such as classroom presentations, courses, and workshops. Additionally, continuing involvement with other community service agencies to better connect services to potential students will remain a priority.

## ANALYSIS AND APPRAISAL

### Center for New Directions

### Strengths

- The CND has made use of its dedicated staff to serve the many needs of the students of the college.

#### Challenges

- Due to the broad nature of its mission, it is difficult to measure the success of the Center for New Directions.

- The realignment with the Advising Center has led to a challenge in merging the historically-divergent philosophies of the two departments.

#### Courses of Action

- The CND staff will hold a retreat designed to address its current functioning in regard to its funding sources, administrative needs, community needs, and student needs. Achievement of grant expectations and outcome measures will be specifically addressed. A major goal of this retreat will be the creation of an action plan to help guide the development of the office.

- In the fall 2003 semester, members of both centers began attending collective staff meetings. This has led to an increase in communication, an enhanced understanding of the functions of each office, and has resulted in more collaborative efforts and more effective interoffice referral.

## Student Disability Services

The mission of Student Disability Services (SDS) is to ensure that the College of Southern Idaho is sensitive to, and understanding of, its responsibilities to the equal access, accommodation, and support of individuals with disabilities. The knowledgeable and experienced SDS staff build and maintain partnerships with students, faculty, staff, and administrators to promote an accessible, non-discriminatory

learning, teaching, and working environment that meets the needs and abilities of students with disabilities. (Exhibit 3.10)

In accordance with Section 504 of the Rehabilitation Act of 1973, as amended in 1992, and with the Americans with Disabilities Act (ADA) of 1990, SDS is proactive in developing specialized accommodations to support the abilities of each individual eligible for such services.

SDS serves CSI students who have a physical, learning, sensory, or psychological disability that substantially affects a major life activity. SDS also works with many students who have hidden disabilities, including, but not limited to, diabetes, arthritis, HIV/AIDS, and depression.

When a student wants specialized, disability-related support, documentation of the disability must accompany the request. The needed documentation is most often an evaluation by an appropriate professional that describes the diagnosis and the current impact of the disability in a college setting. Accommodations are made in concert with the goals and essential standards of the program or course to which the student is requesting access.

Several challenges currently face SDS. Between the fall of 2002 and the fall of 2003, the total number of students served in the SDS increased from 47 to 77. (Appendix 3.12) This increase has led to a need for additional staff to manage intake of new students requesting services, appointments, and referrals. Moreover, a need exists for a full-time assistive technology specialist who can provide orientation for students and staff about technology used by students with disabilities, and who can purchase, manage, and troubleshoot assistive technology hardware and software.

Additionally, SDS and the college need to ensure appropriate processes are in place for prompt response and resolution of requests, grievances, and inquiries regarding access to programs and facilities.

## ANALYSIS AND APPRAISAL

### Student Disability Services

#### Strengths

- The staff is knowledgeable, experienced, and able to make the campus aware of services.

#### Challenges

- As student use of SDS continues to grow, additional staff are necessary to adequately meet student needs.

- Policies need to be developed to ensure that requests for access to programs and facilities are dealt with in a timely manner.

#### Courses of Action

- Hire an assistive technology specialist.

- Add staff to assist with intake of students.

## Financial Aid

The mission of the Student Financial Aid (SFA) Department is to provide financial assistance to students so that they may achieve their educational goals while attending the College of Southern Idaho. (Exhibit 3.11)

The Student Financial Aid Department at the College of Southern Idaho has the primary

responsibility to assist, in a helpful and knowledgeable manner, prospective and current students in obtaining the financial resources necessary to pay for the expense of going to college. The SFA Department is staffed by friendly, informed personnel. They assist both students and parents of students with the financial aid process. (3.D.6)

Staff from the SFA Department organize and participate in several face-to-face, large-group presentations in communities throughout southern Idaho. Presentations are given in middle school, high school and college classrooms so that information concerning college affordability and the process of applying for aid is widely distributed. Financial aid forms are sent electronically, distributed through the mail, and are delivered by hand so that prospective and current students have the most up-to-date information and are aware of the easiest methods of obtaining financial assistance. (3.D.7)

Along with a responsibility to the students at CSI, the SFA Department also has a responsibility to the people who supply the funds for the students. The federal government and state government require the generation of numerous reports to demonstrate that the college is effectively managing the money that is entrusted to it. The same concern for funds management is required for institutional and private monies. Personnel in the SFA Department have developed systems to ensure that accurate and timely reports are submitted. (Exhibit 3.12)

In an effort to ensure that financial aid funds are being used responsibly, the college only allows a student to appeal a lack of satisfactory progress denial of funds two times through the Student Financial Aid

Office. A third appeal must go through the executive vice president/chief academic officer, who analyzes total credits attempted versus credits earned; grade point average; and the amount of all aid—federal, state, or institutional, in aggregate and per credit hour earned—when deciding whether or not to grant the appeal. This same appeals process is followed for a student who has changed majors more than twice while a student at the College of Southern Idaho, whether the student had obtained a degree or not.

If the executive vice president/chief academic officer grants an appeal, a program plan for the student's remaining educational activity at the College of Southern Idaho is developed and signed by the student and the appropriate student financial aid adviser. Progress within the plan is then monitored during the semester and at the end of each semester.

Every student who receives federal financial aid at the College of Southern Idaho is required to complete an exit interview concerning loan repayment obligations prior to leaving the college, either online or with the help of an adviser. If a student does not complete this process, a hold is placed on his or her records. (3.D.8)

### ANALYSIS AND APPRAISAL

### Financial Aid

#### Strengths

- The move to the Matrix has improved communication, efficiency, and problem resolution.

#### Challenges

- Mastering the technological changes that occur almost daily.

#### Courses of Action

- The department must continue to train staff on technological changes while still being able to meet everyday obligations to the college.

## Student Activities

The mission of the Student Activities Department is to provide information, support, and guidance in a friendly, caring, and professional manner in order to promote a positive and rewarding college experience for all prospective and current students. The Student Activities Department is responsible for student activities, housing, student assistance, new student services, and new student orientation. (Exhibit 3.13)

The Student Activities Department was relocated to the new section of the Taylor Administration Building upon the completion of its remodeling in January of 2004. This new, expanded space includes well-equipped office and meeting space for the Associated Students of the College of Southern Idaho (ASCSI), student organizations, and Student Activities Department staff. This relocation has greatly enhanced student activities at the college.

Student Activities coordinates the activities of campus clubs and organizations, oversees operation of the Student Union, assists and advises ASCSI, and monitors the operations of the Intramurals Program, the Outdoor Program, the *Tower* newspaper, the Cheerleading and Dance Teams, and the CSI Challenge Course. (3.D.15)

The Student Senate is the governing body of ASCSI and is presided over by the ASCSI vice president. Four councils of the Student

Senate address the needs of students: Ambassadors Council, Interclub Council, Eagle Hall Council, and Diversity Council. The purpose of the council system is to provide more students with the opportunity to have input regarding the affairs of ASCSI. Student representatives are also members of the Strategic Planning Steering Committee. (3.B.2, 3.D.16)

The college supports more than 65 student organizations that encourage students to pursue cultural, recreational, religious, service, and social interests. (Appendix 3.13) (3.D.2)  Each student club and organization is led by an adviser who is an employee of the college.

CSI offers co-curricular activities and co-curricular programs that foster the intellectual and personal development of students consistent with the institution's mission. (Appendix 3.14)  CSI adheres to the spirit and intent of equal opportunity for participation in on-campus programs.  When isolated instances of inaccessibility to co-curricular activities and programs arise for students with disabilities, they are addressed on an individual basis by the Student Disabilities Department.  Co-curricular activities and programs include adaptations for traditionally under-represented students, such as physically disabled, older, evening, part-time, and commuter students.  While some activities and services are offered on a limited basis at the outreach centers, students at outreach sites lack consistent knowledge of and access to co-curricular activities. (3.D.15)

Policies and procedures that outline the relationship of the institution with co-curricular programs are outlined in the ASCSI Constitution and Bylaws (Exhibit 3.14), *Student Planner and Handbook*, Student Senate meeting minutes, the CSI

catalog, and Student Activities and student association goals and mission statements. (Exhibit 3.15, 3.16) (3.D.16)

Due to the rapid growth of the student body at the College of Southern Idaho, the number of student organizations has increased dramatically.  With more than 65 clubs and organizations, the need for a clear set of procedures to regulate these entities has become evident.  The creation of these procedures will help guide and assist participants.

Recent evaluations completed by each of the ASCSI senators indicated that communication between various clubs needs to be improved.  With the recent completion of the Student Union addition to the Taylor Administration Building, various clubs and organizations now have a centralized meeting place and are able to utilize technology in this area.  The Student Senate is working to encourage the various groups to make use of this technology in order to address this communication issue.  The Student Activities staff will continue to make adaptations to the configuration of this area to meet the various needs of students.

The Student Activities Department provides students with access to recreational opportunities, such as intramural and outdoor programs, and recreational facilities, both on and off campus. (3.D.17)

## Housing Services

CSI designs and operates student housing to enhance the learning environment. (Exhibit 3.17)  Eagle Hall, CSI's on-campus dormitory, accommodates 242 residents in five separate wings. (Appendix 3.15)  The facility, equipment, and furnishings are inspected annually and updated to meet student needs and recognized standards of

health and safety. The facility is staffed twenty-four hours a day by a supervisor and five resident advisers. The staff are trained annually and all are certified in first aid and CPR. The facility includes a wireless computer network, a computer lab, and study rooms. Policies, procedures, and activities are reviewed and recommended annually by Eagle Hall Council, a group that consists of residents, resident advisers, and the residence hall supervisor.

The college purchased the Northview Apartments in 1998 in order to expand access to affordable student housing near campus. Forty-three apartments are available for rent and 85%-90% of those are rented by students. Approximately 80 students live at Northview Apartments each semester.

The Student Activities Department administers the operations of Eagle Hall and the Northview Apartments, manages room and board accounts, maintains housing records and reservations, and provides referrals for off-campus housing. (3.D.13)

## Student Assistance

Student Assistance provides information and resources to assist students who encounter difficulties during their college experience. The department administers the college's off campus counseling service, provides emergency loans, and monitors student conduct.

The college maintains a Student Support Program that offers CSI students access to counseling through a professional, confidential service off-campus. Students experiencing difficultly with depression, drugs, alcohol, relationships, or other personal issues have access to counseling services through Canyon View Hospital at a

reduced rate of $5 per visit. Students may be referred by the Student Health Center, or a counselor at CSI, or they may contact Canyon View Hospital directly. In some cases, students are referred to a therapist outside of Canyon View Hospital and the Student Support Program pays an equal fee to that provider with the student responsible for the balance. (3.D.12)

The majority of policies on students' rights and responsibilities are delineated in the *Student Planner and Handbook*, which is published annually and is distributed free of charge to students at the start of each semester. Academic honesty is specifically covered under the terms "plagiarism" and "cheating." (3.B.5, 3.D.2) Further, the *Student Planner and Handbook* is updated annually by Student Activities to ensure that it contains the latest and most accurate information possible. (3.B.3)

A student has the right to initiate a hearing after consultation with the Director of Student Activities whenever the student believes a right may have been infringed or that an action may have been unfair. Appeals are heard by a committee consisting of two students recommended by the ASCSI Senate, two faculty, and two staff. Recommendations of the Appeals Committee are submitted to, and must be approved by, the administration.

## New Student Services

New Student Services is responsible for marketing the institution and its programs to prospective students. This department actively recruits students at high school presentations throughout southern, western, and eastern Idaho and northern Nevada.

New Student Services also coordinates the Campus Tours Program and hosts a series of

special events for prospective students on campus. (Exhibit 3.18) This department also responds to requests for information and assists in the selection of scholarship recipients. The New Student Services Department consists of two coordinators who report to the director of Student Activities.

## New Student Orientation

CSI provides an optional orientation program for new students. (Exhibit 3.19) The program is designed and funded by the ASCSI Senate and provides students with information that will assist them in being successful in their studies. Activities include a motivational speaker; workshops on study skills, time management, and health issues; information on working with advisors; and several social events aimed at helping students get acquainted. CSI also provides orientations for some specific programs, like Honors, and some specific student populations, like international students. (3.D.9)

## ANALYSIS AND APPRAISAL

### Student Activities

#### Strengths

- The move to the new addition to the Taylor Administration Building has greatly enhanced Student Activities.

- Excellent cooperation and collaboration between departments is practiced.

- Student access to and use of technology (such as the wireless network and laptop checkouts) has improved.

#### Challenges

- Evaluate and improve publications including the development of procedural manuals for clubs and advisers.

- Improve communication with staff and student organizations by utilization of the Web site and Blackboard.

- Improve knowledge of and access to co-curricular activities for students at outreach centers.

#### Courses of Action

- Review the CSI Student Planner and Handbook annually and make changes as necessary.

- Evaluate the ASCSI Constitution and Bylaws and develop standard operating procedures documents for clubs and advisors.

- Develop a handbook for clubs and organizations.

- Train staff and students in the use of Blackboard and revise the ASCSI Web site.

- Purchase additional computers for use by clubs and organizations and for use by students in the Taylor Administration Building.

- Purchase and install new master calendars, electronic marquees, bulletin boards, and brochure racks to aid in information dissemination.

# Student Success Center

The mission of the Student Success Center (SSC) is to enhance the educational opportunities of the diverse student body of the College of Southern Idaho by providing individualized support, referral to needed services, opportunities for cultural interaction, and a welcoming environment to all. (Exhibit 3.20) (3.D.2)

In the spring of 2000, the college began an examination of the services and needs of minority and international students. This study determined that the institution lacked appropriate, comprehensive resources to recruit and retain this student population, and a recommendation was made to open an office and to hire personnel to develop and administer an international and multicultural services program. In fall 2002, the Student Success Center was opened.

The SSC is currently staffed by one full-time coordinator, a full-time referral assistant, and two work-study students. The coordinator also serves as the chair of the Diversity Initiative Committee, an advisory group for diversity issues on campus. The SSC is located on the second floor of the Taylor Administration Building and serves as an office as well as a place for students to interact and study. (3.B.1, 3.D.2)

The role of the Student Success Center is to provide comprehensive services to international students by supplying information to prospective students; evaluating admission documentation; advising students on visa, immigration, personal, financial, housing, employment, and educational issues; and advising undeclared majors on academic issues. The SSC also develops materials to recruit students for academic study at CSI and for the Intensive English as a Second Language Program. During the 2003-2004 academic year, the college hosted 68 students from 26 different countries, speaking 23 different languages.

The college has experienced a 30% increase in the total enrollment of international students in the past three years. However, visa denials and delays related to the events of September 11, 2001, have had a deleterious effect on international student enrollment throughout the United States and have raised concerns that enrollment numbers will not continue to increase.

In addition to international students, the center also assists multicultural and minority students. The center works with departments and organizations on campus to recruit minority students through programs such as Hispanos Unidos Day, Multicultural Student Day, Hispanic High School Senior Day, and the Hispanic Bridge Program. Programs such as these have proved to be popular with multicultural students throughout the college's service area. (Exhibit 3.21)

Other important functions of the center include individualized advising, referral to other student services on campus, collaborative work with community organizations, and the promotion of diversity both on and off campus.

## ANALYSIS AND APPRAISAL

### Student Success Center

#### Strengths

- The SSC provides valuable services for international and multicultural students.

- The SSC plays an important role in promoting diversity both at the college and throughout the college's service area.

#### Challenges

- As is the case throughout the United States since September 11, 2001, the number of international students who are able to come to CSI could potentially decline.

#### Courses of Action

- Increase participation in government-sponsored exchange programs.

- Explore the possibility of developing a study abroad program for the college.

## Additional Student Services

## Bookstore

The CSI Bookstore is located on the ground floor of the Taylor Administration Building. The bookstore provides a full range of new and used textbooks; other course materials such as CD-ROMs, DVDs, laboratory packets, chemistry goggles, art and photography supplies; and other materials requested by instructors.

The Taylor Administration Building expansion added 900 square feet of space to the bookstore, bringing the total space to 3,300 square feet. (Appendix 3.16)  With the additional space, the bookstore is now large enough to provide a sufficient quantity of books for all courses on the sales floor rather than having to keep needed stock in storage. Textbooks are now organized alphabetically by course and spread out over several rows of shelving, which allows students to more easily find the books they need.

The bookstore carries an adequate supply of the most popular computer programs, a full line of office and school supplies, and a wide selection of high-quality collegiate insignia apparel and novelty gift items.

The CSI Bookstore maintains a good working relationship with CSI faculty.  As a result of this, the bookstore receives and provides accurate and timely information regarding text book ordering.  This allows, with very few exceptions, all books for a given semester to arrive on time.  The CSI Bookstore manages an online office supply ordering system for all faculty and staff that provides them with the convenience of purchasing supplies from their own desks.

The CSI Bookstore is facing several challenges.  It is difficult for the bookstore to compete effectively in sales of non-academic software with other online and local software merchants.  It is also difficult for the bookstore to compete with superstore retailers that sell school supplies.

The College of Southern Idaho Bookstore supports the educational program and contributes to the intellectual climate of the campus community.  However, students, faculty, and staff have only limited opportunity to participate in the development and monitoring of bookstore policies and procedures.  A committee is currently being developed to address these concerns. (3.D.18)

## ANALYSIS AND APPRAISAL

### Bookstore

#### Strengths

- The bookstore maintains a good working relationship with faculty and staff.

- The bookstore provides an array of merchandise and convenient services to the campus community.

#### Challenges

- The purpose of the newly formed Bookstore Committee is not yet clear.

#### Courses of Action

- Establish a clear purpose and mission for the Bookstore Committee.

## Outdoor Program

The College of Southern Idaho Outdoor Program is designed to serve student interests, needs, and expectations in experiential, nature-based activities.

The Outdoor Program offers training in and equipment for climbing, rafting, kayaking, mountain biking, and many other outdoor activities. The program is supported through student fees, minor fee charges for organized activities, and rental income. (Exhibit 3.22)

The CSI Outdoor Program director and rental shop manager is employed for 22 ½ hours per week. The rental shop is open from 10:00 a.m. to 3:00 p.m. Monday through Thursday, unless work-study students are available to extend the hours. Activities are lead by approximately 20 unclassified employees and volunteers. An assessment of each person who participates in activities sponsored by the Outdoor Program is made regularly by the director. (3.D.15, 3.D.16)

The program currently offers opportunities in three areas:

1. Prescribed activities are developed by the program director based on student surveys. These are intended to build skills. Examples include basic climbing and introduction to kayaking.

2. Team building and recreational activities are intended to develop interpersonal relationships between students and to offer them a nature-based environment in which to interact. Examples include rafting and caving expeditions.

3. The rental shop provides the equipment necessary for the prescriptive events and for the team building and recreational events. This equipment may be rented for student-initiated group adventures. Additionally, the rental shop carries equipment that is in high demand by students. Examples include mountain bikes, cross-country skis, and sleeping bags. The intent of the rental shop is to be a full-service rental outlet with affordable prices that enables students to take advantage of the activities available throughout the area.

Geographic location is a major asset to the Outdoor Program. Twin Falls is located within a short drive of three major ski resorts; opportunities for year-round kayaking; the Jarbidge Wilderness Area; and the Sawtooth National Forest. Additionally, there is prime mountain biking, hiking, BASE jumping, kayaking, whitewater rafting, canoeing, fishing, hunting, and

climbing within a short distance from campus.

It can be challenging to keep trained and experienced instructors, to choose activities in which students will participate, and to maintain current equipment.

## ANALYSIS AND APPRAISAL

### Outdoor Program

#### Strengths

- The geographic location of the college provides access to a variety of recreational opportunities.

- An experienced and talented group of instructors are available to assist students.

#### Challenges

- Maintaining trained and experienced instructors as well as current equipment.

#### Courses of Action

- None.

# Food Service

Food services at the College of Southern Idaho are provided by Aramark. The Taylor Cafeteria, located on the second floor of the Taylor Administration Building, provides meal services and numerous meal plans for students, faculty, and staff who desire to eat on campus.

The Eagle's Nest Snack Bar is a retail operation also operated by Aramark and is located on the first floor of the newly expanded Taylor Administration Building.

The Eagle's Nest offers a variety of fast-food menu options. Aramark also provides catering services for CSI groups and others utilizing CSI facilities.

The food service contract is competitively bid and offered for three years with two one-year renewals available by agreement of both parties. Rates for board service are negotiated annually. Prices, service, and food quality are reviewed by the ASCSI Senate and Eagle Hall Council. The most recent review led to a request for the creation of a "dollar menu" for students, which is currently being considered. Customers are also surveyed annually and results are presented to CSI Administration and students. (Exhibit 3.23) (3.D.14)

## ANALYSIS AND APPRAISAL

### Food Service

#### Strengths

- An expanded facility with updated equipment.

- Numerous food service options available.

#### Challenges

- Keeping retail and catering options affordable.

- Being open as many hours as possible while maintaining profitability.

#### Courses of Action

- Increase the variety of food options and prices, such as the suggested dollar menu.

# Student Health Services

The College of Southern Idaho Student Health Services (SHS) offers health care to all part-time and full-time CSI students. Student Health Services promotes physical and mental well-being and positive lifestyle choices. (Exhibit 3.24)

Student Health Services provides medical services at the Student Health Center on campus, without an office charge. Medications are offered at a reduced rate through a local pharmacy. When it is necessary for students to have lab work done or x-rays taken, the student is responsible for those fees.

SHS also offers birth control for women and men, testing and treatment for sexually transmitted diseases, pregnancy tests, pap smears, complete physicals for school programs, and treatment for depression. Students are seen for any acute symptoms and are referred to local health care facilities as necessary.

Mental health services are provided through the Student Support Program as outlined under the Student Assistance Section of this Standard, although referrals to the program can be made through the Student Health Center. (3.D.12)

The Student Health Center is staffed by a nurse practitioner and medical assistant. The center is located on the west edge of campus in a separate building that provides for easy access and treatment in a confidential setting. As enrollment has grown, demands on the Student Health Center have increased. In 2003, 1,736 appointments for services were made at the Student Health Center. The Health Sciences and Human Services (HSHS) programs require annual physical examinations for all

of the students in their programs; currently that totals more than 500 students. The Student Health Center offers physicals to students at a greatly reduced price. However, the explosive growth in HSHS programs has placed a strain on the Student Health Center. To accommodate the demand, the Student Health Center has increased its hours of operation from 11:00 p.m. to 4:00 p.m., Monday through Friday, to 8:00 a.m. to 5:00 p.m., Monday through Friday.

Services at the center are well-utilized. Appointment times fill quickly and drop-in traffic is brisk. Funding is provided by student fees, so, as enrollment increases, the Student Health Services budget increases. Nontraditional hours of operation and services for students at the outreach centers are upcoming priorities. (3.D.12)

## ANALYSIS AND APPRAISAL

### Student Health Services

**Strengths:**

- The Student Health Center is located in an accessible, confidential setting.

- The staff is well-qualified, student-centered, and well-connected to the local health care community.

- Funding is tied to enrollment so that the SHS budget increases as enrollment grows.

**Challenges:**

- There is a need for more conveniently located services for students at outreach centers.

- Providing physical examinations for an increasing number of students enrolled in HSHS programs.

**Courses of Action:**

- Investigate the availability and cost of contracting for limited services at outreach centers.

- Consider contracting for physical examinations of HSHS majors during periods of high demand.

# Student Safety

CSI strives to ensure the safety and security of all of its students and their property. Campus Security is open 24 hours a day and emergency phones are located in various buildings throughout the campus.

Between 2000 and 2002, CSI averaged thirteen instances of burglary per year on campus and two instances per year off campus. No other category of incidents averaged more than one occurrence per year. During the period from August 2002 to June 2003, the only security incidents reported on campus were twelve instances of theft and one instance of aggravated assault. (Appendix 3.17)

Students can obtain a copy of the Student Right to Know and Campus Security Act from the director of Admissions and Records or from the college Web site. Information concerning campus security is published in the *Student Planner and Handbook* and on the college Web page. (3.B.4, 3.D.5)

Security measures at CSI are viewed by students as effective, with 76% of student respondents to the Fall 2003 Accreditation Survey responding that they agreed that the

"campus, outreach centers, and college-owned facilities are safe places for faculty, staff, and students." (Appendix 3.18) (3.B.4)

A Drug and Alcohol Policy has been implemented and support groups meet regularly. A Use of Force Policy was approved by the board of trustees in April of 2003 to ensure the safety of individuals on campus. The institution's Safety Committee meets on a regular basis and produces flyers that are distributed throughout campus.

Proactive measures are being taken to ensure the continued safety of CSI employees and students. The issue is currently being addressed by the Safety and Security subcommittee, which is a part of the Vision 2006 Strategic Planning Process. Specifically, areas of concern that have been addressed include training of security staff, helping faculty and staff recognize dangerous situations, campus lighting, cameras, and phones.

## ANALYSIS AND APPRAISAL

### Student Safety

**Strengths**

- Low crime rates and high satisfaction rates indicate that CSI and its facilities are safe.

**Challenges**

- None.

**Courses of Action**

- None.

# Newspaper

The College of Southern Idaho's student newspaper, *The Tower*, and journalism classes provide students the opportunity to hone writing skills while developing critical thinking skills.  The college offers both beginning and advanced news writing courses.  In these classes, students learn to communicate in writing in a clear and concise style. They also learn to develop good interviewing skills.  They then apply those skills in the production of the student newspaper, which is published biweekly and has a circulation of 3,000. (Exhibit 3.25)

Students participate at all levels of the newspaper's development.  Along with writing stories and taking photos, they also help lay out the pages and deliver the finished product around campus. (3.D.19)

## ANALYSIS AND APPRAISAL

### Newspaper

#### Strengths

- CSI journalism courses are intensive and comparable to those at a four-year institution.

- Students have access to the latest in computers and newspaper-oriented software.

#### Challenges

- Student recruitment is difficult given that CSI journalism courses are electives and do not count toward transfer requirements.

#### Courses of Action

- Visit area high schools to recruit students, emphasizing the quality and affordability of the journalism courses.

# Child Care

The College of Southern Idaho Child Care Center offers a high-quality early childhood program.  It provides a safe, nurturing environment, while promoting the physical, social, emotional, and intellectual development of young children. Program services are provided for children of students attending classes at CSI. (Exhibit 3.26) (3.A.1, 3.B.1)

The CSI Child Care Center is accredited by the National Association for the Education of Young Children.  In May 1999, the center voluntarily underwent a comprehensive compliance study with the Criteria for High-Quality Early Childhood Programs and was found to be in compliance with those criteria. The center is licensed by the state to provide services to 53 children at one time, ages six months to kindergarten.  Certified teachers provide planned daily learning activities.

Childcare supportive services funding is also available for low-income and middle-income families.  A list of funding sources is provided to parents.  Limited scholarship funds are also available for families enrolled in the program.

A total of 81 children received program services during 2003.  A total of 60 families participated; in five of those families, both parents were in college.

The program is a model of quality early childhood education and services for the state and community.  Staff provide

technical assistance, training, tours, observations, cooperative training, and resources in many subjects related to early childhood.

Fire licensure regulations limit the facility to 53 children. Due to this limitation, 131 children were on a waiting list for services in 2003, forcing student-parents to seek child care services elsewhere within the community. The availability of safe, secure, healthy early childhood environments in the community is limited, and infant and toddler care is critically lacking.

## ANALYSIS AND APPRAISAL

### Child Care

#### Strengths

- The program is award-winning and nationally accredited.

- The program provides a valuable service for students with children.

#### Challenges

- To provide childcare services to all CSI students who request it.

#### Courses of Action

- Expansion of the facility and services is required to meet the needs of the college's student-parents.

# Intercollegiate Athletics

The mission of the College of Southern Idaho Athletic Department is to provide a nationally competitive and nationally recognized program of athletic participation in an environment that provides equitable

opportunities consistent with the educational objectives of the college.

Intercollegiate competition opportunities are provided in baseball, basketball, and rodeo for men, and in basketball, rodeo, and volleyball for women. Facilities include the Jim "Skip" Walker Baseball Field, an indoor and outdoor rodeo area, and a gymnasium.

Athletic competition at CSI is designed primarily for those who participated in high school athletics, although other students may try out for the various teams. CSI is committed to the fair and equitable treatment of male and female student-athletes. CSI meets the standards set by the Equity in Athletics Disclosure Act and files an annual report to demonstrate compliance. CSI also meets the standards set by Title IX. (3.E.5)

The college's teams adhere to the rules and regulations of the National Junior College Athletic Association (NJCAA). The rodeo team adheres to the rules and regulations of the National Intercollegiate Rodeo Association (NIRA).

The college catalog clearly states eligibility policies, which exceed NJCAA academic standards, for intercollegiate competition. All academic and financial aid policies that apply to athletes are vested in the same institutional agencies that handle these matters for other students. (3.E.3, 3.E.5)

The Athletic Department conducts a systematic process of grade checks throughout the semester to ensure that student-athletes are making satisfactory academic progress. Athletic academic advisers initiate progress reports and report monthly to the athletic director and the president. Following each semester, GPA

reports for each athletic team are presented to the board of trustees. (3.E.1)

Academic assistance, such as mandatory study halls and tutors, are provided through the college's learning assistance coordinator. Efforts are also made to ensure that student-athletes graduate on time in order to keep their educational and athletic goals commensurate with four-year institutions. Each semester, the Athletic Department files an eligibility report for each sport with the National Junior College Athletic Association. (3.E.1)

The job descriptions for the athletic director and head coaches were recently reviewed and updated. The athletic director and all head and assistant coaches review other policies and rules annually at the coaches' summer retreat. (Exhibit 3.27) (3.E.2)

After conducting the Fall 2003 Accreditation Survey, the college has determined that it would be advantageous to create a faculty and staff committee on athletics, and this committee is currently being formed. (3.E.2)

Athletics at CSI are funded through student fees, reserve seat revenue, corporate sponsorships, fund-raising activities, gate revenue, and Booster Club donations. With the exception of the Booster Club, which is audited by an external auditing firm, all revenues and expenditures for athletics at CSI are audited during the college's annual general audit process. (3.E.4)

Each year, the athletic director rotates the practice schedules of the three teams that use the gymnasium. All practice schedules are published in the course catalog each semester and also appear in the monthly facilities use report for the gymnasium.

The college establishes competition schedules in conjunction with the Scenic West Athletic Conference and abides by the rules of the NJCAA. This predetermined conference schedule does, at times, conflict with end-of-year examinations. When this is the case, faculty are notified in advance and accommodations are made accordingly. Competition schedules for all athletic events at the college are published and are distributed widely. (3.E.6)

## ANALYSIS AND APPRAISAL

### Intercollegiate Athletics

#### Strengths

- Programs are nationally competitive and nationally recognized.

- Athletic facilities are excellent and provide an atmosphere conducive to successful intercollegiate athletic programs.

#### Challenges

- None.

#### Course of Action

- None.

## Policy 3.1 Institutional Advertising, Student Recruitment, and Representation of Accredited Status

The College of Southern Idaho is committed to the fair and accurate use of campus publications to reach college constituents. An initial review of publications in the fall

of 2003 revealed a lack of consistency in the area of campus publications formatting. Several years of departments and programs publishing their own brochures and pamphlets have led to inconsistent use of college logos and other information. Therefore, the president formed a Campus Publication Committee in the fall of 2003 and charged them with reviewing all campus publications and establishing recommendations concerning the campus publication process.  They are expected to report their findings to the president in the spring of 2004. (Exhibit 3.28)

## Appendices

3.1     Student Services Organizational Chart

3.2     Matrix Map

3.3     Personal Plan for Improvement Form

3.4     Unit Plan for Improvement Form

3.5     Student Services Employee Evaluation Form

3.6     COMPASS Academic Placement Cut-off Sheet

3.7     Waiver of Adviser Form

3.8     TEAMS-Elite Form

3.9     Sample Student Transcript

3.10    Graph depicting on-line registration numbers

3.11    Graph depicting number of students served in Advising Department

3.12    Graph depicting number of students served by Student Disability Services

3.13    List of Student Clubs and Organizations

3.14    List of Co-Curricular Activities and Programs

3.15    Dorm Map

3.16    Bookstore Map

3.17    Data on Crimes Committed at CSI

3.18    2003 Fall Accreditation Survey Question #59

3.19    Table #1—Admissions Report

3.20    Table #2—Student Affairs Staff Profile

## Exhibits

3.1     Student Services Strategic Plan

*3.2     2003 Institutional Profile Report*

3.3     Student Services Plans for Improvement

3.4     Job Descriptions and Resumes for Student Services

3.5     Admissions and Records Department Mission, Goals, and Evidence of Attainment

3.6     *2003-2004 CSI Catalog*

3.7     *2003-2004 Student Planner and Handbook*

3.8     Advising Department Mission, Goals, and Evidence of Attainment

3.9     Center for New Directions Mission, Goals, and Evidence of Attainment

## Standard Three Committee

**Chair:**

- Jamie Shetler, Instructor/Coordinator, Honors Program

**Vice-Chair:**

- Jerry Beck, Executive Vice President/Chief Academic Officer

**Members:**

- Karen Baumert, Director, Public Information Office and Sports Information

- Rosa Davila, Associate Professor, Chemistry

- Jeff Duggan, Assistant to the President; Athletic Director

- Curtis Eaton, Vice President of Planning and Development; Executive Director of the CSI Foundation; Vice President of Student Services

- Ann Flannery, Coordinator, Student Disabilities Services

- Betty Giffin, Assistant Professor/Coordinator, Hospitality Management

- Brian Hancock, Assistant Basketball Coach

- Mary Hopkins, Coordinator, Child Care Center

- Karl Kleinkopf, Department Chair/Professor, Physical Education

- John Martin, Director, Admissions and Records Office

- Kat Powell, Career Development Specialist, Center for New Directions

- Kim Prestwich, Coordinator, International Student Services

- Colin Randolph, Director, Student Financial Aid

- Tiffany Seeley-Case, Associate Professor, Communication

- Graydon Stanley, Director, Student Activities

- Ned Vaughn, Counselor, Advising Center

- Student Body President

- Student Ambassador

# Standard Four:
## Faculty

# Standard Four:
# Faculty

## Overview

The College of Southern Idaho faculty play an integral role in fulfilling the mission and goals of the College of Southern Idaho. The college employed 148 full-time faculty and 201 part-time/adjunct instructors in the fall of 2003. While the primary duties of faculty at CSI are performed in the classroom, many faculty engage in other activities, including academic advising, developing curriculum and instructional programs, serving as leaders for student clubs and organizations, aiding in the development of institutional policies and procedures, and fostering student success outside the classroom.

The 1994 Accreditation Committee Report noted the following in General Recommendation #1:

*It is imperative that the college initiate a collaborative process with faculty and staff to develop a comprehensive and uniform set of policy and procedural documents. Current policy development processes and materials are not in full compliance with Commission Standards VII and VIII in the*

*areas of faculty participation, employment security, and academic freedom. The faculty and administration must be willing to demonstrate that they mutually recognize*

*and accept their collective responsibility to work in full cooperation with each other in the development and adoption of these policies and procedures.*

In light of this recommendation, a comprehensive *Full-Time Faculty Handbook* was created via a collaborative effort between faculty and administration. Moreover, during the college's interim accreditation visit in 1999, the evaluator commended the college on its work on this recommendation by pointing out that *"The faculty and administration of the College of Southern Idaho is to be commended for creating policies and procedures in the areas of faculty participation, employment security, and academic freedom; its methods of doing so are outstanding examples of shared governance."*

At present, three documents address general policies and procedures at the college:

- The CSI *Employee Policies and Procedures Manual*, which applies to all members of the institution. (Exhibit 4.1)
- The *Full-Time Faculty Handbook*, which outlines policies particular to full-time faculty. (Exhibit 4.2)
- The *Part-Time/Adjunct Faculty Handbook*, which outlines policies particular to part-time and adjunct faculty. (Exhibit 4.3)

The *Employee Policies and Procedures Manual* is updated regularly by the Human Resource Office. Revisions are prompted by the need to comply with changes in laws and by the needs of institutional management; such revisions are reviewed widely.

The *Full-Time Faculty Handbook* and *Part-Time/Adjunct Faculty Handbook* are collaboratively revised by the Faculty Senate and the Office of Instructional Administration. The board of trustees approves substantive changes, and official copies of the handbooks are maintained on the college Web site. During the 2003 self-study process, an inconsistency was discovered between the *Full-Time Faculty Handbook* and the *Part-Time/Adjunct Faculty Handbook*. Each handbook contains a different section of the American Association of University Professors' statement on academic freedom. While this inconsistency has not caused any notable problems, steps are currently being taken by the Office of Instructional Administration to ensure consistency between the handbooks.

The 1994 Accreditation Committee Report also noted the following in General Recommendation #3:

*In order to effectively carry out its mission as the college continues in its steady growth pattern, the team recommends that attention be given to the anticipation and management of the potentially negative effects of high growth. The college should specifically address the overloading of personnel, the related stress on the administrative structures, and the possible eroding of quality. Such efforts will help ensure continued compliance with Commission Standards I and VIII.*

Since the 1994 accreditation visit, enrollment at CSI has continued to increase steadily, and the college has consistently been the fastest growing institution in the state. (Appendix 4.1) As budgets have tightened over the past several years, some faculty at the college have taken on additional responsibilities. In the vast majority of cases, this has been done willingly, and the quality of services provided at the institution has not diminished. Many faculty also recognize

the opportunity to provide valuable service to the college through work on committees, projects, and grants, and therefore willingly take on additional responsibilities. The college has hired additional faculty as enrollment of students has increased. Both the issues of growth and of how to maintain the quality of the educational experience are being addressed in the institution's strategic plan. The fall 2003 planning retreat gave rise to an institutional initiative on student numbers, growth, and quality of instruction, which will establish benchmarks to ensure continuation of effective, efficient, quality instruction.

## Purpose

The purpose of this Standard is to demonstrate that faculty and their roles at CSI are of paramount importance to the college. Within this standard, the selection, development, and retention of competent faculty are addressed. Moreover, the evaluation process for both full- and part-time/adjunct faculty is addressed, as are policies on scholarship, research, and artistic creation. The terms adjunct and part-time are used interchangeably throughout this document; no distinction exists between part-time and adjunct faculty at the institution.

## Description

Instructional units at the College of Southern Idaho are separated into departments. Each of these departments is managed by a chairperson who oversees the operations of that instructional area along with the faculty in that area. (Appendix 4.2) Department chairs are selected via a collaborative process between the Office of the President and the Office of Instructional

Administration, and faculty input is considered in the process when appropriate. Many of these department chairs are longtime faculty members of the college, and the majority of them handle administrative responsibilities while also teaching a reduced load of classes.

## Qualifications of Faculty Members

### Full-Time

The College of Southern Idaho has a committed core of well-qualified faculty. Instructional faculty at CSI are regular full-time personnel at the academic ranks of instructor, assistant professor, associate professor, and full professor. Graduate assistants, part-time instructors, visiting lecturers, administrators, and other non-academic personnel are not eligible for participation in the faculty rank process.

Of the 148 full-time faculty employed at the institution, 21 hold doctorate degrees and 86 hold master's degrees; these degrees have been earned at more than 45 institutions around the nation. (Appendix 4.3) (4.A.1) All full-time academic faculty members hold at least a master's degree in the fields in which they teach, or a bachelor's degree in the fields in which they teach and documented experience in those disciplines that has been deemed equivalent to a master's degree by selection committees in those disciplines and/or by the administration. Full-time faculty members in the professional-technical area of the college hold technical degrees in their areas of expertise and many also hold bachelor's, master's, and/or doctorate degrees. State of Idaho certification is also a driving force behind professional-technical expertise.

Additionally, many faculty at the college are longtime members of the institution. For example, the median duration of experience of the 39 full professors at CSI is almost 25 years, with the maximum length of service being 39 years. (Appendix 4.4)

### Part-Time/Adjunct

Part-time/adjunct instructors are a valuable component of CSI's faculty. Course offerings at CSI are determined by departments based on community needs, financial capabilities, and physical resources. When these needs surpass the available resources of full-time faculty, qualified part-time/adjunct instructors with applicable knowledge, skill, and experience are recruited and selected to present these courses, and to represent the college. Part-time/adjunct instructors are employed on a course-by-course basis. (4.A.1)

### ANALYSIS AND APPRAISAL

### Qualifications of Faculty Members

**Strengths:**

• The college has a committed core of well-qualified faculty.

• The institution has maintained a commitment to staffing the college with full-time faculty and has continued to hire faculty, even during difficult economic times.

**Challenges:**

• None.

**Courses of Action:**

• None.

## Expectations of Faculty Members

### Full-Time

All CSI faculty members are expected to be loyal to the ideals of the institution. Full-time faculty are generally contracted to teach fourteen to sixteen credit hours or twenty-eight to thirty-two contact hours per semester within a 37 ½-hour work week and are eligible for full benefits. Additionally, they are expected to spend at least thirty hours per week on campus, to hold at least one office hour each day of the week, to participate in advising students, and to participate in committee work. A fuller description of these expectations is provided in the "Faculty Workload and Duties" section of this Standard. (4.A.3)

Faculty are expected to hold a primary commitment to the college. Faculty may not use their regular work hours to earn compensation from sources other than the College of Southern Idaho. However, the board of trustees permits additional instructional assignments at added compensation, provided such additional work does not in any way interfere with the individual's primary assignment and provided that the employee obtains the necessary approval from the appropriate supervisor. (4.A.1)

The college recognizes the value of faculty involvement in consulting and in other external experiences to its students, its personnel, and the citizens of the state. Such activities can contribute to the quality of instruction, enhance the professional competency of an individual, and bring credit to the institution. These activities also provide valuable services to businesses; to industrial and professional groups; to public and private organizations; and to local, state,

and federal governments; they also provide important links between the college and the community. (4.A.3)

### Part-Time/Adjunct

The college expects adjunct faculty to be willing to support administrative and group decisions and to work toward common goals. With a growing number of part-time and adjunct instructors, CSI's reputation as an institution of quality rests more and more upon them. Part-time and adjunct faculty are expected to demonstrate their commitment to the institution by being concerned for each student and for his or her progress. Additionally, part-time and adjunct faculty are expected to upgrade their knowledge and skills continually and to work to improve their teaching abilities. (4.A.8, 4.A.9)

### ANALYSIS AND APPRAISAL

### Expectations of Faculty Members

#### Strengths

- The institution supports faculty endeavors beyond the classroom, and these endeavors enhance the reputation of the college.

#### Challenges

- None.

#### Courses of Action

- None.

# Recruitment and Appointment

The College of Southern Idaho is an equal opportunity employer. The college subscribes to the policy of providing equal educational and employment opportunities, services, and benefits to students and employees without regard to race, color, religion, sex, age, national origin, or disability in accordance with Title VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

New and replacement positions are posted through the Human Resource Department. Position openings are announced by internal memo or e-mail. They are also posted on the employment bulletin board in the Taylor Administration Building and on the CSI Web site. Exceptions are occasionally made to this policy if a search has been held in the recent past and qualified applicants are still available.

External applications are accepted but first consideration is given to qualified CSI employees. When a decision is made to search beyond internal applications and those generated from the public postings, the Human Resource Department coordinates advertising and recruiting. Part-time/adjunct and temporary positions being filled directly by a department also require application forms to be completed and retained by that department. The president approves all hiring and appointment decisions. (4.A.6)

**ANALYSIS AND APPRAISAL**

**Recruitment and Appointment**

**Strengths:**

- The college is consistently able to attract qualified applicants.

**Challenges:**

- None.

**Courses of Action:**

- None.

# Salaries and Benefits

Policies on salary and benefits are clearly outlined in CSI handbooks, and these handbooks are widely distributed and are available on the college's Web site.

**Full-Time Salaries**

Most regular full-time faculty and staff at CSI receive an annual contract. All contracted personnel normally receive a contract by mail on or before May 15. However, contracts for the 2003-2004 academic year were delayed until June due to the Idaho legislature's unusually lengthy session. Faculty were kept informed by the Office of the President about the reasons for the contract delay. The contract explains the title and position to which the individual is appointed and makes clear the salary and the term of the appointment.

The college does not have a formal salary schedule for full-time faculty. Salary levels are established in the Office of the President based upon recommendations from

department chairs, deans, and directors; determining factors also include evaluations. Care is taken to ensure salaries are competitive with comparison data taken from the Annual Faculty Salary Survey of the Mountain States Association of Community Colleges. Moreover, the data in Table #1 (Appendix 4.3), illustrates the longevity of faculty at the college; this longevity results in part from the college's commitment to maintaining competitive salaries. (4.A.4)

**Adjunct/Part-Time Salaries**

The salary for part-time/adjunct faculty is formulated in several ways: on an hourly rate determined by instructional contact hours, at a fixed rate per student determined by the number of students in a class, by a percentage of the gate, or per credit. (4.A.4)

**Benefits**

Benefits for full-time faculty include participation in a retirement system; health, dental, vision, disability, and life insurance; and an employee assistance program. Full-time faculty and their immediate family members are entitled to tuition-free courses at CSI, and full-time faculty and their spouses are entitled to reduced-fee courses at other public colleges and universities within Idaho. All information concerning benefits is available on the college's Web site and is available in the Human Resource Department.

The faculty are given the opportunity to participate in the evaluation of the benefits package at the college. In the mid-1990s, the faculty and administration worked to extend the various options in the retirement program offered by the college. More recently, in the fall of 2003, a committee made up of faculty and staff and led by the

vice president of finance conducted a comprehensive review of possible alternatives to the college's current health insurance plan. (4.A.4)

## ANALYSIS AND APPRAISAL

### Salaries and Benefits

#### Strengths:

- The college has been able to retain qualified faculty, partially as a result of its salary and benefit package, which is competitive within the region.

#### Challenges:

- Maintaining faculty salaries at a competitive level has been difficult during the latest economic downturn, although it has been manageable.

#### Courses of Action:

- None.

# Faculty Workload and Duties

All full-time faculty are expected to devote a minimum of 37 ½ hours weekly to the institution. Within the 37 ½ hours per week, faculty are required to carry a full teaching load appropriate to the faculty member's department. A full-time teaching load will normally equate to fourteen to sixteen credit hours or twenty-eight to thirty-two contact hours per semester. The faculty member's teaching schedule, preparation time, and office hours must total thirty hours a week on campus with at least one office hour per day, five days a week. (4.A.3)

Depending on the program, faculty instruct students in various ways. The following general guidelines clarify load:

- *Credit hours* are based on the Carnegie Unit: 1 credit = 15 hours lecture; 1 credit = 30 hours of instructor-supervised lab; 1 credit = 45 hours of unsupervised lab, work experience, etc.
- *Contact hours* are the actual instructional hours an instructor is with students, not including office hours.

## Overload

Credit hours taught over the normal load are considered overload and require overload pay per-unit per-semester. Current policy states that no faculty member may teach more than six units of overload in one semester. However, in reviewing this policy during the self-study process, it was determined that a policy of not allowing instructors to teach more than two classes of, rather than six units of, overload is a more accurate reflection of the intent of the institution's overload policy. Therefore, the policy is being updated to reflect this intent.

As noted in the footnote to Table #1 (Appendix 4.3), the method by which information is entered into the computer system currently being used by the college leads to an inaccurate reflection of the total credit hours being taught by individual faculty members. Therefore, some faculty appear to have grossly over-inflated or under-inflated credit loads. Because of this inaccuracy, the Office of Instructional Administration reviews each faculty member's load each semester to determine the actual number of credits for which the member is to be compensated. (4.A.4)

## ANALYSIS AND APPRAISAL

### Faculty Workload and Duties

**Strengths:**

- The Office of Instructional Administration determines faculty overload after a comprehensive review of the actual credit load of each faculty member.

**Challenges:**

- The current reporting system of the college does not accurately reflect credit load of individual faculty members.

**Course of Action:**

- The college will continue to work to ensure that faculty load is correctly reflected in computer printouts.

## Academic Freedom

The College of Southern Idaho firmly supports the philosophy of academic freedom expressed in the American Association of University Professor's Statement of Principles on Academic Freedom and Tenure, and includes this portion of that statement in the *Full-Time Faculty Handbook*:

*"Academic freedom is essential to fulfill the ultimate objectives of an educational institution—the free search for the exposition of truth—and applies to both teaching and research."*

Further, the college includes a subsection of that same statement in the *Part-Time/Adjunct Faculty Handbook*:

*"The teacher is entitled to freedom in the classroom in discussing his or her teaching subject, but he or she should be careful not to introduce into his or her teaching controversial matter which has no relation to his or her subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment."*

The Fall 2003 Accreditation Survey demonstrates that college employees feel that academic freedom is valued at the college, with more than 85% of respondents agreeing or strongly agreeing that "the institution demonstrates its commitment to the free pursuit and dissemination of knowledge." (Appendix 4.5) (4.A.7, 4.B.7)

The inconsistency between the statements on academic freedom in the *Full-Time Faculty Handbook* and the *Part-Time/Adjunct Faculty Handbook* was discovered during the self-study process, and work is underway to deal with this issue as is noted in the overview of this Standard. More discussion on academic freedom at CSI is provided in Standard Nine.

## ANALYSIS AND APPRAISAL

### Academic Freedom

**Strengths:**

- Faculty report satisfaction with the level of academic freedom provided by the college.

**Challenges:**

- The *Full-Time Faculty Handbook* and the *Part-Time/Adjunct Faculty Handbook* contain different portions of the American Association of University

Professors' Statement on Academic Freedom.

**Courses of Action:**

- Revise the policies on academic freedom in the *Full-Time Faculty Handbook* and the *Part-Time/Adjunct Faculty Handbook* to be consistent.

# Faculty Participation in Institutional Governance

While all CSI faculty have the opportunity to participate in and are actively involved in institutional governance at the college, the Faculty Senate acts as the official voice of the faculty at the College of Southern Idaho. The Faculty Senate initiates, considers, and recommends policy relating to the faculty and college and provides a forum for faculty concerns. All full-time and part-time/adjunct faculty hired under a faculty contract are members of the Faculty Senate. The Faculty Senate meets during fall and spring in-service and at least once a month during the semester. (4.A.2)

The Faculty Senate Executive Committee is the liaison between the faculty, the administration, and the board of trustees, providing input on policy and procedure issues pertinent to instruction and on faculty personnel matters. Currently two members of the Executive Committee attend the monthly meetings of the CSI Board of Trustees. A term on the Executive Committee lasts two years and there are no term limits. The Executive Committee consists of seven elected members (three academic, three technical, and one at-large member). It selects from itself a chairperson, a secretary, administrative council members (one technical, one academic, and an executive committee chairperson), and

Student Grade Appeal Committee members (one academic, one technical, plus one academic and one technical alternate). It also establishes task-oriented committees to handle special issues. (4.A.2)

Additionally, faculty have the opportunity to, and are expected to, participate in a number of college-wide committees that drive institutional policy. At the strategic planning level, faculty are represented on the Steering, Coordinating, and Process Committees. Standing committees also exist to deal with long-term institutional issues. These committees and their responsibilities are outlined in Exhibit 4.4. (4.A.2)

**ANALYSIS AND APPRAISAL**

**Faculty Participation in Institutional Governance**

**Strengths:**

- Faculty are provided ample opportunity to participate in institutional governance.

**Challenges:**

- Not all faculty fully participate in the shared governance process. It can be challenging for faculty who do fully participate, and who carry a full teaching load, to effectively manage the flow of information and the workload involved.

**Courses of Action:**

- Continue the excellent shared governance systems that are in place, but consider some form of recognition for faculty who chair time-intensive key committees on campus such as the Faculty Senate and the Rank Committee.

# Faculty Participation in Curriculum Development

The College of Southern Idaho Curriculum Committee is composed of department chairs and directors from the following areas of campus:

- Academic Development
- Agriculture
- Business
- English
- Fine Arts
- Information Technology
- Life Science
- Health Sciences & Human Services
- Mathematics
- Physical Education
- Physical Science
- Social Science & Education
- Trade & Industry

Ex officio non-voting members include the following:

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

The Curriculum Committee meets monthly during the academic year to make recommendations concerning new curriculum, resolve all inter-departmental curricular problems, and guard against undue proliferation and duplication of course offerings. Additionally, the committee analyzes and makes recommendations concerning curricular matters relating to the articulation of courses and programs to the state colleges and universities using State Board guidelines; it also periodically reviews curriculum, revising or deleting when necessary. All proposed additions, deletions or revisions, are presented to the Curriculum Committee via a curriculum form. Recommendations come most commonly from the department wherein the course or program is or will be based. (4.A.2)

In order to give the committee ample opportunity to consider each proposal, a thirty-day waiting period is automatically imposed when a proposal is submitted. At the meeting following the waiting period, a vote by the committee is taken. A simple majority is necessary for the passing of Curriculum Committee business.

All recommendations of the Curriculum Committee are forwarded to the executive vice president/chief academic officer for final approval. Minutes of all Curriculum Committee meetings are posted on the college's Web site. (Exhibit 4.5; Exhibit 4.6)

## ANALYSIS AND APPRAISAL

### Faculty Participation in Curriculum Development

**Strengths:**

- Faculty have a lead role in establishing and reviewing curriculum at the college.

**Challenges:**

- A review of Curriculum Committee information in the *Full-Time Faculty Handbook* revealed that as job titles have

changed on campus, those titles have not changed in the handbook.

### Courses of Action:

- Update handbooks to reflect current titles on campus.

## Faculty Participation in Academic Planning

There are two basic areas of academic planning in which faculty are directly engaged.  The first, the plan for improvement process, is designed to establish and evaluate the goals and objectives of each faculty member.  The second, the program review process, is an intensive look at each program.  Each department is required to submit a Program Review every five years. (4.A.2)

### Personal Plan for Improvement

Regular full- and part-time employees and adjunct faculty are offered an opportunity annually to develop a Personal Plan for Improvement (PFI). (Appendix 4.6)  The PFI is shared with the supervisor or department head of the employee's department.

The goal of the PFI process is to encourage the communication of goals among individuals, and to assist, when possible, in providing resources to help individuals meet professional and personal goals while concurrently meeting the strategic and operational goals of the college.  Standard One describes more completely the plan for improvement process.

### Program Review

The College of Southern Idaho's program review process is a cooperative procedure that employs the knowledge and expertise of instructors, administrators, current and former students, and other professionals with close ties to the program. (Exhibit 4.7) It calls for the review of three general domains of program effectiveness—the program's mission and function, student preparation and instructional methods, and student performance and outcomes.

This review provides a structure through which the program staff and administrators can identify strengths and weaknesses and make informed decisions about modifying goals, curriculum, and instructional delivery. The primary purpose of program review is to improve the quality of teaching and learning by increasing the self-reflection of the faculty, staff, and administrators about educational practices.

Upon completion of the review, the program review team meets with the executive vice president/chief academic officer, the president of the department chairs, the instructional dean, and the president.  The purpose of this meeting is to provide the department with an administrative response to the contents of the program review.

The self-study did reveal an inconsistent understanding across campus of the purpose of the program review process.  While some programs characterized it as a useful process that encourages improvement, other departments questioned the need for the review process and questioned how the results of the process are used.  While the process is working and is consistently used, a better understanding between the administration and programs concerning the purpose of the review process would strengthen it even more.

A review of the program review process also revealed a lack of opportunity for input from the Office of Planning and Development into the procedure. In the future, this office will be included in the administrative response meetings for program reviews. Additionally, it was discovered that titles had not been changed in the Program Review Booklet as they had changed on campus. The Office of Instructional Administration is currently addressing this issue.

## ANALYSIS AND APPRAISAL

### Faculty Participation in Academic Planning

**Strengths:**

- The institution has had a program review process in place for more than ten years.

- Participation in the process is campus-wide.

**Challenges:**

- Representatives from the Office of Planning and Development historically have not been included in program review meetings.

- An appraisal of the Program Review Booklet revealed that as job titles have changed on campus those titles have not changed in the booklet.

- There is a lack of understanding between some departments and the administration about the purpose of the program review process.

**Courses of Action**

- Include representatives from the Office of Planning and Development in the program review meetings.

- Update the Program Review Booklet to reflect current titles on campus.

- Increase communication between administration and departments about the purpose of the program review process.

## Faculty Participation in Academic Advising

Faculty act as advisers to students majoring in the fields in which they teach. Faculty are expected to be available to assist advisees during registration. Faculty advisers are also expected to be knowledgeable about the college's mission, general education requirements and goals, academic programs and requirements, support services, and policies and procedures. (4.A.2)

Advisers recommend appropriate courses for advisees, assist advisees in the mechanics of scheduling, review the educational progress of advisees through their academic records, and make appropriate and timely referrals as needed.

The Fall 2003 Accreditation Survey indicated that some faculty have concerns about a lack of training for faculty in their role as advisers. However, data from the Community College Survey of Student Engagement indicates 70.6% of students at CSI in 2003 were satisfied or very satisfied with academic advising and planning at the college, which is equal to the national average. (Appendix 4.7)

Concerns with advising are addressed through the College of Southern Idaho Advising Committee, which serves as a liaison between the CSI faculty and administration on matters concerning the proper advising of students. To that end, it seeks to recommend policies and procedures to administration aimed toward creating an effective advising scheme that will benefit full- and part-time students both on and off campus.

In the fall of 2003, the Advising Committee was working to improve the availability of and quality of necessary information for faculty concerning advising, registration software, and distance education classes. The committee was also seeking ways to better train faculty in their roles as advisers through the faculty in-service process.

## ANALYSIS AND APPRAISAL

### Faculty Participation in Academic Advising

**Strengths:**

- The institution is committed to ensuring that faculty take an active role in the student advising process.

**Challenges:**

- The self-study revealed that the college needs to do a better job of training faculty in their advising responsibilities.

**Courses of Action:**

- The faculty Advising Committee has been charged with creating a training process for faculty advisers.

# Faculty Evaluation

Faculty are subject to ongoing evaluation for the primary purpose of professional improvement. The evaluation methods are intended to be used by faculty for professional improvement in areas such as student instruction, professional development, college service, and community service. (Appendix 4.8)

In general, the first three years of a faculty member's employment are considered introductory. All faculty are guaranteed due process, and introductory faculty contracts are renewed based upon performance evaluation, review, and departmental or division supervisor recommendation each year for a three-year introductory period. After a successful introductory period, the college normally grants introductory full-time faculty Continued Employment. Once an employee is granted Continued Employment, he or she is evaluated at least once every three years based on the following process. (Exhibit 4.8) (4.A.5, Policy 4.1)

### Process

The process of faculty evaluation at the college consists of multiple elements:

- **Student Evaluations**: Student evaluations are conducted using a form determined by each department and are conducted at least once a year.
- **Self-Evaluation**: This is a faculty member's evaluation of his or her own role at the college, written in narrative form.
- **Peer Evaluation:** Peer evaluation includes the review of course outlines and syllabi, of course texts and materials, of examinations, and of other measures of performance.

- **Supervisor Evaluation:** A faculty member's chairperson or immediate supervisor reviews that faculty member's performance, adding any pertinent comments, including results of student, self-, and peer evaluations. The chairperson writes a review of the faculty member, signs it, and returns it to the faculty member. The faculty member reviews the report, signs it, and returns it to the chairperson, who then forwards a summary report to the appropriate dean or vice president.
- **Appeals Process:** If the faculty member disputes the final report, he or she may follow the Grievance Procedure as outlined in the *Affirmative Action Plan* located in the Human Resource Department.

If the evaluation process reveals some deficiency, the department chair or supervisor holds discussions with the concerned faculty member. In the case of minor deficiencies, a written plan of action is put in place to correct the deficiency and the executive vice president/chief academic officer handles the matter. In the event a major deficiency is revealed, the matter is forwarded to the president.

## Part-Time/Adjunct Faculty

Part-time/adjunct faculty are evaluated using multiple indices, which include, but are not limited to, student evaluations and supervisor evaluations. (Appendix 4.9) The consistency of these evaluations is dependent upon the amount of teaching the instructor does and the frequency of that teaching. The self-study revealed some confusion across the college concerning the required evaluation process for part-time/adjunct faculty and the additional optional evaluation opportunities. (4.A.10)

## Faculty Development

When improvement and professional development needs are identified, the responsibility for improvement and/or change rests with the faculty member, although the institution may assist by providing development and improvement opportunities. (4.A.3)

The college strongly encourages all faculty to maximize their educational opportunities. The college supports faculty in their educational pursuits to the maximum extent possible. Specific policies regarding faculty development are contained in Policy 6.07 of the *Full-Time Faculty Handbook.* These guidelines are intended to provide campus-wide consistency and to ensure all faculty are treated equally concerning release time.

The college also strongly encourages all faculty to maximize their professionalism by attending appropriate conferences and seminars in their fields. However, faculty development is one area that has suffered during the recent budget shortfall in the state of Idaho. Out-of-state travel for faculty development was greatly restricted, and all pending sabbatical requests were put on hold beginning in 2001, although some exceptions were made in cases regarding travel for professional development. However, these opportunities were restored beginning in 2003.

Faculty development is also encouraged through the CSI mini-grant program, sponsored by the CSI Foundation, which pays a stipend to faculty for various educational or research projects, and through an institutionally sponsored pioneering grant program, which funds exceptional, visionary projects that have a wide benefit to the college. The Foundation also eliminated out-of-state travel from its grants in 2001 in

order to be consistent with the college; currently, however, the Foundation is exploring the possibility of renewing awards for out-of-state travel.

## Rank Advancement

An additional method of faculty evaluation is conducted through the use of the college's rank advancement process.  Promotion in academic rank is granted only to full-time faculty members who achieve certain levels of excellence.  Since students are the primary focus for faculty, the greatest emphasis in performance expectations is put on bettering the teaching and learning environment and on improving the academic relationship between the student and teacher.

Quality and consistency of performance are the basis upon which promotion decisions are made.  Progressively higher ranks require more distinguished performance than do lower ranks.  Moreover, promotion to the two highest ranks requires outstanding performance.  The progression of academic ranks, from lowest to highest, in the promotion system is as follows:

1.  Instructor
2.  Assistant Professor
3.  Associate Professor
4.  Professor

The predominant qualities of each rank are drawn from the "Rank Requirements" as outlined in Policy 6.10 of the *Full-Time Faculty Handbook*. (4.A.5)

As a faculty member progresses in rank, the primary professional responsibilities remain his or her major concern, but the faculty member is also expected to expand the teaching and learning concept by sharing knowledge and exhibiting leadership in the department, college, community, and

profession, in congruence with the college's mission.

The faculty member is responsible for initiating the process of promotion consideration by submitting a performance portfolio to the Rank Committee.  The Rank Committee consists of four voting members, two academic faculty and two professional-technical faculty, who serve for a period of three years.  In addition, a non-voting advocate is selected by the applicant from among full-time faculty in his or her department.  The advocate represents the applicant during Rank Committee discussions.

## ANALYSIS AND APPRAISAL

### Faculty Evaluation

**Strengths:**

- The college has a well-formulated policy for full-time faculty evaluation that is implemented across the instructional departments.

**Challenges:**

- Understanding of the required and optional elements of part-time/adjunct faculty evaluation is not uniform across campus.

**Courses of Action:**

- The Office of Instruction will work to better train department chairs regarding proper evaluation procedures for part-time/adjunct faculty.

# Scholarship, Research, and Artistic Creation

The mission of the College of Southern Idaho does not include a specific focus on scholarship, research, or artistic creation. Nevertheless, many faculty choose to engage in one or more of these activities, and, when deemed appropriate, their endeavors are supported by the institution in a variety of ways. (4.B.1)

## Sabbaticals

Sabbatical leave of absence is a privilege available to qualified members of the faculty and staff. Sabbaticals provide time for intellectual refreshment and professional growth, which is normally obtained by study, research, travel, work experience, or other creative activities. The objective of a sabbatical leave is to enhance the service of the applicant to the college and to increase the distinction of the college. (4.B.2, 4.B.5)

Applications for sabbatical must be accompanied by a statement detailing an applicant's goals and objectives and by a program of study that the applicant proposes to follow while on leave. Upon completion of the sabbatical, each employee must submit a written report to the president that reviews the completion of his or her stated goals and objectives. If an application is denied for lack of a suitable plan, the applicant is given an opportunity to improve the plan and to resubmit the application.

An applicant for sabbatical must have been employed full-time at the college for a minimum of six consecutive years immediately preceding the sabbatical leave. A sabbatical leave may be granted for a period of one full academic year, one full semester, one or two summer periods, or for an equivalent period of time.

When an application for sabbatical is made, the president and executive vice president/chief academic officer, in consultation with the requestor's department chair or supervisor, make the decision to grant, or deny, the request.

During the self-study process, it was discovered that Policy 6.14.02 regarding sabbatical leave in the *Full-Time Faculty Handbook* was out of date with current practices at the college. The policy is currently being updated.

## Grants

Grants are another valuable source of assistance that the college and the CSI Foundation provide for scholarship, research, and artistic creation. The CSI Foundation awards mini-grants to faculty, staff, and administration for projects designed to support the initiatives of the strategic planning process. (4.B.6) These initiatives include:

- Accommodating diverse teaching and learning styles.
- Retaining high-risk students.
- Accommodating learning disabilities.
- Using instructional technology.
- Developing new courses or improving current course delivery.
- Ensuring computer literacy of graduates.
- Promoting collaboration among faculty and staff.
- Fostering economic development in our communities.
- Seeking alternative funds for institutional priorities.
- Increasing retention to graduation.

The maximum award for each mini-grant for an individual is $2,500. Funds may be used for supplies, equipment, consultants, technical assistance, and registration fees.

The institution also offers pioneering grants, which are intended to fund exceptional, visionary projects that have a wide benefit to the college. Additionally, collaborative retreat grants are available to departments from the Foundation and are used for planning coordinated projects. (4.B.4)

A summary of artistic creation, scholarly activity and research conducted by faculty as a result of these opportunities can be found in Appendix 4.10.

**ANALYSIS AND APPRAISAL**

**Scholarship, Research, and Artistic Creation**

<u>**Strengths:**</u>

- The college offers a variety of opportunities for faculty to engage in scholarship, research, and artistic creation.

- The Foundation and institution offer a variety of internal grants.

<u>**Challenges:**</u>

- The policy concerning the granting of sabbatical leave outlined in the *Full-Time Faculty Handbook* is out of date with current practices at the college.

<u>**Courses of Action:**</u>

- Update the sabbatical policy in the *Full-Time Faculty Handbook* to accurately reflect current practices at the college.

# Appendices

4.1     Chart depicting growth compared to other institutions in the state

4.2     Instructional Branch Organizational Chart

4.3     Table #1 Institutional Faculty Profile

4.4     Table #2 Number and Source of Terminal Degrees of Faculty

4.5     Fall 2003 Accreditation Survey Question #11

4.6     Personal Plan for Improvement Worksheet

4.7     2003 CCSSE Survey Results

4.8     Full-Time Evaluation Policy

4.9     Part-Time Evaluation Policy

4.10     Summary of artistic creation, scholarly activity, and research conducted by faculty, as a result of grant opportunities

# Exhibits

4.1     CSI *Employee Policies and Procedures Manual*

4.2     CSI *Full-Time Faculty Handbook*

4.3     CSI *Part-Time/Adjunct Faculty Handbook*

4.4     Faculty Committees and Membership

4.5     Curriculum Committee Minutes

4.6     2003-2004 Curriculum Committee
        Summary

4.7     Program Review Booklet

4.8     Full-Time Faculty Evaluation
        Schedule

## Standard Four Committee

**Chair:**

- Curtis Eaton, Vice President of
  Planning & Development and
  Student Services/
  Executive Director CSI
  Foundation

**Members:**

- Debra L. Annest,
  Adjunct Instructor,
  Allied Health

- John Boling,
  Adjunct Instructor,
  Life Sciences

- Jim Dawson, Professor, Study
  Skills/2003 Faculty Senate Chair

- Rosemary Fornshell, Associate
  Professor, Business

- Julie Heithecker, Assistant
  Professor, Information
  Technology/2004 Faculty Senate
  Chair

- Jim Irons, Associate Professor,
  English

- Lynn Irons, Professor,
  Developmental Math

- Tracy Meyerhoeffer, Assistant
  Professor, Director
  Paraeducation Training Center

- Dr. Jan Simpkin, Associate
  Professor, Biology

- Ken Tripplet, Professor,
  Cabinetmaking/Woodworking

# Standard Five:
## Library and
## Information Resources

# Standard Five, Part I:
# Library

## Overview

The mission of the library is to provide information services to the students, faculty, and staff of the College of Southern Idaho. The library's wide range of services includes Web-based access to the library catalog and to electronic databases, Internet access, interlibrary loan, reference, reserves, current content service, bibliographic orientation and instruction, photocopying, and audiocassette duplicating. Services are also provided to distance students including those at the CSI off campus centers and those enrolled in Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), and Northwest Nazarene University (NNU) courses held on the CSI campus.

The library's collection includes books, reference works, journals and magazines, videos, music CDs, Books on Tape, maps and pamphlets. Currently registered students, College of Southern Idaho faculty, and college staff maintain borrowing privileges at the library. Moreover, any adult who is a permanent resident of the



Magic Valley may purchase a one-year courtesy card at the front desk. The library is open to all visitors for reference use. More than 150,000 people visited the library

in FY2003 and more than 16,000 items were checked out of the library. (Appendix 5.1)

The library is open seven days a week for a total of 76 ½ hours during fall and spring semesters, 56 hours per week during summer semesters, and 42 ½ hours per week during interim periods. (5.C.1)

The College of Southern Idaho Library is a member of OCLC Western Service Center, Idaho Library Association, and Pacific Northwest Library Association.

## Holdings and Equipment

The library contains informational materials relevant to the studies of lower-division college students. The library houses almost 60,000 titles; about 350 magazines, journals, and newspapers; and almost 2,400 videos. (Appendix 5.2) A collection of pamphlets and maps is also kept, as is a reserve collection composed of materials placed on reserve by faculty for their individual courses. (5.A.1)

Starting in 1995, the library converted its holdings to machine-readable format and installed Dynix's Horizon as the library's automation system. The library uses the circulation, cataloging, serial, reserve bookroom, staff catalog, and inventory modules of the Horizon system. Web-based access to the library catalog is also available through the library Web site; therefore, the library catalog can be utilized from any computer with Internet access. The Horizon system is upgraded annually and has been found to be reliable and able to be adapted to the needs of the library.

Since the opening of the new library building in 1996, 41 computers have been added, and the total number of student computer stations is now 51. Additional

equipment includes two black-and-white printers, one color printer, three library catalog stations, copy machines, a microfiche reader/printer, audiocassette players, CD players, VCR/TV combination units, and a DVD/TV combination unit. A 4-track Telex audiocassette player and a Merlin video magnifier system are available for students with disabilities. (5.A.1)

The following list provides a brief overview of the library's collections, resources, and equipment. (5.A.2)

### Circulation Collection

The circulating collection consists of more than 58,000 volumes, which circulate for a period of one month. Borrowers are allowed to renew checkouts twice, if needed.

### Reference Collection

The reference collection consists of more than 5,300 library-use-only volumes that may be referenced and photocopied as allowed by copyright laws and regulations during library business hours.

### Periodicals

The library subscribes to 312 periodicals, which are housed in the periodicals section of the library. Current editions of many magazines, newspapers, and journals are displayed on a current periodicals rack near the library entrance for easy browsing.

### Reserves

Instructors have placed more than 1,500 items on reserve in the library. This information is checked out to students for library use or, in some cases, overnight use. Instructors from other higher education

institutions who are teaching courses on the CSI campus can also place items on reserve.

## Audiovisual

The collection of videos, DVDs, music CDs, Books on Tape, and audio recordings totals more than 3,600 items. Almost 2,000 of these resources were checked out during FY2003. (Appendix 5.3)

## Special Collections

The library maintains a collection of historical materials about CSI including catalogs, course schedules, news releases, newspaper clippings, photographs, and committee minutes. The library also houses a collection of donated history books, pamphlets, newspapers, magazines, and photos whose subject matter is of local historical importance and interest.

## Web and CD-ROM

The library Web page improves access to parts of the library's collections and guides patrons to a variety of online information resources. It provides information about the library and its services, lists the music CD collection and new acquisitions, and provides useful online links. The page is accessible via the Internet, and most of the online links are available on and off campus. A full description of the contents of the Web page follows in the section on "Services."

CD-ROMs are available to patrons in two ways. Those that come packaged with printed books are shelved separately at the checkout desk. These are available for use in the library by anyone, and for checkout by students, faculty, staff, and courtesy card holders. In addition, some faculty members require their students to use CD-ROM databases. These are stored elsewhere on

campus, but the students can access them through the library's computers. (5.B.5)

## Internet Access

Internet access is available on all 51 computer stations. Software on these machines is updated every semester by Information Technology Services. A survey of students, conducted in the library in April 2003, shows that virtually all students who use the library make use of the computers. (Appendix 5.4) In order to further increase computer accessibility in the library, two wireless access points were installed in the fall of 2003. Laptop computer users can purchase a suitable wireless adapter card in the CSI Bookstore. (5.B.5)

## Satisfaction with Holdings and Equipment

Results of the Fall 2003 Accreditation Survey indicate that the holdings and equipment provided by the library are sufficient to support the curriculum of the college. More than 75% of the respondents stated that they agreed or strongly agreed that "the library collection was adequate to meet their needs," and more than 78% reported that "library equipment was adequate to meet their needs." (Appendix 5.5) However, student comments from the same campus-wide survey did note that a lack of computer workstations in the library was becoming a problem. This need has been acknowledged; more computers will be added in the future as funds become available.

Additionally, in the fall of 2003, the college's former library director conducted an e-mail survey of department chairs regarding their feelings about the adequacy of the library holdings with respect to their specific areas. Responses to this survey

were overwhelmingly supportive of the library and its ability to meet the needs of specific departments on campus. (Exhibit 5.1) (5.A.2, 5.B.4)

**ANALYSIS AND APPRAISAL**

**Holdings and Equipment**

<u>**Strengths**</u>

- The library has up-to-date computers and software.

- The library has a computerized catalog with Web access.

- The depth and breadth of the collection supports curricula.

- Equipment allows students with disabilities to access library holdings.

- The computers, printers, and photocopiers are easily accessible.

<u>**Challenges**</u>

- Maintaining an adequate number of computers for student use as enrollment continues to increase.

- Continually increasing demand for and cost of online subscriptions.

<u>**Courses of Action**</u>

- Pursuing grants and working closely with the CSI Foundation to further increase funding and support for the library.

- Add more computers as budget allows.

- Partnering with other libraries and institutions to share cost and expertise.

# Services

The CSI library offers a wide variety of services to students, staff, faculty, and the community.  A description of the library's services follows. (5.A.3)

**Circulation and Reserves**

All college employees, students, and courtesy card holders may check out books, maps, pamphlets, pictures, videos, CDs, and audiocassettes from the lending collection. The length of time that items can be checked out varies by the medium chosen, and no more than two renewals are permitted.

| Material | Length of Time | Limit |
|---|---|---|
| Books | 1 month | Five on one subject |
| Videos | Overnight or over the weekend | Two |
| CDs | 2 weeks | Three |
| Pamphlets & Maps | 1 week | Five on one subject |

The library also maintains a special reserve collection of materials at the checkout desk. These materials are provided by instructors and are held in reserve in order to allow a whole class or group to have access to them. Reserve items are lent to students for library use only, or for overnight checkout, and remain in the reserve collection for one semester. (5.A.3)  Instructors from BSU, ISU, NNU, and UI are also allowed to put items on reserve. (5.C.2)

**Information Services**

The staff at the checkout desk and the reference librarian are available to answer informational requests from students,

faculty, staff, and community members. Staff members generally handle quick reference questions and refer in-depth questions to the reference librarian. The public services staff also assist patrons in using the computers and locating materials around the library.

The library invites new full-time faculty and staff to come to the library soon after their arrival on campus for a personal one-on-one introduction to the services and collections that are most likely to be relevant to their needs. All new full-time employees of the college receive a library welcome package of information describing the collections and services of the library and are requested to make their informational needs known to the library, especially requests for new items that are required in their work with students. (Exhibit 5.2) (5.B.4)

Instruction is an important part of information services. The reference librarian is responsible for bibliographic instruction to CSI classes and other groups. In FY2003, 65 groups, totaling more than 1,000 persons, attended these presentations. The reference librarian is also a certified trainer for the LiLI databases from the Idaho State Library, and visits local schools to provide training sessions. The library's classroom is also used as a downlink site for six to ten teleconferences each year, which are offered free of charge to local school and public librarians. (5.B.2, 5.B.5)

The reference librarian is the adviser for the Library Science Department, and teaches a Library Skills course. In the last year, the department has expanded its offerings to include a course in copyright and intellectual property, and will soon add a course in information literacy. (5.B.2)

## Interlibrary Loan

The library participates in an interlibrary loan network that allows it to borrow holdings from other libraries that are not available from its own collection. In FY2003, more than 500 books and articles were borrowed through this service at the college. Additionally, almost 400 books from the college's collection were lent to other libraries in the network. (5.C.2)

Every month the library compiles a list of items borrowed from other libraries. From that list, those items determined to be of wider interest are purchased and added to the collection. Items that are of very specialized interest and unlikely to have broader value to the library's clientele are not purchased. The interlibrary loan service is the appropriate means for providing access to materials that are only rarely needed. (5.B.1)

## Current Awareness Services

At the request of faculty or staff, and with copyright permission, a photocopy of the table of contents page of journals is regularly sent to the requester. This service enables faculty and staff to more easily maintain an awareness of progress and developments in their fields of interest. During the fall 2003 semester, over 50 users took advantage of this service.

A monthly list of new books, videos, and other materials added to the collection is also sent to individuals who request it, either in a printed copy or by e-mail. Over a period of time, this enables faculty and staff to maintain an awareness of the general content of the library and of contents in particular areas of personal interest.

Finally, the reference librarian compiles select bibliographies of books, articles, and videos in the library relating to a given topic when such a list is requested. This service proves useful to faculty and staff who are planning a new program or a new course. It is also useful for departments, especially Health Sciences and Human Services, whose programs are separately accredited. (5.B.2)

## Library's Web Page

The library's Web page serves as the gateway to the library's online catalog of collections, as well as to its indeces of journals and newspapers. The library's Web site also includes a national catalog of all the major libraries in the United States and a database of all U.S. colleges and universities and the courses and curricula that are offered by them. (5.B.1)

The library's Web page is maintained by the reference librarian with the assistance of the campus Webmaster. The page provides a variety of information, including links to the following library information:

- Automated catalog
- Monthly lists of new acquisitions
- A database describing the contents of the CD music collection
- Virtual suggestion box and e-mail link to the reference desk
- Collection development policy
- Library Science program description

Other links on the page guide patrons to these electronic information resources outside the library:

- Twenty-six indices of full-text articles and abstracts of articles from magazines, journals, and newspapers
- Electronic editions of 14 print journal subscriptions

- CQ Researcher – a database of full-text articles on current affairs
- Links to selected useful, high-quality Web sites
- OCLC WorldCat – an automated catalog of libraries throughout the United States
- College Catalogs Online
- Two sites with criteria for evaluating the quality of Web resources (5.B.2, 5.B.5)

## Distance Education Support Services

The library's information resources and services are adequate to meet the requirements of the distance education programs offered at the college and are accessible from the main campus and from the outreach centers. The services offered to the students, instructors, and staff at outreach centers consist of e-mail and telephone communication with the library staff, Web access to the library catalog and online databases, and courier delivery of materials. The library's public services manager communicates regularly with the outreach center directors to ensure that library service is operating well and to make any improvements that are needed. The directors of the outreach centers have each reported much satisfaction with the library services provided. (5.C.1)

Online learners and students taking individualized-study courses can search the catalog and the online databases from any computer with Internet access.

The LIBS 260 course, Copyright and Intellectual Property, is offered online. A new online course, LIBS 270 Information Literacy, will be available beginning fall semester of 2004.

Employees of Micron Technology in Boise can take CSI classes in math and electronics. Those math students have access to the same supplementary math videos that all other CSI students use. The videos are housed in Micron's Corporate Training Center.

## ANALYSIS AND APPRAISAL

### Services

**Strengths**

- The positive and proactive attitude of staff. If a need arises, the staff is approachable, friendly, and happy to help.

- When a need is identified, adequate resources are available so that the need is addressed quickly.

- The library is open seven days a week.

- The library offers a breadth of services, and patrons can access those services easily.

**Challenges**

- Despite the resources provided, reaching distance education students can still be a challenge.

- The increasing cost of electronic subscription services.

**Courses of Action**

- Increase the number of library instruction sessions and make them accessible to off-campus students.

- Join local library consortia to share costs and expertise.

# Facilities and Access

The College of Southern Idaho Library was constructed as part of the Gerald R. Meyerhoeffer Building in 1996. (Appendix 5.6) The spacious, custom-designed facility covers more than 24,000 square feet and includes:

- Five group study rooms
- 51 student computer stations
- Six index carrels
- 60 study carrels
- Seating for more than 60 students at group study tables
- An audiovisual room
- A library classroom
- A library conference room

Numbers of library patrons tallied in 2003 indicate that current space is sufficient to meet the needs of those using the library. Even at peak times, only 44% of the total seating area was occupied. (Appendix 5.7) However, comments on student surveys conducted by the library and by the Accreditation Steering Committee indicate a concern among users about a lack of computers in the library. This concern is being addressed by the installation and expansion of wireless capabilities.

Additionally, a new special collections room was built into the existing library in the summer of 2003 to accommodate donations of local historical significance. However, there is limited space for expansion of the reserve, video, and CD collections. (5.E.2)

The library's hours of operation were extended in October 2002 at the request of the CSI Student Senate. (5.E.1) The library is now open seven days a week for 76 ½ hours during fall and spring semesters, 56 hours per week during summer semesters,

and 42 ½ hours per week during interim periods. The campus-wide survey indicated that 73.3% of respondents agreed or strongly agreed that the library hours of operation were adequate. (Appendix 5.8) (5.C.1) Many library services are also accessible 24 hours a day via the library's Web site. These services were outlined above in the section titled "Library's Web Page." (5.C.1)

Other than the standard use of the interlibrary loan service via the OCLC network, services and information resources offered by the library for the students, faculty, and staff on campus and at the outreach centers are self-contained and are not dependent on cooperative agreements with or support from other libraries. The Idaho State Library provides state-funded access to a variety of indexing and information databases to all libraries in the state, but this access is not dependent on any signed agreement. (5.C.2)

## ANALYSIS AND APPRAISAL

### Facilities and Access

#### Strengths

- The library is located in an attractive, spacious facility that is less than ten years old.

- The library facility and its equipment are easily accessible.

#### Challenges

- There is limited space for reserve, CD, and video collections.

- Some users expressed a concern about a lack of computers in the library.

#### Courses of Action

- Reconfigure space where reserve, CD, and video collections are stored.

- Move videos and CDs out on the floor where patrons can browse them freely.

- Explore the possibility of adding e-reserves.

- Explore the possibility of adding a virtual reference service that would make reference services accessible 24 hours a day, seven days a week.

- Continue to improve wireless capabilities in the library.

## Personnel, Budget and Management

### Personnel

The library is fortunate to have a strong group of long-time, qualified employees, as well as a group of recently added, skilled personnel. (Exhibit 5.3) Ten contracted staff provide library services. Two of those staff members, the library director, and the reference librarian are professional librarians, while the remaining eight are paraprofessionals who have specific duties and job descriptions within the library. (5.D.2) Eight to ten work-study students are hired to work in the library each semester. Each student works nine hours a week in the areas of circulation, public service, computer assistance, and stack management. The long-time library director, who had been at the college since 1977, retired at the conclusion of the fall 2003 semester, and his position is currently being filled.

Overall, staffing levels are adequate. However, the library has one reference librarian, and reference services are not available during all hours of operation. Currently, the library does not offer virtual real-time reference services. Still, the campus-wide Fall 2003 Accreditation Survey reinforced that the staff is considered a strength of the CSI Library. More than 82% of respondents agreed or strongly agreed when asked if the library staff was adequate to meet their needs. (Appendix 5.9) (5.D.1) The staff of the library are constantly working to develop their skills as is evidenced through constant staff development activities. (Exhibit 5.3) (5.D.3)

## Budget

The operational budget for the library has been sufficient to meet its mission and goals. (Exhibit 5.4) The library was able to add a full-time library technician to the staff in July 2003 to meet demands created by the extension of library hours in October 2002 and the increase in library patrons that followed. (5.D.6)

## ANALYSIS AND APPRAISAL

### Personnel, Budget and Management

#### Strengths

- The library is staffed by a group of knowledgeable, quality personnel.

#### Challenges

- None.

#### Courses of Action

- None.

# Planning and Evaluation

### Collection Development Procedures

CSI is a community college with a rapidly growing body of lower-division students and has a mission to encourage this population to lead enriched, productive, and responsible lives. The library's Collection Development Procedures focus on acquiring the informational materials that are needed by the students, faculty, and staff in order to support this mission. (Exhibit 5.5) (5.A.3, 5.B.3)

The instructional programs and courses described in the college catalog are the primary determinant of the areas and levels of information that need to be reflected in the library collections. The faculty, who are the primary instructional and self-developmental guides for the students, are asked to maintain familiarity with the sections of the library collections that relate to their students' needs, and to regularly submit requests for new materials to keep the information in each section current and relevant to the students' educational and self-developmental goals.

The library director, who is a member of the Curriculum Committee, receives copies of monthly meeting minutes from the Curriculum Committee, department heads, Faculty Senate, and board of trustees. (5.E.1) This information provides advance notice of new courses, programs, and college interests that will need informational support from the library. This process allows the library sufficient time to acquire essential library materials. Additionally, when new courses are proposed to the Curriculum Committee, the proposal is required to contain an assessment of the impact the course would have on existing library resources and of any additional

resources that would be needed for the course. (Appendix 5.10) (5.B.1, 5.B.4, 5.D.5)

Most of the online indices are provided to CSI by the Libraries Linking Idaho (LiLI) program at the Idaho State Library. However, instructional departments have a major impact on the selection of electronic resources in the library. The library subscribes to ERIC at the request of the education faculty and to CINAHL at the request of the Health Sciences and Human Services Department. The reference librarian selected CQ Researcher, but many of the English and communication faculty have come to appreciate it. The Life Science Department included the subscription cost of Biological Abstracts in a recent grant proposal. The English Department has requested that the library subscribe to the MLA Bibliography. The library staff will continue to work with the faculty to expand the collection of online journal indices and other electronic information resources. (5.E.1)

The CD music collection is meant primarily to support the survey courses in classical music and jazz. The reference librarian, in consultation with the music department faculty, makes selections. (5.E.1)

The reference and public service staff who work directly with students note areas or topics for which new materials are needed, and these needs are translated into specific acquisitions.

Recommendations from individual students for improving the collections are also welcomed and are actively solicited via bulletins posted in the library and on the library's Web site. Additionally, the checkout and reference desks' statistics are examined annually, and this review is used

to analyze which subjects within the library are most in demand. This process provides a useful guideline for further library acquisitions. (5.E.3)

Finally, the library professional staff annually review each of the library collections and note when obsolete materials should be removed, and when new materials and topics should be added. (5.E.3)

The library requests and welcomes feedback from all users of the library. Maintaining the collections at the optimum level of usefulness for the students, faculty, and staff of the college is a constant work in progress. The library invites its users to communicate all recommendations, requests, criticisms, praise, and complaints to one of the library staff so that the library can correct any problems that exist and can maintain its ongoing goal of constant improvement. (5.B.4)

The informal nature of the current Collection Development Process may not fully accomplish the goal of involving library patrons in the planning process. Results of the Fall 2003 Accreditation Survey indicate that only 45% of respondents agreed that they had the opportunity to participate in the planning and development of library resources and services. (Appendix 5.11)

At the end of the 2002-2003 academic year, a survey of students using the library was carried out to ascertain the degree to which library resources and services are meeting students' needs. Several recommendations from this survey have already been implemented, including stricter noise control and the purchase of office chairs to supplement the sled-based stools at the computer workstations. Additionally, at the

request of the students, cell phones were
banned in the library in May 2003. (5.E.3)

## ANALYSIS AND APPRAISAL

## Planning and Evaluation

### Strengths

- The library has adequate breadth and
  depth of collections.

- The library invites input from all its
  users in its goal of constant improvement.

### Challenges

- There is a weak formal process for
  campus-wide input into library planning.

### Courses of Action

- Refine and formalize the Collection
  Development Process.

## Standard Five, Part IIA: Information Resources

## Information Technology Services

### Overview

The mission of Information Technology Services (ITS) is to provide the campus community with information technology tools and services that are user-friendly, reliable, and readily available. A stable and secure network infrastructure for data, video, and voice services for all campus constituents is critical to the college's instructional and administrative operations. Specific components of the ITS department include campus computing and telephony, maintenance and development of two-way interactive distance learning systems, a UHF television station, an AM radio station, an audio and video production studio, audiovisual equipment services, and performance production services. All communication systems at the college are managed and supervised by the dean of Information Technology.

## Equipment

### Connectivity

The main campus in Twin Falls is connected via a fiber optic cable system with network speeds of 1000 megabits per second (Mbps) on the backbone and 100 Mbps to the desktop. Internet access for the campus is currently maintained at 6 Mbps; a redundant link at the CSI Mini-Cassia Center operates at 1.5 Mbps. Firewalls protect the internal network. Wireless network access is currently available in the Taylor Administration Building, the Meyerhoeffer
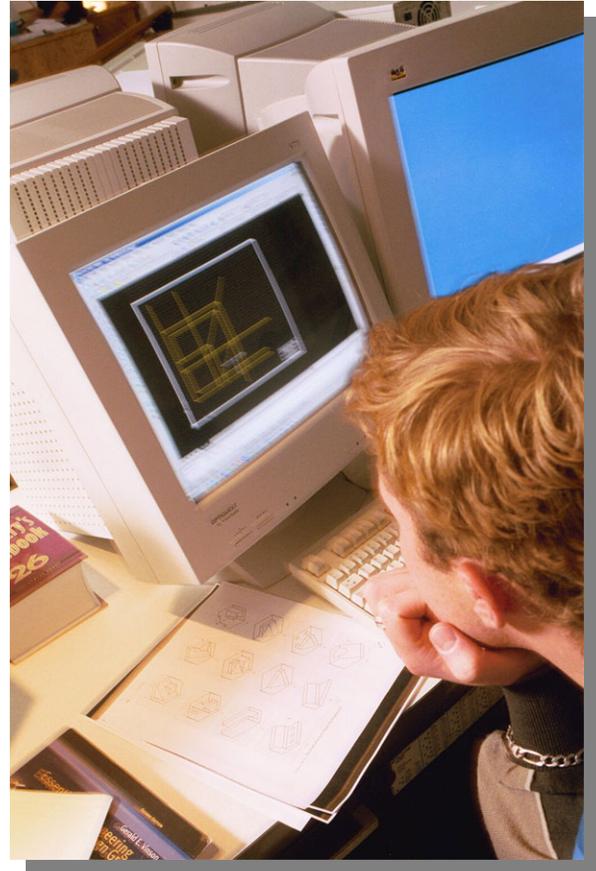
Building, the Canyon Building and the dormitory. High throughput switches and routers bridge the network segments together. Three of the four CSI outreach centers are connected to the main campus via digital microwave radios; Mini-Cassia and North Side are connected at 45 Mbps and Blaine County is linked at 8 Mbps. In addition, the college has established digital and analog network links to area high schools and health centers primarily for video distance education applications.

### Data Operations

The college computer resources are detailed in the following table.

| Table One | Twin Falls Campus | Mini-Cassia Center | North Side Center | Blaine County Center | TOTAL |
|---|---|---|---|---|---|
| **CSI Computers** | | | | | |
| Network Application Servers | 31 | 3 | 1 | 1 | 36 |
| Student Lab Workstations | 543 | 69 | 10 | 30 | 654 |
| Student Lab Mobile Laptops | 86 | 10 | 0 | 0 | 96 |
| Teaching Workstations | 57 | 6 | 0 | 2 | 65 |
| Faculty/Staff Workstations | 431 | 12 | 3 | 4 | 450 |
| **TOTAL** | **1,148** | **100** | **14** | **37** | **1,301** |

In addition to computers, the data network consists of a large number of printers (desktop and network), PDA devices, scanners, CD-ROM servers, storage devices, etc. The 153 computers at the college's remote sites are linked to the data network via digital microwave radio links; these links provide high-speed connectivity for these remote computers to the CSI network, at speeds nearly equal to those connected in a main campus building. Approximately 750 student computer lab workstations are distributed throughout seven open computer labs and 25 instructional labs. Instructional labs are used for scheduled classes, whereas the open labs are available for drop-in use by students during all scheduled hours. Open lab computers are replaced on a three-year cycle, which is the replacement goal for computers in most campus programs and departments. (5.D.6)

The ITS department assists campus computer users in the selection and procurement of hardware and software. The college's software request process enables faculty and staff to request software applications for campus computer labs and classrooms. The campus software inventory is extensive, and site license agreements exist for key applications. The site licensing agreements ensure up-to-date, proven software for critical networking and office applications. The institution has also purchased ongoing maintenance contracts with software vendors specializing in higher education student information systems. (5.A.1)

## Voice Operations

In spring 2003, the college converted its traditional telephone system to a Cisco Internet Protocol based system (VoIP). This system enables voice traffic to travel over the main campus network, thus leveraging existing network and personnel resources; reducing monthly costs, online charges, and maintenance; and providing the path for future integration of voice and e-mail messaging. Cisco's VoIP products, CallManager and Unity, serve as the PBX and voice mail systems respectively, with Cisco 7940 and 7960 handsets. Currently, there are 394 of these Cisco handsets on campus and 13 at the outreach centers. The Unity system provides voice mail services for faculty and staff; currently, there are 489 subscribers, which include all full-time faculty and staff and many part-time faculty. In addition, the legacy telephone system remains in operation and provides basic voice services at various locations around campus.

## Video Operations

The college has an extensive telecommunicated distance education program, which operates some 150 hours per week during the school term and is able to deliver programming to 20 sites throughout the service region. These sites include the CSI outreach centers, regional high schools, and health care providers, all equipped with one or more fully featured interactive classrooms. This system delivers two-way interactive video and audio that link sites on the network. The predominant transmission medium is microwave (primarily digital with some analog) along with some local fiber links. In addition, an ISDN connection is maintained so that any CSI network site can be linked to a remote site on the public, dial-up H.320 network. One-way satellite downlinks can also be delivered anywhere on the system.

KBGH, UHF Channel 19, is a broadcast television station owned and licensed by the College of Southern Idaho. Both live and pre-taped educational programming is broadcast. The station's broadcast signal can be picked up over the air, generally within a 30-mile radius of the transmission site east of Jerome, via a UHF antenna (which can be purchased at the CSI Bookstore or local electronics stores). In selected service areas of the region, KBGH programming can also be received over the Cableone and Teton Wireless cable systems.

KEZJ-AM is a radio station owned and licensed by the College of Southern Idaho. Currently, CSI has a programming and maintenance agreement with Boise State University Radio to assist with the operations of the station and to program portions of the broadcast for the benefit of the Twin Falls community. CSI facilitates

some of BSU Radio's operation in the Twin Falls region by hosting equipment and staff, and this cooperative arrangement has worked well for both parties.

ITS video resources include an audiovisual production and editing studio. These facilities allow for the production of new educational works as well as the editing and duplication of existing materials. Portable production equipment is also available, which allows for the capture of new footage at both indoor and outdoor locations. The studio is connected to CSI's telecommunication systems, permitting live productions to be received at remote sites, including satellite uplink facilities. At present, the production studio is a mixture of older, tape-based equipment and newer, computerized digital technology.

## AV Resources

ITS supports AV equipment utilized in campus classrooms. All classrooms are equipped with basic audiovisual equipment on a permanent basis; this equipment includes, at minimum, a television and VHS video player and an overhead projector. Approximately 60% of campus classrooms are multimedia classrooms with most, if not all, of the following components: LCD projector, amplified sound system, visual presenter, VHS video player, computer with DVD player, and teaching station. (Appendix 5.12) Typically funding for classroom AV resources originates in the instructional departments, but ITS designs, installs, and maintains this equipment. ITS also has an inventory of equipment (slide projectors, filmstrip projectors, overhead projectors, tape and CD players, and projection screens) available for checkout by faculty and staff. (5.B.1, 5.B.3)

### Performance Production

The performance production services at CSI provide sound and lighting support for internal and external events held at the college, primarily in the Fine Arts Auditorium, the Exposition Center, and the gymnasium. Equipment available to support these events includes a Peavey sound board, amplifiers, equalizers, microphones, speakers, and an Oasis Stage Werks electronic theatre control lighting system with dimmer panels and assorted lighting instruments.

### Summary

Measures of ITS resources, network services, and accessibility at CSI compare favorably to other public two-year institutions throughout the country, according to data from the Thirteenth National Survey of Computing and Information Technology in American Higher Education. The college has established a high-speed, regional network that provides services and applications to all its instructional centers. (5.A.3)

Administration, faculty, and staff are overwhelmingly positive about the CSI technology environment (hardware, software, and support). For example, the percentage of administrators, faculty, staff, and students who agree or strongly agree that the "overall state of the campus software and hardware is adequate to meet [their] needs" is 83%, 78%, 84% and 81% respectively, with no more than 2% of any group indicating strong disagreement with the statement. (Appendix 5.13) (5.A.1)

The campus information resources support the curriculum, as evidenced by an extensive software inventory, an extensive inventory of classroom technology, and the user-expressed satisfaction relative to the institution's available information resources. The development of a student laboratory network, referred to as the "Technosphere" is one example of how curriculum drives the ITS environment at the college. The need to provide students with a hands-on opportunity to actually maintain and manage a functioning network was identified. However, this sort of freedom and innovation is not compatible with the operational stability required for the college's production network. Thus, the "Technosphere" network was created to meet this need without negatively impacting college operations. (5.A.2)

### ANALYSIS AND APPRAISAL

### Equipment

#### Strengths

- Diverse resources are available.

- Equipment is well-maintained.

#### Challenges

- Keeping installed technology base current.

#### Courses of Action

- None.

## Services

### Connectivity

The college's network is linked to the region and beyond. There is an established contract for WAN services that provides dependable access and the opportunity for future growth.

Tools are used to monitor network traffic and bandwidth utilization. The college has invested resources to develop a regional network that links all of its branch locations, regional high schools, medical centers, and other public agencies throughout its service region. The college routinely utilizes its dial-up video services and satellite downlink capabilities. (5.B.5)

## Data Operations

ITS designs and supports the campus network and computing operations. Some of the services provided include designing the network, providing security, and ensuring optimal performance. ITS maintains network components, including cabling, routers, and switches, and provides server maintenance and upgrades. ITS manages computer policies; end-user support, including hardware and software selection; problem resolution; and vendor relations.

End-user support is primarily provided by the Help Desk, which tracks and manages support calls from end users for all the college's technology. (Exhibit 5.6) Besides computer hardware and software problems, this group responds to AV needs or problems, multimedia classroom requests, and questions about telephony functions. Help Desk staff install and troubleshoot software on staff computers, and on the computers in classrooms, labs, and instructional teaching stations. (5.B.2)

The college's software request process enables faculty and staff to request that software applications be tested and installed where needed. The campus software inventory is extensive, and site license agreements exist for key applications. These site licensing agreements help to ensure up-to-date, proven software for

critical networking and office applications. The institution has also purchased software from, and has ongoing maintenance contracts with, software vendors specializing in higher education student information systems. (5.B.1)

## Voice Operations

ITS designs and maintains voice applications on the CSI network and provides end-user support for telephony operations. Cable installation and relocation, problem resolution, and vendor relations are also handled within the ITS group.

## Video Operations

CSI's video operations allow distance education courses to be offered via videotape or interactive video through the common network the college has established with its remote sites. (Appendix 5.14) The interactive system is designed so that teachers and students using it have to make minimal accommodations to their teaching and learning practices. Support personnel are assigned to control cameras, manage audio levels, and monitor system operations. To the extent possible, the system has redundant components to enhance reliability. However, in those cases where the system does fail, the assigned support person contacts the operations supervisor and/or the support and development staff within video operations. If the problem cannot be resolved quickly, the support person records the class session on videotape, and copies are later distributed to the remote sites on the network. In the rare case that a problem persists beyond one class session, speakerphones are established at the remote sites to enable audio communication with the instructor and host site. In general, students express positive reviews for the classes offered over the college's interactive

video system.  Campus faculty and staff also generally agree that students at a distance are supported with their technology needs, although responses indicate there is room for improvement. (5.B.1)

## AV Resources

ITS staff designs, constructs, and supports the campus multimedia classrooms, and maintains the college's inventory of AV equipment.

## Performance Production

Performance production services provide technical sound and lighting support for events taking place in the Fine Arts Auditorium, the Exposition Center, the gymnasium, and elsewhere on campus.

## Institutional Research

The ITS department provides institutional research reporting for the institution.  These reports include federally required reports such as IPEDS, performance reports requested by the state, and ad-hoc institutional reports such as class size, student characteristics and placement outcomes.  Every other year the office compiles and distributes an *Institutional Profile Report* that provides an in-depth look at key measures for the institution such as transfer, retention, and graduation. (Exhibit 5.7)

## Summary

The college has access to the global network via the Internet, dial-up video conferencing, and satellite downlinks.  A regional network has helped bring about greater integration of off-campus staff and students.  Campus technology is supported through a centralized support group.  Surveys indicate

that users are overwhelmingly positive about the CSI technology environment, including hardware, software, and support.  Policies and processes are in place to purchase, develop, and maintain the technology utilized.  The systems, coupled with the user satisfaction, provide evidence that information resources support the curriculum. (Appendix 5.15)

## ANALYSIS AND APPRAISAL

### Services

### Strengths

- Users are satisfied with ITS equipment and services.

- Campus technology is supported through a centralized support group.

- Information services support the curriculum.

### Challenges

- None.

### Courses of Action

- None.

# Facilities and Access

## Connectivity

The cable plant at CSI is well-provisioned.  The Taylor Administration and Desert Buildings house central server rooms.  Other major buildings have adequate space reserved and dedicated for wiring closets, equipment racks, and cable trays.  Outreach centers also have space allocated for

network equipment.  The college's microwave system has a tower and control room in the Canyon Building and leases space on towers and equipment rooms at high elevation points throughout the region.  Equipment storage areas are located in various buildings throughout the campus.

## Data Operations

ITS staff associated with data operations are housed in the Taylor Administration Building and in the Canyon Building.  Office space is generally more than adequate and offices are well-equipped.  Work areas for equipment repair and testing are available.

Campus ITS resources are available to faculty and staff.  Nearly all full-time faculty and staff have a personal computer and telephone.  Telephones are equipped with voice mail, and computers have network access including Internet and e-mail services and a suite of core software, including MS Windows and MS Office.  A number of part-time faculty also have telephones and computers as requested by their department chairs.  Survey responses from college faculty and staff indicate they are generally satisfied with their office equipment, and with the hardware and software available to them.

Computer network accounts for all students are automatically created shortly following students' course registration; these accounts enable on-campus access to core applications and to network drive space for file storage, and on- and off-campus access to an e-mail account and the Blackboard learning software.  Statistics show that 38% of students have used their CSI network accounts and 23% have used their CSI e-mail accounts.  There are 25 instructional labs and seven open computer labs at the

college with some 750 student computer workstations. (Exhibit 5.8)  Instructional labs are used for scheduled classes, whereas the open labs are available for drop-in use and, to accommodate students, are open for extended hours.  Open labs are available for general use by all currently registered students and are located in the Meyerhoeffer, Taylor Administration, and Canyon Buildings, the dormitory, the Mini-Cassia Center, the North Side Center and the Blaine County Center.  Open lab computers are replaced on a three-year cycle.  The computers throughout these labs function in exactly the same fashion: a common desktop and software suite that includes MS Office and all instructional software requested by campus faculty. (5.A.1, 5.B.1, 5.C.1)  CSI is committed to ensuring that computer technology is accessible to all students.  A variety of software for assisting students with disabilities is available on open lab workstations.  ITS staff members work with the campus Student Disability Services office to ensure needed hardware and software are available and functional. (5.C.1)

## Voice Operations

The facilities supporting voice operations are increasingly merged with those supporting data operations.  The same cable infrastructure, wiring closets, server rooms, and other network devices support both applications.

## Video Operations

The support group for video operations is housed in the Canyon Building, in an area with staff offices; a central equipment room for the system's radios, routers, and control systems; the production studio; and control stations where cameras and microphones are controlled during interactive classes.  An

additional control station room is located in the Evergreen Building. Equipment and space associated with video operations have expanded through the years with the growth of the system and are more than adequate to meet the operational needs.

Interactive classrooms are equipped with multiple cameras, large-screen televisions, and microphones to link with other similarly equipped rooms in the system.  Currently, there are eight interactive classrooms at the Twin Falls campus, two each at the Mini-Cassia and Blaine County Centers, one at the North Side Center, one at the Boise Micron plant, and one each at ten regional high schools.  In addition, smaller, single-camera systems are located at various health care providers and governmental agencies in the region.  Teachers enjoy continuous live video and audio for all sites linked together during a class session.  Faculty can use a guide to acquaint themselves with the equipment in these classrooms, and additional training is provided by the Instructional Technology Center. (Policy 2.6)

## AV Resources

Approximately 60% of the college's classrooms are multimedia presentation rooms designed to facilitate instruction. ITS staff members attempt to maintain consistent interfaces in these rooms so that faculty can travel between rooms and feel comfortable operating the technologies.  These rooms offer a range of presentation options and are in high demand by the faculty.  The following table details by building the location of these multimedia rooms and mobile multimedia carts.

| Building | Fixed | Mobile |
|---|---|---|
| Aspen | 13 | 2 |
| Canyon | 16 | |
| Desert | 3 | |
| Evergreen | 11 | 1 |
| Fine Arts | 2 | 2 |
| Gymnasium | 1 | |
| Meyerhoeffer | 9 | |
| Herrett Center | 1 | |
| Shields | 24 | 1 |
| Taylor | 1 | 11 |
| CND | 1 | |
| Dormitory | 1 | |
| Mini-Cassia Center | 4 | 4 |
| Blaine County Center | 2 | 1 |
| North Side Center | 1 | |
| Micron Boise | 1 | |
| **TOTAL** | **91** | **22** |

## Performance Production

The Performance Production staff is located in the Fine Arts Building adjacent to the auditorium.  The auditorium accommodates 910 people and is used for college and community events some 300 nights per year.  Large events are also facilitated in the gymnasium and the Exposition Center.

## Summary

The College has allocated appropriate space to support the IT infrastructure. Offices and classrooms have network access and are equipped with current technology; campus faculty and staff express satisfaction with the technology available to them in their offices and classrooms. Students' use and satisfaction with the campus technology as indicated through survey data is consistent with that found in a national sample of students at similar-sized 2-year public institutions.  Measures of IT resources, network services, and accessibility at the institution compare favorably to other public two-year institutions across the country.

## ANALYSIS AND APPRAISAL

### Facilities and Access

<u>**Strengths**</u>

- There is a strong commitment to instructional technology.

- Network infrastructure is owned and controlled by the institution and is not dependent on third party support.

- There is broad network access, including wireless access and access for off-campus students and staff.

<u>**Challenges**</u>

- None.

<u>**Courses of Action**</u>

- None.

# Personnel, Management and Budget

## Personnel

ITS personnel are detailed in the table below:

| ITS Department FTE Staff | | |
|---|---|---|
| | **Full-Time** | **Part-Time** |
| Management & Administrative Support | 2.00 | |
| Data Services Director | 1.00 | |
| Network Support and Development | 3.00 | 0.50 |
| Data Operations | 3.75 | 4.50 |
| Video System Engineer | 1.00 | |
| Video System Support | 2.00 | |
| Video System Operations | 1.25 | 2.25 |
| A/V Production Support | 0.75 | |
| Communication Systems Support | 1.25 | 0.50 |
| Performance Production Support | 2.00 | |
| **TOTAL** | **18.00** | **7.75** |

ITS managers and staff possess the knowledge and skills appropriate for their responsibilities, as evidenced by their educational degrees and certifications. Well-defined job descriptions exist for each position. (Exhibit 5.9) Responsibilities are clearly defined and reporting relationships are understood. Regular interdepartmental communication promotes a unified approach to the development and maintenance of campus technology. (5.D.2)

The college's support staff is sufficient to support the ITS resources, but the dynamic growth of these resources poses a challenge. A Help Desk system was established in 1999 to systemize the process for computer support requests. This system has been extended to include nearly all technology support requests. An institution-level

software system assists in the identification, resolution, and tracking of problems reported to the Help Desk. In addition to full-time staff, student interns and work-study students provide a significant pool of labor to handle Help Desk support requests. Campus administrators, faculty, and staff express satisfaction with the knowledge and service provided by IT support staff. (Appendix 5.16)

The ITS department recognizes the need for ongoing professional development. In addition to departmentally sponsored activities, the department also has a policy in place to encourage and to help fund employee-initiated requests for training and certifications. The departmental plan for improvement process provides a mechanism for the identification and prioritization of training needs and potential opportunities. (5.D.3)

## Management

The college recognized the need for the various technologies to be housed in a single department and thus reorganized the ITS department in 1996. This structure facilitates the communication of ITS needs and issues and the prioritization of ITS resources across the institution. (5.D.4) The ITS department maintains a comprehensive operations manual for the management and development of the institution's ITS resources. (5.B.3)

The ITS department helps campus departments identify technology options for teaching and computing tools. The college's software request process enables faculty and staff to request software applications to be tested and installed where needed. (5.D.5)

A Computer Systems Acceptable Use Policy has been adopted and published on the

college's Web site. (Appendix 5.17) This policy addresses issues regarding computer use, lab use, and printing. Students are presented with the policy upon their first attempts to log on the campus network. To successfully access the network, students must agree to follow the policy.

## Budget

The ITS budget provides adequate resources to accomplish its strategic and operational objectives. The campus has made significant investments in ITS resources and services over the past several fiscal years. The college's ITS assets compare favorably with those of other public two-year colleges. (Exhibit 5.10) (5.D.6)

## Summary

ITS managers and staff have the necessary knowledge and skills to support the institution's technology. Well-defined job descriptions exist for ITS staff, and professional development policies and practices are in place. The college has made significant investments in standards-based technology and maintains the systems through in-house expertise strengthened by maintenance support contracts. Policies and procedures are in place to support and maintain classroom technology.

## ANALYSIS AND APPRAISAL

### Personnel, Management, and Budget

#### Strengths

- ITS has a quality staff with a high level of expertise.

- Entry- and intermediate-level technology training are readily available.

## Challenges

- Keeping a pool of well-trained employees, both full- and part-time.

- High cost of specialized technology training.

## Courses of Action

- Bring consultants to campus to provide specialized technology training.

# Planning and Evaluation

Planning and evaluation of ITS resources and services is based on input from many sources:

- ITS departmental Plans for Improvement
- Instructional departments
- Student Senate
- Campus committees
- Help Desk support requests

The planning process involves technology users and staff responsible for ITS resources, including the dean of information technology services; instructional administration; and faculty. To help guide technology initiatives, planning objectives and vision statements are developed. (5.E.1)

Institutional planning processes help to establish strategic goals relative to the college's information resources. Technical implementation is then primarily the responsibility of the ITS department. The college created a unified ITS department to help coordinate resources and expertise in the development and maintenance of the diverse campus technologies. These formerly distinct units work cooperatively with the goal of building an integrated, non-redundant infrastructure. (5.E.2)

The institution monitors its ITS resources through various channels. These include surveys, utilization measures, measures that compare assets to like institutions, feedback through campus planning committees, input from the Student Senate, Help Desk logs, and feedback from the Instructional Council, the Faculty-Staff Development Committee, and the Professional and Classified Employees Organization Committee. Examples of changes that have resulted from this process include the development of the "Technosphere" network, implementation of wireless LAN technology, rapid expansion of multimedia classrooms, and the creation of the Help Desk. (5.B.4, 5.E.3)

## Summary

The college involves a variety of people and departments in its efforts to develop and enhance technology. The ITS department supports all of the college's technologies, which helps to promote an integrated and efficient infrastructure.

## ANALYSIS AND APPRAISAL

## Planning and Evaluation

## Strengths

- Cooperative involvement of key campus organizations in technology planning.

- Flexibility in allocating technology resources to respond to new initiatives.

## Challenges

- None.

## Courses of Action

- None.

## Standard Five, Part IIB: Information Resources

## Instructional Technology Center

### Overview

The mission of the Instructional Technology Center (ITC) is to promote effective and efficient use of educational technology, to enhance teaching and learning, and to increase access to higher education. The ITC offers a learning and demonstration area to test new technologies that enhance instructional delivery in a multimedia environment. ITC staff members provide expertise and support for faculty and staff who use information technology. The center fosters innovation in the use of technology inside and outside of the classroom. The ITC also provides consulting and professional development.

ITC staff develop and maintain the CSI Web site and manage the Blackboard server. The center also helps to promote distance education at CSI and is involved in campus-wide marketing efforts, including the design of Web-based and printed marketing materials.

## Equipment

The Instructional Technology Center (ITC) provides facilities, equipment, hardware, software, and training materials for faculty and staff for exploration and learning, as well as for multimedia and Web-based project development. (5.A.2) ITC also houses the Web server and the Blackboard server.
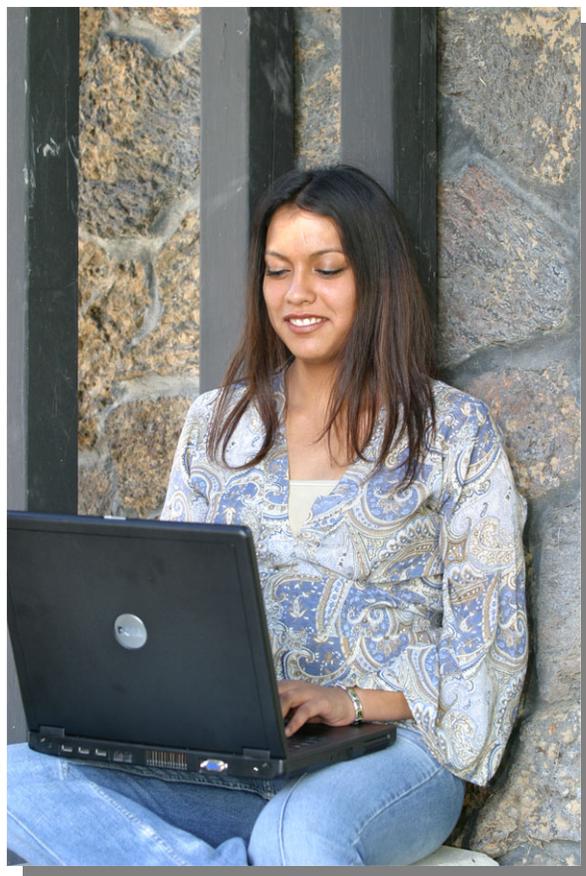
Faculty and staff can borrow laptops, projection unit, and digital cameras. Equipment borrowed is used mainly for teaching and preparation of course materials, as well as for presentations in the community and at professional conferences. Generally, equipment is borrowed for short periods of time, for example hours and days instead of whole semesters.

Hardware resources include:

- Computer stations
- Servers
- Laptops
- Portable projection unit
- A television
- Scanners
- A black-and-white printer
- Color printers
- CD burners

- A digital camera and digital camcorder
- An external Zip drive
- An external Jazz drive
- Infrared pointers

ITC offers a wide variety of the latest software available for multimedia and Web-based project development. The center also has a variety of training materials, including books, CDs, videos, and magazines.

Responses from administration, faculty, and staff in an ITC survey administered during the spring of 2003 and in the Fall 2003 Accreditation Survey indicated an overwhelmingly positive view of the technology environment, including hardware, software, and support, at the institution. (Appendix 5.18)

The equipment, hardware, software, and training materials in the ITC support the curriculum by providing resources for curriculum development and delivery. Resources are kept up-to-date and are utilized to their fullest. ITC consistently provides innovative technologies that support teaching and learning. In order to ensure that the needs of the users are met and that resources are utilized in a fiscally responsible manner, ITC staff carefully research the equipment, hardware, software, and training materials considered for purchase. Some equipment is mainly used in the center by faculty and staff, while mobile technologies can be borrowed for short-term use on or off campus for teaching, lectures, research, and presentations.

## ANALYSIS AND APPRAISAL

### Equipment

#### Strengths

- ITC ensures that the center has up-to-date equipment, software, and materials available to faculty and staff.

- A wide variety of development tools are available.

#### Challenges

- None.

#### Courses of Action

- None.

## Services

### Consulting, Training, and Educational Services

The ITC serves as a resource for expertise and support and provides technology training for CSI faculty and staff. The center fosters innovation in the use of technology inside and outside of the classroom. (5.A.2)

The ITC offers consulting and professional development to support the college's educational programs. It also provides logistical, developmental, and design support for multimedia and Web-related projects. ITC staff continually evaluate and implement new technologies that support teaching and learning at CSI and the college's mission. The center fosters and supports collaboration among various departments on campus. The following services are available for staff and faculty:

- Consulting
- Professional development
- Assistance with multimedia and Web-based project development
- Web design and development, which includes maintenance and continual update of the Web server, Web-based information, tools, and services
- Distance education support, which includes assistance with online course development and maintenance of the Blackboard server
- Technical support
- Scanning
- Color printing
- CD/DVD burning
- Equipment lending
- Designing printed and Web-based marketing materials

The ITC offers a variety of training opportunities for CSI faculty and staff, including classes for credit offered through the Information Technology Department. Faculty and staff are informed, primarily by e-mail and through the Web site, about ITC classes, workshops, seminars, as well as about new services developed. ITC staff also offer training for small groups and one-on-one training. TechTips, which are e-mailed regularly to faculty and staff, cover a wide range of topics, including how to find information using search engines, how to use online libraries, how to create and deliver effective multimedia presentations, how to use formulas and functions in Excel, etc. (Exhibit 5.11) The ITC also provides training for and information about the use of multimedia equipment found in classrooms. These training sessions have been offered in the rooms where the equipment is located to ensure that faculty members are familiar with the equipment setup. (5.B.2, Policy 2.6)

The ITC provides copyright information for faculty, staff, and students, and encourages compliance with copyright laws and regulations through a copyright Web site, posters, seminars, and an online course. This information supports the curriculum by helping faculty judiciously use copyrighted materials. (5.B.2, Policy 2.6)

ITC staff contributed to the development, administration, and maintenance of an online course evaluation system that helps faculty assess their courses. The purpose of the evaluation is to help faculty improve their courses. (5.A.2)

The ITC offers a variety of resources and services designed to permit the constituents of the institution to independently use the technologies needed to develop and deliver instruction.

## Technical Support and Project Development

ITC staff provide technical support for faculty, staff, and students, including:

- Multimedia and Web-based project support
- Software applications
- Multimedia equipment
- Blackboard
- Web-based services and tools

## Distance Education Support (Policy 2.6)

ITC supports the development of online courses to accommodate students who cannot attend traditional courses. ITC staff manage the CSI Web site and the Blackboard server, both of which provide information to faculty, staff, and current and prospective students twenty-four hours a day, seven days a week.

The ITC assists in developing online courses to help the college identify and reach new markets. The ITC also maintains Blackboard, the college's online course management system. Blackboard is used by faculty who teach online courses, as well as by faculty who teach traditional face-to-face courses and use it as a supplement. ITC staff provide Blackboard training to faculty and students.

The ITC director developed an Online Learning Environments online course for participants who would like to learn how to become successful online students. The course also assists faculty embarking upon online teaching in becoming effective online facilitators. Participants are introduced to the theory and practice of online learning environments and online communication processes, explore factors influencing online learning, and examine the requirements for effective online learning.

The ITC director also developed an online course on information literacy that will be offered through the Library Science Department beginning the fall 2004 semester. ITC staff also helped develop a new student orientation online course that helps students become successful at CSI. (5.B.2)

ITC staff have developed several online tools and services that enable faculty and staff to update some of their own online information. WebTools allows faculty and staff to create and upload personal pages, office hours, syllabi, course descriptions, etc. Other services provided include an online faculty and staff directory, a community and student calendar of events, access to Faculty Senate minutes, and access to online career services events. (5.A.2)

## CSI Web Site Development, Management, Maintenance, and Update

ITC staff members continually develop and maintain the college's Web site to ensure that all users have access to quality, current, and relevant information online. The ITC sends out at least one e-mail each semester asking department heads, faculty, and staff to review their information and to report what needs to be updated.

The ITC helps to provide access to a variety of important information, tools, and resources online for students, faculty, staff and the community, including:

- Information about the college and its services
- Course and program information
- The CSI catalog
- The current schedule of courses
- A directory of CSI faculty and staff with office hours and full contact information
- Virtual tours of the campus and surrounding area
- Forms
- Handbooks, manuals and policies
- Tools to develop personal Web pages
- A calendar of events

## Summary

The ITC provides a wide range of services to faculty, staff, and students. These services support the curriculum by helping faculty develop and deliver technology-enhanced instruction.

In the ITC survey administered in the fall of 2003, 87% of faculty and staff indicated that the ITC helps them do their jobs more effectively and efficiently, and 98%

indicated that ITC staff offers prompt service. (Exhibit 5.12)

**ANALYSIS AND APPRAISAL**

**Services**

**Strengths**

- The breadth of services offered.

- The emphasis on education and training that enables faculty and staff to use independently the technology, tools, and resources available to them.

**Challenges**

- None.

**Courses of Action**

- None.

## Facilities and Access

The ITC occupies a well-designed facility housed in the Aspen Building. The center is available and accessible to all faculty and staff. ITC staff members are housed in one open room. This provides for ease of communication and collaboration but sometimes lack of privacy can be a problem; for example, conversations concerning personnel, performance evaluations, or students' grades.

ITC information resources are readily accessible to faculty and staff, as well as to current and prospective students. ITC staff continually work on making services more accessible. More and more tools and services are made available online, twenty-four hours a day, seven days a week.

The online information resources are also accessible by users with disabilities. Blackboard is Section 508 compliant and several strategies are used by ITC staff to ensure Web site accessibility. (5.C.1)

Administration, faculty, and staff are overwhelmingly positive about the technology environment at the institution according to both the ITC survey of spring 2003 and the Fall 2003 Accreditation Survey.

**ANALYSIS AND APPRAISAL**

**Facilities and Access**

**Strengths**

- The ITC is housed in a well-suited facility that provides a relaxed, comfortable environment.

**Challenges**

- There is no separate office for the ITC director, which creates a challenge when the director is dealing with issues requiring privacy.

**Courses of Action**

- Create a private office for the ITC director.

## Personnel, Management, and Budget

**Personnel**

The ITC is staffed with qualified professionals whose range of skills, expertise, and experiences allow the center to effectively and efficiently serve the college. (Exhibit 5.13) (5.D.2) The ITC has grown significantly over the past few years.

The center was created in 1996 with a single staff member who served as the director. The staff has since grown to include an instructional technology support specialist and a Web technician. ITC also uses an independent contractor for Web and printed material design and multimedia projects. Additionally, the ITC director supervises (in conjunction with the chair of the Social Science and Education Department) the director of the Community of Learners Center. (5.D.6)

The ITC staff handles a great number and variety of projects and offers numerous services to CSI faculty, staff, and students. Occasionally, the number and complexity of requests exceeds the current capacity of the center. In these cases, staff evaluate the benefits and costs of each project, and select and prioritize the projects that provide the most benefit to students, faculty, staff, and the institution.

While additional staff would allow ITC to take on many more advanced projects, at this time the center is able to provide the quantity and quality of services that meet the current needs of the college, and the services offered by the ITC often exceed the services offered by many similar centers at other community colleges. As demand grows, the center may need to add more staff, especially in the Web services area. (5.D.6)

The instructional technology field requires continuous learning and mastering of new skills. ITC staff have access to quality training materials. Staff are encouraged to continually learn on their own, take classes, and to participate in other professional development opportunities to improve their skills and therefore be better able to serve faculty, staff, and students. Regular performance evaluations and self-evaluations provide formal opportunities to address training needs. Ongoing informal communication between staff and the ITC director provides additional feedback on professional development needs. (5.D.3)

## Management

The ITC director oversees the operations of the center. ITC staff members work together as a cohesive team and are able to fill in for one another when necessary. Many projects involve everyone in the ITC, and staff collaborate closely. Staff members are cross-trained in many areas so that they can provide continuous service and support to faculty, staff, and students.

ITC staff work closely with Information Technology Services and the Information Technology Department. Collaboration and communication is ongoing and both formal and informal. (5.D.4)

ITC staff serve as a resource and support for curriculum development across campus. (5.D.5) The ITC director and staff are active members of the following campus committees that contribute to improved teaching and learning at CSI:

- Faculty and Staff Development Committee
- Computer Committee
- Web Committee
- E-Learning Initiative Committee
- Multimedia Committee
- Diversity Committee
- Coordinating Committee for Strategic Planning Council
- Faculty Senate

ITC contributes to the creation of relevant policies and procedures for systematic development and management of information resources. (5.B.3)

## Budget

The ITC is funded through the Office of Instructional Administration.   The ITC has enjoyed the continued support of the institution through budget allocations for personnel, equipment, and other resources that are necessary to meet the needs of faculty, staff, and students.  The ITC makes purchase decisions based on faculty, staff, and student needs and replaces old equipment based on life-cycle analysis.

The ITC has benefited from a number of external and internal grants to maintain and develop software, hardware, equipment, training materials, and professional development.  Funds from the Title III grant, the Albertson Foundation Teacher Education grant, and several institutional grants have greatly helped the center in providing quality resources and services to faculty, staff, and students. (5.D.6)

### ANALYSIS AND APPRAISAL

### Personnel, Management, and Budget

#### Strengths

- ITC personnel have ensured adequate funding even in tight budget years by supplementing the ITC budget with grant monies.

#### Challenges

- Maintaining funding during difficult economic times.

#### Courses of Action

- Continue to seek external funds.

- Develop partnerships with other entities in order to share cost and expertise.

# Planning and Evaluation

The ITC's planning process involves the following:

- The institutional strategic plan
- The plan for improvement process
- Continuous research by ITC staff
- Formal and informal feedback from faculty, staff, students, and the community
- Participation on and input from campus committees
- Input from focus groups and ad-hoc committees

Outcomes from this planning process are utilized in the selection, design, development, and implementation of ITC services and resources.  (5.B.4) (5.E.3)

### ANALYSIS AND APPRAISAL

### Planning and Evaluation

#### Strengths

- Two-way campus-wide involvement in the planning and evaluation process.

#### Challenges

- None.

#### Courses of Action

- None.

## Appendices

## Exhibits

## Additional Required Documents

Printed Information Describing User Services Provided by the Computing Facility

## Standard Five Committee

**Chair:**

- Elaine Bryant, Coordinator, North Side Center

**Members:**

- Bill Beale, Director, Library

- Ken Bingham, Associate Professor, English

- Ken Campbell, Dean, Information Technology Services

- Paula Edmonds-Hollifield, Professor, Communication

- Jim Gentry, Department Chair/Professor, Social Science and Education

- Steve Poppino, Reference Librarian

- Todd Schwarz, Department Chair/Professor, Information Technology

- Pat Selelyo, Professor, Biology

- Jay Sneddon, Director, Information Technology Services

- Edit Szanto, Director, Instructional Technology Center

# Standard Six:
## Governance and Administration

# Standard Six:
# Governance and Administration

## Overview

The College of Southern Idaho has enjoyed experienced oversight and vision during the last ten years due to the stability of its board of trustees and administration. The newest board member was elected in 1988 while the chairman and vice-chairman have each been elected to five consecutive six-year terms.

CSI has a positive relationship with the Idaho State Board of Education (SBOE) and the State Division of Professional-Technical Education. Following SBOE guidelines, CSI makes initial budget requests to the SBOE that are then approved and forwarded to the Governor's Division of Financial Management and eventually to the Idaho State Legislature. Institutional requests for state-financed capital facilities and new professional-technical programs and academic curricula are also submitted according to SBOE guidelines, and are

approved and prioritized by the SBOE. Members of CSI's administration actively participate on SBOE committees to address issues that relate

to higher education. Funds for professional-technical programs are allocated on a formula basis and flow directly from the State Division of Professional-Technical Education to CSI.

The administrative cabinet provides sound leadership that has helped to bring about positive student growth, an increase of physical facilities, a variety of new programs, and financial stability. This has been accomplished despite a period of decreasing state revenues. In addition, there has been an effort to involve faculty, students, and staff in the decision-making processes through groups such as the Faculty Senate, the Associated Students of the College of Southern Idaho, and the recently developed Professional and Classified Employees Committee. These efforts have resulted in a feeling of collegiality across the CSI community.

## Purpose

The purpose of Standard Six is to outline the governance system at the college and to demonstrate how it works to fulfill the mission and goals of the institution.

## Governance System

A five-member elected board of trustees governs the College of Southern Idaho. The college president reports to the board at monthly meetings. Constituents of the college, including Faculty Senate, Professional and Classified Employees, the Associated Students of the College of Southern Idaho, and a number of other committees on campus have access to the board of trustees via the president. (6.A.1, 6.A.3).

The administrative structure of the college is outlined in the college Administrative Organizational Chart. (Appendix 6.1) Duties of individual faculty and staff are outlined in employment contracts, employee job descriptions, the *Full-Time Faculty Handbook*, the *Part-Time/Adjunct Faculty Handbook*, and the *Employee Policies and Procedures Manual*. (Exhibits 6.1; 6.2; 6.3) Job descriptions across campus were updated at the request of the Human Resource Department in the fall of 2003.

Additionally, the *Student Planner and Handbook* outlines the role of students in institutional governance. (Exhibit 6.4) These official documents help to ensure that the governing board, administrators, faculty, staff, and students understand and fulfill their respective roles. (6.A.2) (6.B.7)

### Board of Trustees

The College of Southern Idaho Board of Trustees consists of five members elected from Jerome and Twin Falls counties; they receive no financial compensation for their service to the college. The College of Southern Idaho has enjoyed a very stable board of trustees for many years. The members of the current board have been with CSI for a minimum of 15 years, and the senior board members have served for the past 30 years. The current board has served the college for a combined total of 126 years, and the current board chairman has held that position for the past 29 years. (Appendix 6.2) The number of trustees and the election procedure for trustees is outlined in Idaho Code, Title 33, Chapter 21, 33-2106, and ensures adequate

representation and continuity of board membership. (Appendix 6.3) (6.B.1)

The board of trustees acts collectively. State law requires at least three board members be present in order to constitute a quorum and conduct official business. Additionally, this policy is a generally accepted rule of Community College Boardsmanship as outlined in guidelines set forth by the Association of Community College Trustees (ACCT). (6.B.2)

The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the board are outlined in Idaho Code, Title 33, Chapter 21, 33-2106 and 33-2107. (Appendix 6.4) The president of the college is selected and appointed by the board of trustees as outlined in Idaho Code, Title 33, Chapter 21, 33-2109. (Appendix 6.5) (6.B.3)

The board currently has no formal self-evaluation process. However, the board is presently reviewing materials from both the ACCT and from other community colleges regarding the creation of a self-evaluation process and is considering adopting such a policy. (6.B.6, 6.B.9).

The board of trustees completes an annual informal evaluation of the president. The board chairman, after consultation with each board member, meets with the president and discusses the feelings of the board with him. The outcomes of this meeting are then shared with each board member. This informal process has served the current college administration well. (6.B.4)

The board is informed regularly about all major institutional changes at the college via oral reports, written statements, and documentation from appropriate administrative personnel at regular monthly or special board meetings throughout the year. (Exhibit 6.5) The board approves all major changes as outlined in Idaho Code, Title 33, Chapter 21, 33-2102. (Appendix 6.6) (6.B.5)

The board of trustees reviews and approves the annual budget each year during its August meeting. Moreover, the board is presented with fiscal reports at each monthly board meeting and reviews the annual audit each fall. (6.B.8)

The board takes an active role in the accreditation process and is regularly updated on the college's accreditation status and about changes made by the Northwest Commission on Colleges and Universities. Additionally, one long-time board member served as an active member of the Standard Six subcommittee for accreditation. (6.B.9)

## ANALYSIS AND APPRAISAL

### Governance System

**Strengths:**

- The greatest strength of the existing board of trustees is its longevity. This board has grown with the college. Four of the five board members were involved with the presidential search process and selected the current president more than 20 years ago.

- The board follows explicitly the statutes of the State of Idaho regarding community colleges.

- The board's philosophy is to hire good administrators, establish policy, and let those administrators do their jobs.

- Members of the board are elected every six years. The re-election and longevity of current board members indicates that voters in the college's service area believe the board of trustees is doing its job well.

- Although informal, the current systems of review for both the president and the board have been in place and effective for over 20 years. The administrative structure at this level has guided the college in phenomenal growth and excellence.

**Challenges:**

- The college needs to continue to oversee the tremendous growth taking place and needs to strive to continue to make good decisions regarding both financial and physical facilities challenges.

- The college must strive to maintain an effective working relationship with the State Legislature while maintaining local control to the greatest degree possible.

**Courses of Action:**

- None.

# Leadership and Management

### President

The current college president, Gerald R. Meyerhoeffer, has been employed at the College of Southern Idaho since 1966 and has served as the college's president since 1983. President Meyerhoeffer succeeded CSI's founding president, Dr. James L. Taylor, making him one of two men to lead the college since its founding 40 years ago. The president's full-time responsibility is to the college, and he is actively involved in all aspects of the institution. (6.C.1)

### Ethical Conduct

The college has established many policies that encourage ethical behavior among administration, faculty, and staff. The policies outlined in the *Employee Policies and Procedures Manual* apply to all employees of the college, including administrators. (Exhibit 6.3) Specifically, the following policies are in place:

- Non-Discrimination Policy, including Sexual Harassment
- Problem Solving and Grievance Procedure, including Discrimination Complaints
- Drug-Free and Alcohol-Free Campus Policy
- Consensual Relationships and Nepotism Policy
- Conflict of Interest and Use of College Property
- Outside Employment
- Public Office Seeking (6.C.2)

The results of the Fall 2003 Accreditation Survey indicate that CSI administrators are viewed as operating with integrity. More than 78% of respondents felt that the administration exemplified high ethical standards in the management and operation of the institution. Moreover, 85% of respondents felt that institutional policies and procedures encouraged high ethical standards. (Appendix 6.7) (6.C.2)

## Administration Qualifications and Evaluation

The College of Southern Idaho is led by a core group of well-qualified administrators. As mentioned previously, each has a long tenure at the college and each holds the appropriate qualifications for his or her position. (Exhibit 6.6; Exhibit 6.7) (6.C.3)

Evaluation of the executive administration is conducted informally by the president on a continuous basis through his weekly Monday morning administrative meetings as well as through daily interaction. The president believes that, due to the small group of executive administrators, this informal process serves as a more effective evaluation tool than would an annual written evaluation. (6.A.2) (6.C.3)

## Institutional Advancement Activities

The College of Southern Idaho Foundation, Inc., coordinates institutional advancement activities. The president serves as the secretary for the CSI Foundation. Additionally, the vice president of institutional planning and development also serves as the executive director of the foundation and oversees foundation activities. This participation

by college administration ensures that all institutional advancement activities are directly related to the mission and goals of the institution. More information on the planning process at CSI and the foundation fundraising processes are included in the appropriate sections of Standards One and Seven. (6.C.4)

## Decision Making

College of Southern Idaho policies and procedures ensure that administrative decisions are made in a timely manner. Specific timelines and polices have been established for board procedures, Curriculum Committee procedures, and Rank Advancement procedures, among others. Furthermore, the plan for improvement process establishes a timely method for making budgetary decisions at the institution. (6.C.5)

## Administrative Relations

The CSI administration has a very cordial relationship with all areas of the college. This relationship begins with the president's open-door policy and is carried on throughout all levels of the administration.

The administration conducts regular meetings with various faculty, staff, and student groups. Administrators are also involved in a variety of campus committees. Each month, for instance, the Curriculum Committee prepares recommendations to the administration concerning programs and courses. The executive vice president/chief academic officer, the instructional dean, the director of student activities, the director of admissions/registrar, the director of the advising department and the director of summer school, dual credit, and adult

evening education are all non-voting members of the Curriculum Committee.

The Instructional Council, which is chaired by the executive vice president/chief academic officer, reviews information from the State Board of Education, other agencies outside campus, and current and proposed policies. The monthly department chairs meeting reviews issues relating to departmental matters and includes administrative participation. Moreover, the CSI Foundation conducts strategic planning meetings several times a semester, involving faculty, staff, students, and community members in forums and workshops to assist in the ongoing development of the college's future focus and direction. (6.C.6)

### Institutional Research

The college publishes and distributes a number of reports, including the *CSI Institutional Profile*, the *CSI Foundation Report*, monthly CSI board minutes, and monthly strategic planning process minutes. (Exhibits 6.8; 6.9; 6.5; 6.10) Additional reports are commissioned on demand from the Office of the President. Such reports are available in print and on the college Web site. Ultimately, the dean of information technology is responsible for institutional research and distribution of data. More information on reports generated by the dean of Information Technology can be found in the "Institutional Research" section of Standard Five. (6.C.7)

### Salaries, Benefits, and Retention

The president annually reviews salaries and benefits in an ongoing effort to stay competitive with regional counterparts

as measured by the Mountain States Salary Mean Survey. (Exhibit 6.11)

Retention at the administrative levels of the college has not been an issue. Many administrators have served the college for more than a dozen years with almost half having served the college for 16 years or more.

### ANALYSIS AND APPRAISAL

### Leadership and Management

**Strengths:**

- The college has enjoyed long-term leadership stability.

- The college has demonstrated an ongoing commitment to vision and innovation in response to college and community requirements.

**Challenges:**

- Developing effective responses over time to growth and fluctuating resources.

**Courses of Action:**

- None.

## Faculty Role in Governance

Faculty members have the opportunity to be and are encouraged to be involved in institutional governance. The president meets each semester with the Faculty Senate Executive Committee to discuss concerns and to share information about the state of the college. Faculty and staff are invited to attend all monthly board

meetings, and the director of public information distributes a summary of board activities after each meeting via e-mail to all faculty and staff.

There are several campus-wide committees composed of a cross-section of faculty, staff, and administration, including the Diversity Initiative Committee, the Advising Committee, Faculty Senate, the Instructional Council, and the Curriculum Committee. (Exhibit 6.12)

The chair of the Faculty Senate attends monthly board meetings, and the president meets at least once each semester with the Faculty Senate in order to make presentations and to hold question-and-answer sessions. The executive vice president/chief academic officer also holds a series of open luncheons during which faculty can share ideas and concerns.

Additionally, faculty participate in the strategic planning process and in institutional planning through the plan for improvement process. This ensures that faculty are involved in the institutional budgeting process. A more detailed discussion of faculty role in governance is contained in Standard Four.

### ANALYSIS AND APPRAISAL

### Faculty Role in Governance

<u>Strengths</u>:

- Faculty members have the opportunity to participate in long-range and short-term strategic planning, budgeting, and program development.

- The president's and executive vice president's informal open-door policies encourage faculty input.

<u>Challenges</u>:

- Not all faculty fully participate in the shared governance process. It can be challenging for faculty who do fully participate, and who carry a full teaching load, to effectively manage the flow of information and the workload involved.

<u>Courses of Action</u>:

- Continue the excellent shared governance systems that are in place but consider some form of recognition for faculty who chair time-intensive key committees on campus such as the Faculty Senate and the Rank Committee.

## Student Role in Governance

Students play an integral role in institutional governance at the college. A student representative from the Associated Students of the College of Southern Idaho (ASCSI) Student Senate is invited to attend monthly board meetings, and students are welcome to attend sessions of the Faculty Senate. Student representatives also attend strategic planning retreats, ensuring them a role in future planning at the college.

The Student Senate is regularly informed of campus activities, and its input is often solicited. The Student Senate meets with the president at least once a semester to discuss issues at the college.

The Strategic Planning Committee regularly shares strategic planning information with the Student Senate. The Student Senate also meets once a year with the board of trustees to have open discussions.

Through the Student Senate, students are formally asked to participate in many important financial decisions made at the college.  As with many campuses around the nation, students at CSI have had to endure tuition increases over the past few years in order to make up for decreased state funding.  Each time the issue of raising tuition has been considered, the president has gone to ASCSI to outline the need for the tuition increase and to ask the students for their support; each year he has received that support.  The students also had a role in budgeting for the Student Union addition to the Taylor Administration Building, which was completed in the spring of 2004, and they have agreed to a self-imposed fee beginning in the fall of 2004 that will be used to help build a recreation center on campus.

Students are continually involved in establishing institutional policy.  Some recent examples include naming the Meyerhoeffer Building, establishing a smoking policy on campus, planning the new Student Union Building, and banning cell phones in the library.  A more detailed explanation of student roles in governance can be found in Standard Three.

## ANALYSIS AND APPRAISAL

### Student Role in Governance

**Strengths:**

- Communication between students and administrative bodies demonstrates active student involvement in institutional decision making.

**Challenges:**

- None.

**Courses of Action:**

- None.

# Policy 6.1 Affirmative Action and Non-Discrimination

The College of Southern Idaho is an equal opportunity/affirmative action institution. The college seeks to ensure that all of its policies and procedures are in conformity with, but not limited to, Title VII of the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973 as amended, and all other state and federal non-discrimination statutes.

The college is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the college continues to make every effort to provide those rights to all persons regardless of race, color, religion, sex, age, national origin, or disability.  Decisions affecting the

education of, employment of, and access to services and facilities for faculty, staff, and students are based solely on performance and legitimate occupational and educational criteria.

This policy applies to all members of the college community including students, faculty, staff, administrators, vendors, and participants in college-sponsored activities. The policy also applies to all applicants for admission and to all applicants for employment.

The Human Resource Department reviews affirmative action and non-discrimination policies annually, and a revised Equal Opportunity (EEO) and Affirmative Action Policy (AAP) was completed and approved by the president and board in October of 2003. In response to changing federal and state laws and guidelines concerning EEO and AAP, the college's policies are updated in the handbooks, in its policy manual, and on its Web site. All EEO and AAP policies, including the dates they were last revised, can be found on the college's Web site. (6.1)

## Policy 6.2 Collective Bargaining

The College of Southern Idaho does not have unions or operate within a collective bargaining framework. (6.2)

## Appendices

6.1    College Organizational Chart

6.2    Board of Trustees

6.3    Idaho Code, Title 33, Chapter 21, 33-2106

6.4    Idaho Code, Title 33, Chapter 21, 33-2107

6.5    Idaho Code, Title 33, Chapter 21, 33-2109

6.6    Idaho Code, Title 33, Chapter 21, 33-2102

6.7    Fall 2003 Accreditation Survey Questions #7, #8, and #9

## Exhibits

6.1    CSI *Full-Time Faculty Handbook*

6.2    CSI *Part-Time/Adjunct Faculty Handbook*

6.3    CSI *Employee Policies and Procedures Manual*

6.4    *2003-2004 Student Planner and Handbook*

6.5    Board of Trustees Meeting Agendas and Minutes for Past Three Years

6.6    Administration Resumes

6.7    Administrative Position Descriptions

6.8    *CSI Institutional Profile*

6.9    *CSI Foundation Report*

6.10   Strategic Planning Process Committee Minutes

## Additional Required Documents

Faculty Senate Constitution and Minutes

Professional and Classified Employees
Constitution and Minutes

Associated Students of the College of
Southern Idaho Constitution

Articles of Incorporation

Staff Salary Data

## Standard Six Committee

**Chair:**

- Jeff Fox, Department Chair,
  Professor, English

**Vice-Chair:**

- Jody Rockett, Assistant
  Professor/Coordinator,
  Veterinary Technology

**Members:**

- Randy Berrichoa, Associate
  Professor,
  Mathematics/Computer
  Science

- George Halsell, Associate
  Professor, Music

- Maddy Hartwell, Professor,
  Sign Language

- Chuck Lehrman, Vice
  Chairman, Board of Trustees

- Jayson Lloyd, Instructor,
  Biology

- Tony Mannen, Professor,
  Communication/Theatre

- Jerry Meyerhoeffer, President

- Jan Mittleider, Professor,
  Physical Education

- Rick Parker, Division
  Director

- Jan Pollard, Office Specialist,
  Language Resource Center

- Whitney Smith, Assistant
  Professor, English

# Standard Seven:
## Finance

# Standard Seven:
# Finance

## Overview

The 1994 Accreditation Report noted that the College of Southern Idaho "enjoys a financial health and stability which is probably above average for community colleges in the Northwest." Fortunately, this statement still holds true a decade later. Despite several years of economic downturn in the state of Idaho and throughout the country, CSI continues to stand on solid financial ground. Clean audits spanning over two decades speak to the financial health and integrity of the college.

Continuing financial viability is vital in allowing the college to fulfill its mission and goals and is therefore a primary focus of the institution. The Vision 2006 Strategic Planning Process, implemented in fall 2003, addresses the importance of financial stability by establishing the following goals for financial planning and management:
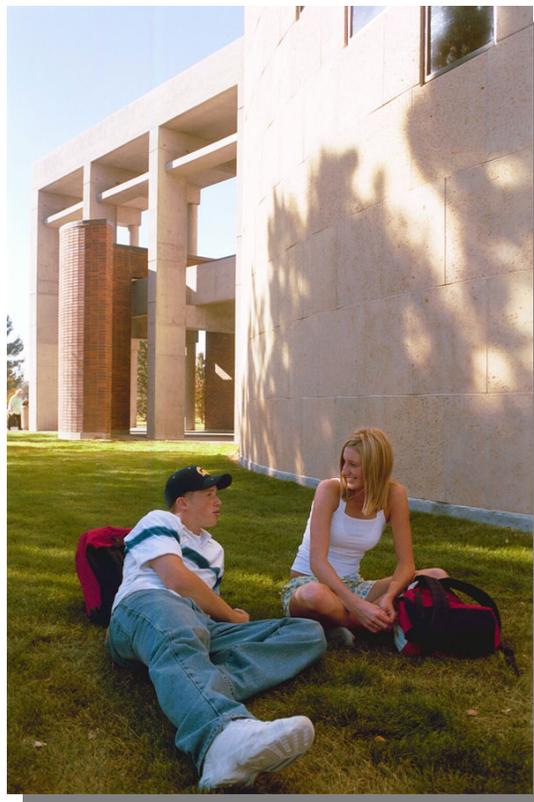
- Goal II, Action Area C: New Funding
  - Action Item 1: Maintain and establish cordial working

relationships with supervisory agencies and elected officials.

- Action Item 2: Foster acceptance of the expectation that employees participate in seeking funding to supplement State general fund monies.
- Action Item 3: Promote grant development and CSI Foundation activities.

- Goal IV, Action Area C: Financial Resources
  - Action Item 1: Manage and invest money resources prudently on behalf of the public in the college's service area.
  - Action Item 2: Develop budgets annually and provide budgetary responsibility and accountability.

The College of Southern Idaho Business Office, the College of Southern Idaho Foundation, Inc., and the Office of Grants Development carry forth the financial goals established in the *Vision 2006 Strategic Plan* in conjunction with the entire institution.

## Business Office

The mission of the College of Southern Idaho Business Office is to receive all revenue and to make all disbursements in a friendly and efficient manner that compliments the overall mission of the institution.

Over the last ten years, the Business Office, along with most campus departments, has had to adapt to the near doubling of student enrollment while holding staff increases to a minimum. The Business Office has seen the amount of funds for which it is responsible increase from $26 million in FY1994 to

nearly $50 million in FY2003. (Appendix 7.1)

The college has been through two major software changes since its last accreditation and is currently using the Jenzabar enterprise management software, which was purchased in 1999. The Jenzabar system is an integrated software program that includes all Business Office functions, all registration functions, and a link to PowerFaids, a specialized financial aid software package. The system is run from one server with a single major database, allowing staff to easily access, link to, and pass information between modules.

Jenzabar is working adequately, but as technology changes, the college will consider alternative technologies that offer cost-effective solutions to problems that have been encountered with the use of the current software program.

In September of 2003, the institution established the Matrix. This centralized student services area, modeled on the one-stop service concept, is located in the Taylor Administration Building as well as at other on- and off-campus locations. The Matrix allows students to complete advising, registration, cashier, and financial aid procedures in a single location.

## CSI Foundation

In the spring of 2004, the College of Southern Idaho Foundation, Inc., a 501(c)(3) non-profit corporation, celebrated *Twenty Years of Investing in Students*. Created by a visionary group of community and college leaders in

1984, the Foundation's sole purpose is to support the College of Southern Idaho.

The foundation has been instrumental in the college's ability to attract, retain, and educate students. Thanks to generous donors, the foundation has been able to fund over $6 million in projects and buildings for the CSI campus. Furthermore, the foundation has funded in excess of $6 million in scholarships for CSI students. The foundation board consists of dedicated individuals, from across the eight-county service area, who work very diligently to support excellence in education.

Building a vital alliance between the community and the college is a major purpose of the foundation. A further purpose of the organization is to solicit and receive gifts, bequests, money, and property to be held and managed for the benefit of the College of Southern Idaho and its various professional, technical, and educational programs. The foundation also promotes excellence and provides scholarships, grants, and loans. The foundation intends to broaden and nurture the presence and visibility of the college with the various communities in the area. For example, the newly inaugurated CSI Alumni Association, for which the foundation is the parent organization, is currently soliciting members throughout the service area of the college.

## Purpose

The purpose of this Standard is to demonstrate the financial viability of the College of Southern Idaho and to demonstrate how CSI plans for and manages financial services within the context of the institution's mission and goals.

## Financial Planning

Financial planning at the College of Southern Idaho is an ongoing process that is directly tied to the mission and goals of the institution. Due to the funding structure of community colleges in Idaho, the College of Southern Idaho enjoys appropriate autonomy in financial planning and budgetary matters. The college is governed by a five-member elected board of trustees that approves all financial plans and budgets created by the college. The duties and autonomy of this board are outlined in Idaho Code, Title 33, Chapter 21, 33-2107. (Appendix 7.2) (7.A.1) The State Board of Education approves the budget requests for community colleges in Idaho, and that appropriation appears as a single line item in the State Budget (Appropriations—Community Colleges House Bill No. 470). This appropriation is divided equally between the two state-funded community colleges, North Idaho College and the College of Southern Idaho, as agreed on April 10, 1996. (Appendix 7.3)

The college is required to submit a performance report and strategic plan to the State Division of Financial Management to ensure that the twelve State Board of Education performance measures as well as the nine institutional performance reporting indicators guide the institution's budget. These performance indicators tie directly to the institution's strategic plan and mission. (Exhibit 7.1) Standard One contains a more detailed discussion of the process.

As noted in the overview section above, financial planning at the institution is a process guided by the strategic goals of the college. (7.A.2) Often this process originates at the department level, where budget requests are developed by individuals through the use of Personal Plans for Improvement (PFI) during the fall semester of each year. (Appendix 7.4) During the spring semester, these budget requests are combined into a Unit Plan for Improvement (UPFI), which represents the needs of the entire department. (Appendix 7.5) The executive vice president/chief academic officer and the instructional dean analyze instructional departments' UPFIs for their correlation to the mission of the institution when establishing department budgets at the conclusion of each spring semester. This timeframe allows the administration to set budgets shortly after budget allocations have been announced at the end of each legislative session. These budgets are then sent to the vice president of finance. This coordinated effort across campus ensures that all capital outlay is reviewed, controlled, and justified based upon the mission and goals of the institution.

Despite the effective use of the plan for improvement process, particularly within the instructional branch of campus, its use is still uneven across campus. In light of this, the Institutional Planning and Development Office is currently working to ensure a stronger tie between institutional planning and resource allocation. A more detailed explanation of this process appears in Standard One.

The institution publishes an annual *General Fund Budget* in August of each year. (Exhibit 7.2) (7.A.3) This budget is made available to the general public in the college's Business Office and is approved annually at a public board meeting. Due to the fluid nature of the budgeting process, the board of trustees traditionally passes a continuing budget resolution to allow the college to operate for July and August until the detailed budget is solidified and presented at the August board meeting. (7.A.3) Board members oversee all major capital outlay and approve the institution's annual budget. Additionally, any purchase over $25,000 must be bid on publicly and approved by the board of trustees, as outlined in Idaho Code, Title 33, Chapter 6, 33-601, #2. (Appendix 7.6)

Departmental budgets are traditionally distributed at the beginning of each academic year. The last two academic years, however, the institution was forced to adjust to uncertainty in state funding, which led to a delay in the distribution of departmental budgets. However, department and program chairs received a continuing resolution that allowed for spending during these periods. Departments receive a Trial Balance and Account Detail for their respective budgets each month, typically within five business days of closing the books. (Appendix 7.7) (7.A.3)

When budget reallocation or revision is necessary, the changes are handled in one of two ways. Simple reallocation of funds among departments does not require board of trustee approval. Therefore, the department heads and the executive vice president/chief academic officer handle this reallocation. However, if the revision entails using new funds or reallocating funds at the institutional level, the board must approve the reallocation, according to Idaho Code, Title 33, Chapter 7, 33-701

#9. (Appendix 7.8) When budget revisions are necessary, those revisions are distributed to affected groups after approval by the president and the board of trustees. (7.A.3)

Long-term financial planning at CSI has also been challenging for the past few years due to a decrease in state funding. Annual budget shortfalls, holdbacks, and fluctuations over the past three years have made the process of producing three-year budget projections difficult. Although state funding for FY2005 is still $600,000 less than it was in FY2002, financial planning is ongoing and consistently results in stable financial performance. (Appendix 7.9) Projections for the college budget are generally for the coming year only. The Idaho State Division of Public Works requires a six-year projection of funds for capital construction. (Appendix 7.10) (7.A.2)

The *Framework Master Plan*, which projects a vision of growth at CSI over the next twenty years, was developed in 1999 in conjunction with the college's Strategic Planning Committee. (Exhibit 7.3) The vice president of finance maintains a working folder of capital projects outlined in the *Framework Master Plan*. This working folder, located in the Business Office, provides the institution with flexibility as it attempts to meet its mission and goals during times of financial uncertainty.

CSI also has the luxury of flexibility in its budgeting process because, with the exception of the dormitory housing bond, the institution has not incurred any debt since 1985. The board of trustees must approve any debt incurred. As part of the legal bonding requirement, the

institution maintains a 10% bond reserve and has in excess of 120% revenue stream of bond payment. (7.A.4)

## ANALYSIS AND APPRAISAL

### Financial Planning

**Strengths:**

- The plan for improvement process is effective in ensuring that budgetary planning is directly tied to the mission and goals of the institution.

- Innovation, flexibility, and teamwork in financial planning at the institution have allowed the college to weather economic downturns and financial uncertainties while still meeting the mission and goals of the institution.

**Challenges:**

- Despite the effectiveness of the plan for improvement process, it is unevenly implemented across campus.

- The college must remain vigilant in planning for long-term budgetary needs due to financial uncertainties at the state level.

**Courses of Action:**

- The college must ensure a strong tie between institutional planning and resource allocation.

## Adequacy of Financial Resources

As noted in the College of Southern Idaho strategic plan, finding innovative methods of establishing new funding is a goal of the institution. Currently, institutional funding consists of an annual legislative appropriation, local property tax, tuition and fees, and various grants. (Appendix 7.11) These resources are committed based upon the annual plan for improvement process, which is tied directly to strategic goals and which plays a primary role in the development of the annual departmental budgets. (7.B.1) Departmental control ensures adequate financial resources to support instructional programs. (7.B.5)

The college has a proven track record of financial stability. CSI has been fortunate enough to avoid a deficit for many years. Given that there is no accumulated debt, and given the history of financial stability, there is no plan to eliminate an accumulated deficit. (7.B.3) Additionally, due to the lack of debt carried over by the institution, the institution maintains adequate resources to meet debt service requirements. The only current debt is a dormitory bond, for which the institution does have an eighteen-year plan for repayment. (7.B.2)

Currently, no written policies exist regarding transfers among major funds and interfund borrowing because, historically, this has not been a problematic issue. The board of trustees approves any major transfers. Financial statements reflect prudent financial planning and control. (7.B.4)

The primary sources of financial aid for students attending the College of Southern Idaho are federal and state financial aid, foundation scholarships, and CSI institutional scholarships. The college has identified internal sources for student financial aid, and those sources are made available to students. Additionally, the college provides brochures and links to online resources regarding the availability of external sources of financial aid. (7.B.6)

The College of Southern Idaho Foundation has 130 funds that amount to approximately $6 million dollars available for scholarship awards. (Appendix 7.12) The interest income on the corpus of these funds is awarded annually. (7.B.6) The Foundation Scholarship Program and the CSI Financial Aid Office are in constant communication regarding funds received by CSI for scholarship use and the guidelines for the distribution of those funds. The foundation reports activities to the CSI board of trustees and, upon request, provides information to donors. Moreover, an annual review of the strategic plan of the college gave rise to an "alternative funding" initiative that emphasizes the enterprise opportunities of grant development, external funding requests, and funds development by the foundation and departments.

The college has the ability to review unfunded financial aid on an individual student basis as needed. Financial aid is included in the fiscal General College Audit according to the Single Audit Act, OMB Circular A-13. (7.C.10) Results from this audit are matched with reports that the Financial Aid Office is required to furnish annually. (Exhibit 7.4) (7.B.6)

While Idaho statute does not require a reserve amount of capital to be held by the college, the college has a proven record of meeting financial obligations during periods of fluctuation. This is accomplished through continuous review and appropriate action to ensure that the college is able to weather periods of financial uncertainty. Specifically, the institution can implement a reduction in force policy as indicated in its *Employee Policies and Procedures Manual*, reduce staff based on program need, or eliminate a program. (Exhibit 7.5) During recent state holdbacks, the institution adjusted to external financial uncertainty by not replacing personnel who retired or left the college, by limiting operational budgets, and by increasing tuition and fees. As budgetary conditions have improved, however, those positions that were not filled as a result of holdbacks have now been filled. (7.B.7)

Auxiliary enterprises at CSI include athletics, student housing, and the bookstore; each of these is included in the annual audit. Auxiliary enterprises exist in separate funds, and it is not common practice at the institution to use income from auxiliary enterprises to supplement educational and general operations, or to use funds from the latter operations to supplement auxiliary enterprises. (Appendix 7.8) (7.B.8)

### ANALYSIS AND APPRAISAL

### Adequacy of Financial Resources

#### Strengths:

- With the exception of the dormitory bond, the college has no debt.

- The college has been able to maintain adequate financial resources to meet the needs of the college.

- The sources of revenue that fund the college are diverse and demonstrate innovation.

#### Challenges:

- The institution must be vigilant in continuing to look for innovative sources of funding.

#### Courses of Action:

- Continue to seek alternative funding sources.

- Continue to exceed student and industry expectations in order to attract and retain quality students.

## Financial Management

The vice president of finance reports to the board of trustees on a monthly basis regarding the financial adequacy and stability of the institution. At this meeting, a monthly treasury report detailing revenues and expenditures is reviewed and compared to the corresponding monthly report from the previous year. (Exhibit 7.6) (7.C.1)

The College of Southern Idaho's financial functions are centralized under the vice president of finance, who reports directly to the president. The assistant vice president of finance manages institutional business functions. Other personnel include an accountant, a payroll manager, a general ledger account technician, an administrative assistant, three accounts payable

technicians, and a half-time inventory technician. These staff members are well-organized, follow a clearly understood chain of command, and are responsible for all Business Office functions. (Appendix 7.13) CSI is required to manage cash as outlined in Idaho Code, Title 67, Chapter 12, 67-1210 and Title 33, Chapter 7, 33-701. (Appendix 7.14; 7.15) (7.C.4)

The size and complexity of the business organization is adequate for an institution the size of the College of Southern Idaho, and the annual audit report indicates that the financial functions are consistent with governmental auditing standards. The Fall 2003 Accreditation Survey of administrators, faculty, staff, and students indicates that 80% of the respondents agree that the Business Office "is well-organized and efficient." (Appendix 7.16) (7.C.2)

The board approves the selection of the auditing firm and can review this selection at any time. For the past 15 years, the auditing firm of Ware and Associates has conducted the audit, which is provided annually to the board of trustees. (7.C.6) This audit, conducted according to generally accepted auditing standards, confirms that all expenditures and income are fully controlled by the institution. (7.C.3, 7.C.5) Ware and Associates has provided the vice president of finance and the assistant vice president of finance with an exit interview for each audit. A management letter is only included with the audit if an issue is revealed in the audit; this has never been the case. The latest audit is made public in the office of the vice president of finance. (7.C.7, 7.C.12, 7.C.13) As

noted above, all financial aid funds are included in the audit. (Exhibit 7.7; 7.8) (7.C.10)

While CSI does not utilize a formal program of internal audit, the institution does maintain internal control through everyday business procedures that follow generally accepted principles of accounting, as is evident in the audit report and in the Business Office organizational chart. A review process also exists between the president and his administration. (7.C.11)

## ANALYSIS AND APPRAISAL

### Financial Management

**Strengths:**

- The Business Office enjoys tremendous support from the administration and board of trustees to purchase software, implement changes, and react to the needs of the college.

- The college has an experienced Business Office staff who demonstrate a clear ability to work effectively in the current system.

**Challenges:**

- A lack of a formal internal audit may pose a challenge as the college and its business functions continue to expand.

- As technology changes, the institution will need to continually update its enterprise management software and provide training accordingly.

### Courses of Action:

- Strengthen the internal audit process.

- Continually research management software on the market.

# Fund-raising and Development

Most fund-raising activities for the College of Southern Idaho and its units are governed by the Office of Institutional Planning and Development, which includes the College of Southern Idaho Foundation, Inc., the newly-formed CSI Alumni Association, and the CSI Office of Grants Development. The CSI Golden Eagle Booster Club functions independently of the college.

The members of the CSI Office of Institutional Planning and Development are members of the Council for Resource Development and adhere to a national code of ethics. (7.D.1, 7.D.3)

## College of Southern Idaho Foundation, Inc.

The College of Southern Idaho Foundation, Inc., exists for the purpose of soliciting and obtaining charitable contributions to provide financial support for educational and other programs of the College of Southern Idaho. It fully complies with the regulations set forth by the State Board of Education for the state of Idaho. The CSI Foundation, Inc., undergoes an annual audit at the end of each fiscal year. The vice president of planning and development/executive director of the College of Southern Idaho Foundation, Inc., has been designated as the officer

who administers endowment and life income funds. (7.D.2) The foundation has assets in excess of $16 million, has raised contributions in excess of $1 million for each of the past three years, and has supported building projects, equipment, and scholarships in excess of $12 million.

## Alumni Association

The College of Southern Idaho's Alumni Association was founded on November 5, 2003. The association has 60 CSI alumni members and is continually working to increase membership. Fund-raising activities involving members of the alumni association are planned for the next phase of the association, in early 2006.

The mission of the CSI Alumni Association is to help generate and sustain institutional loyalty and pride for the mutual benefit of the alumni, college, and community. The Alumni Advisory Board provides direction in its quest to foster life-long partnerships with former students of CSI.

## Grants

The Office of Grants Development at CSI is dedicated to encouraging innovation and developing partnerships both internally with college stakeholders and externally with the community. The Office of Grants Development supports the mission of the College of Southern Idaho through grant research, grant development, and grantsmanship training for faculty and staff.

Since the establishment of the Office of Grants Development in 1997, over $8 million dollars in discretionary grant

funds have been awarded to CSI from private and corporate foundations and state and federal funders.

In these increasingly difficult fiscal times, it becomes even more critical to purposefully plan and seek external funding to support the college, its programs, its staff, and its students. Therefore, on an annual basis, three or four strategic areas for grant development are targeted.

The Office of Grants Development also recognizes that there are opportunities outside these targeted areas. These opportunities are evaluated according to a number of criteria that include the following: relevance to the college's strategic plan; availability of resources to plan, develop, and submit the grant; ability to effectively implement the grant; and the likelihood of the grant being funded.

### Direct Congressional Requests

Direct congressional funding requests were successful in 2003 and 2004, reaping $600,000 for CSI programs. Additional requests identifying infrastructure, equipment, and program development needs have been submitted for the 2005 funding year.

### Intercollegiate Athletics

The CSI Golden Eagle Booster Club, which is independent of the college and a 501(c)(3) organization, raises money to provide scholarships to students involved in intercollegiate athletics. Funds from the booster club come from memberships, private donations, profits from sales in the concession stand and the booster store, and corporate

sponsorship programs. Because of its independent status, the booster club does not receive any financial assistance from the CSI Foundation. However, a working relationship is established between the CSI Foundation and the booster club to coordinate development efforts.

### ANALYSIS AND APPRAISAL

### Fund-raising and Development

**Strengths:**

- The growth of resources within the College of Southern Idaho Foundation, Inc., has established a solid fund-raising base for the college for years to come.

- Focused attention on securing grants for the college has resulted in these grants becoming a significant source of revenue.

**Challenges:**

- None.

**Courses of Action:**

- None.

## Appendices

7.1    Chart depicting Increase in Funds for which Business Office is Responsible

7.2    Idaho Code, Title 33, Chapter 21, 21-2107

7.3    State General Fund Allocation Agreement Between the College

## Exhibits

## Additional Required Documents

IPEDS Financial Section for past three years

Default Rate for the Past Two Years

## Standard Seven
## Committee

**Chair:**

- Amber Simon-Power,
  Instructor, Business

**Vice-Chair:**

- John Hughes, Director,
  Academic Development
  Center

**Members:**

- Shelley Brulotte, Instructor,
  English

- Jeff Harmon, Assistant Vice
  President of Finance

- Jayson Lloyd, Assistant
  Professor, Biology

- Shonna Parsons,
  Administrative Assistant,
  Office of Instructional
  Administration

- Dennis Pettygrove, Associate
  Professor, Chemistry

- Nolan Rice, Assistant
  Professor, Mathematics

- Magan Ruffing, Accountant,
  Business Office

- Debbie Wilson, Associate
  Executive Director, CSI
  Foundation

# Standard Eight:
## Physical Resources
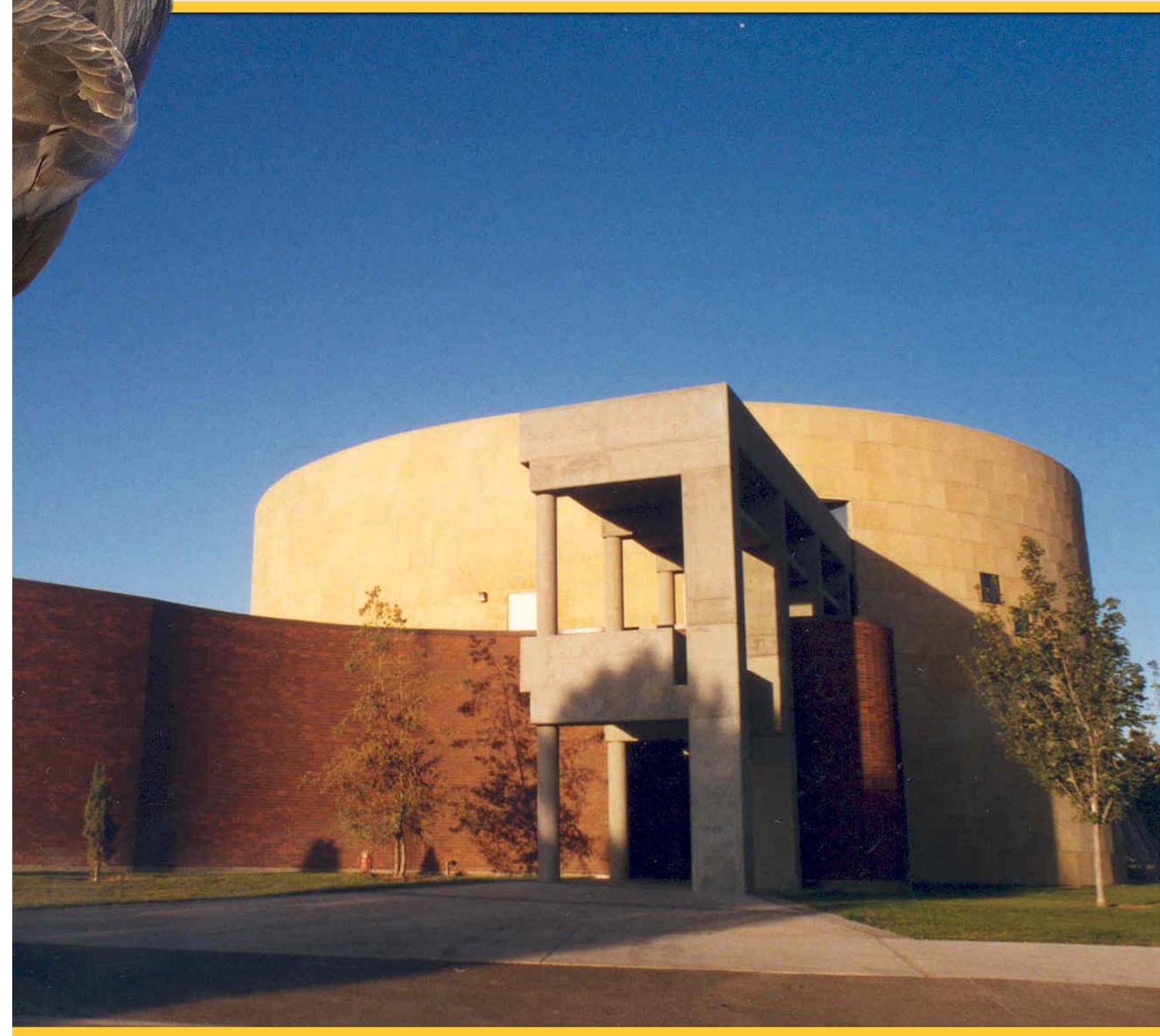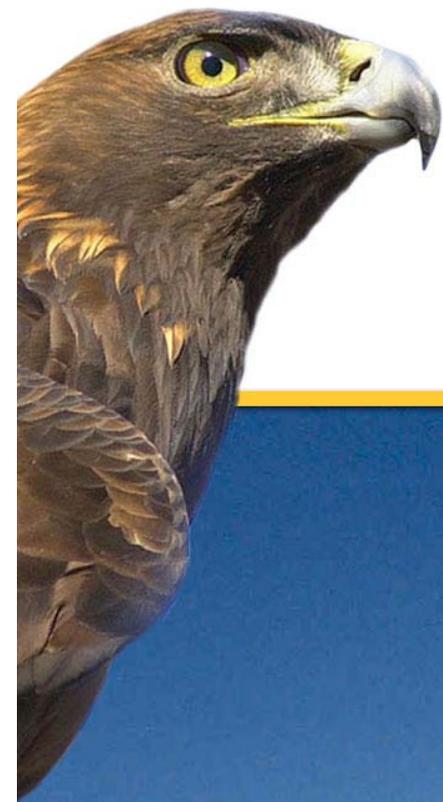
# Standard Eight:
# Physical Resources

## Overview

The 1994 Accreditation Visiting Team gave the college high praise for its physical resources, and over the last ten years, the campus has not only maintained this standard of excellence but has continuously improved the adequacy of these resources. For over 35 years, the board of trustees and administration have consistently allocated funds for the construction and maintenance of high-quality facilities at CSI.

The college has expanded buildings and property holdings significantly over the last ten years to meet growing needs. Through this expansion, care has been taken to preserve existing facilities as well as to construct quality new facilities. The Physical Plant Department is viewed as providing a vital function directly related to the mission of the college. The department enjoys the support of the board of trustees, administration, faculty, staff, and students.

The College of Southern Idaho is widely recognized as the best-maintained college in Idaho. The continued emphasis on maintenance and grounds keeping and the high standards set by the board of trustees and president,

regardless of reductions in overall funding, are reflected throughout the buildings and grounds of the campus.

## Purpose

The purpose of Standard Eight is to demonstrate the commitment of the College of Southern Idaho to continue to develop and maintain physical resources, both at the Twin Falls campus and at the college's outreach centers, that enable the college to fulfill its mission and goals.

## Instructional and Support Facilities—Twin Falls Campus

### Grounds

The campus encompasses over 300 acres of land within the city of Twin Falls. (Appendix 8.1) Since the last accreditation visit in 1994, CSI has constructed or made additions to eight major buildings on campus and has purchased the Northview apartment complex adjacent to campus. These additions have increased total square footage on campus by more than 261,000 square feet. With the completion of the Fine Arts addition in 2005, the square footage of campus buildings will total almost 845,000 square feet. (Exhibit 8.1) (8.A.1)  The college also purchased six acres to the east of the campus in 1995, and 70 acres of adjacent farmland to the north of the campus in 1998.  While the 6.4 acres may be sold for development, the 70 acres is dedicated to future growth.  The college also received a donation of 128 acres of bare land at the intersection of

Highway 93 and Interstate 84 in 1998. This property will increase in value as development of the surrounding area continues.

### Instructional Space

The college has approximately 600,000 square feet of space allocated for educational programs. (Appendix 8.2) In accordance with the college's mission, facilities are assigned to meet both educational and community needs. However, when these needs conflict, educational needs take priority. (8.A.1)

As evidenced by the *Facilities Use Study*, adequate spaces are available for educational programs. (Exhibit 8.2) The particular use of these spaces constantly changes as programs and curriculum changes occur.  For example, additional science laboratories have been developed to accommodate the large numbers of students who are preparing for careers in health care; a new large animal lab was constructed in 2001 in order to meet the needs of students enrolled in the Veterinary Technology Program; and farm land adjacent to campus has been utilized to conduct a variety of outdoor labs by the Agriculture Department. (8.A.2)

However, adequate spaces are not always available at the time of day when students and faculty would prefer to be in class.  Spaces fill to approximately 80% of capacity between 9 a.m. and 1 p.m. Monday through Friday.  In response, the college has added more courses at non-traditional times of the day.  Facilities are well-utilized with a remaining capacity for growth. (Appendix 8.3)

## Office Space

Rapid growth over the past ten years has necessitated the addition of numerous full-time faculty.  Since 1992, the college has increased from 126 full-time faculty to 148 full-time faculty in 2003.  Since 1992, building additions and remodels have resulted in the addition of 69 offices for faculty, while only 22 new faculty positions were added. (Appendix 8.4)  Prior to 1992, many faculty shared offices or were not provided adequate spaces.  While the office space situation is not ideal and the college is continuously working to add faculty offices, current faculty and staff office areas are generally adequate.  The Fall 2003 Accreditation Survey shows that 73% of respondents agree that office space is adequate for full-time faculty and 60% of respondents agree that it is adequate for part-time/adjunct faculty. (Appendix 8.5) (8.A.2)

## Furnishings

In general, facilities are furnished adequately for student work, study, and research.  Student areas, including classrooms, labs, and study areas, are spacious, well-furnished, and have up-to-date and, in most cases, state-of-the art equipment.  Student study areas, including computer labs, are also provided in each instructional building on campus.  Additionally, many labs in which computer classes are taught have been remodeled and many classrooms have been equipped with multimedia capabilities. (Appendix 8.6)  When new buildings are constructed, new furnishings are provided.  Faculty and staff are also provided with adequate furnishings for the spaces in which they conduct their work. (8.A.3)

## ANALYSIS AND APPRAISAL

### Instructional and Support Facilities—Twin Falls Campus

**Strengths:**

- Funding has been provided for new buildings and remodels based upon need.

**Challenges:**

- Providing adequate spaces for faculty.

**Courses of Action:**

- Continue to work on addressing faculty office needs.

## Maintenance

The Physical Plant Department is located in the McManaman Building and is managed by the plant facilities director and the assistant plant facilities director.  The staff consists of 66 full-time, year-around employees and ten part-time employees.  The majority of the part-time employees work in the Security Department as relief and weekend help.  A variety of seasonal student-workers augment the staff throughout the year.  Additional seasonal summer grounds workers are employed full-time during the growing season to help care for the 129 acres of lawn, shrubs, and trees.

The Physical Plant Department is responsible for properly maintaining the buildings and grounds, for campus security and safety, and for the college motor pool.  The staff members of the

Physical Plant Department include electricians, carpenters, construction specialists, mechanics, plumbers, HVAC technicians, security officers, custodians, grounds people, office specialists, and a draftsman. The department is staffed by a group of experienced, highly-skilled, journeyman-level craftspersons who provide valuable input into the design, remodel, and maintenance of campus facilities and systems. No on-campus maintenance services are contracted out. Outreach centers are also maintained by the CSI Maintenance Department, with the exception of the North Side Center, whose custodial services are maintained by the Idaho School for the Deaf and Blind.

The Physical Plant Department utilizes a work order system. (Appendix 8.7) Any CSI employee can generate a work order. Routine work orders are sent to the Physical Plant Department secretaries who distribute them to the staff for resolution, while special requests are reviewed and prioritized by the director. The director continually reviews completed work orders to ensure timeliness. Building custodians are responsible for ensuring their buildings are maintained and operational. Their contact and close cooperation with staff are essential to keeping buildings maintained.

Major projects and renovations are initiated by directors and department heads and are approved by the physical plant director, the executive vice president/chief academic officer, the vice president of finance, and the president. These projects are prioritized by the administrative team, and projects that have a direct impact on educational programs receive the highest priority.

Funding for these renovations generally comes from the plant facility fund. (8.A.4)

Under the leadership of the physical plant director, the campus has addressed or is in the process of addressing all deferred maintenance issues. For example, a new paint shop will be completed by the spring of 2005. This up-to-date facility will address an outstanding issue with the Idaho Division of Building Safety.

The college receives approximately $400,000 a year from the state of Idaho for specific maintenance projects, such as roofing, paving, and major HVAC retrofits. The college allocates approximately $500,000 per year from the general fund to the plant facility fund for maintenance and construction projects, such as remodels and minor (under $30,000) repair projects. With the number of current staff members in the Physical Plant Department, this allocation provides funding for all of the projects that can be managed in an efficient, cost-effective manner. (Exhibits 8.3, 8.4)

The two sources of funding carry with them restrictions on how their funds can be used. The larger more complex projects are generally funded through state allocations. Plant facility funds are available for projects that need to be addressed quickly, and these projects are generally handled by college maintenance staff. This allows the Physical Plant Department to address projects in both the fastest and the most cost-effective manner.

The campus community has a positive opinion of the Physical Plant

Department and its ability to address maintenance issues.  In the Fall 2003 Accreditation Survey, questions concerning the adequacy of building maintenance and cleanliness, snow and ice removal, and grounds maintenance were asked.  Approximately 95% of the employees taking the survey agreed or strongly agreed that the Physical Plant Department did an adequate job in these areas. (Appendix 8.8)

## ANALYSIS AND APPRAISAL

### Maintenance

### Strengths:

- Significant funding has been appropriated on a regular basis for major and minor campus projects.

### Challenges:

- None.

### Courses of Action:

- None.

# Health and Safety

### Campus Safety Committee

In 2001, a Building Safety Committee was organized.  This committee meets monthly and its members include representatives selected from each building on campus.  Also, a coordinator from the Mini-Cassia Center was selected to represent, conduct site visits of, and ensure safety concerns were addressed at outreach centers.  Since its inception, this committee has had a

significant impact on safety and security at the college.  Specific examples include an "Emergency Phone Runner Tree," a quarterly safety newsletter, monthly e-mailed safety tips, and emergency exit floor plans that have been placed in each classroom. (Appendix 8.9, Exhibit 8.5)  This committee exists in addition to the committee currently examining campus safety with regards to the strategic planning process.

### Building Safety

A state of Idaho safety inspector annually inspects each building for unsafe conditions.  Any potentially unsafe conditions identified and listed on the inspector's report are promptly resolved, and a report is sent back to the state inspector. (Exhibit 8.6)

The Twin Falls Fire Department annually inspects and documents each of the buildings for fire hazards, exit obstructions, and emergency lighting operation.  The Security Department also conducts monthly checks on fire extinguishers. (Exhibit 8.7) (8.A.5)

Fire alarm systems in most major buildings contain recently installed addressable devices and panels.  The 75,000-square-foot Canyon Building is scheduled to be upgraded to an addressable system in the summer of 2004.

### Campus Security

Fourteen security officers provide around-the-clock coverage of the campus.  The Security Department is staffed twenty-four hours a day, seven days a week, and when additional

security is needed, additional officers are scheduled.

At one time the college considered contracting for services with the local police force. A pilot project was completed utilizing one full-time officer in fiscal year 2000. However, the cost incurred outweighed the services provided and the benefits afforded the college, so the program was discontinued. The major function of the college security force is to assist people and to provide a favorable presence on campus. Security is always available by phone.

In 2003, a new security supervisor was hired. The new supervisor has changed shift patterns to provide better coverage. He has clarified the security force's mission and has assisted personnel in developing pride in themselves and their mission. Through the support and direction of the physical plant director and security supervisor, the Security Department is functioning in accordance with directives of the administration.

Additionally, lighting in remote areas is now being addressed as a safety issue as well as an aesthetic issue. The college has also recently purchased a "blue light" emergency phone for the grounds and may purchase more if it is deemed necessary. (8.C.3)

## Custodial Services

The college employs 26 custodians, as a part of the Physical Plant Department, who are under the direction of a single supervisor who reports directly to the plant facilities director. These custodians are assigned to specific buildings and work various shifts. They

are responsible for ensuring that buildings are safe, functional, clean, and in good repair. The custodians build working relationships with staff in the buildings and cooperate with them to maintain buildings. There is an obvious sense of pride in all staff concerning the cleanliness and condition of college facilities.

## Parking Services

Parking at CSI has only recently become a problem, and that problem is being managed. Ample room on campus allowed for the construction of a new temporary lot on the north side of campus to manage overflow parking at peak hours of the day. Parking is free to employees, students and campus visitors. Currently, the college has approximately 2,700 parking spaces on the Twin Falls campus. The security staff handles any parking problems that arise.

## Disability Access

The college philosophy is to make buildings accessible based upon the needs of the individual student, even if these needs exceed the requirements of the Americans with Disabilities Act (ADA).

Student Disability Services (SDS) performs accessibility audits on campus buildings and sidewalks, and reports back to the plant facilities director when necessary to request analysis and repair. (Exhibit 8.8) Older buildings have been remodeled to accommodate disabled students. As part of the planning process for new building construction, the state of Idaho completes a compliance check regarding code issues before construction starts. All new buildings

are constructed in accordance with published campus standards, current building codes, and the Americans with Disabilities Act. (8.A.5)

Special constituencies receive due consideration when physical resource planning is performed at the College of Southern Idaho. SDS provides specific direction to the Physical Plant Department regarding individual clients who have special needs. The Physical Plant Department then ensures the delivery of that which is requested by SDS. Special events, such as graduation, call for extra attention to be given to those with disabilities and to their needs. (8.A.5)

### Hazardous Waste Disposal

The College of Southern Idaho is considered to be a conditionally exempt generator of hazardous waste. When hazardous waste materials are produced at the college, disposal is handled in accordance with state and federal law. (8.B.3) (Exhibit 8.9)

### ANALYSIS AND APPRAISAL

### Health and Safety

#### Strengths:

- Safety is a cooperative effort among all staff. Custodians and physical plant staff are very responsive to safety concerns and address issues immediately.

- The plant facilities director has an excellent relationship with the disabilities services coordinator,

which allows them to work cooperatively in addressing issues.

#### Challenges:

- The major challenge will be to maintain the sense of ownership that staff have in college facilities. Keeping safety and service as the highest priorities will require continuous emphasis in these areas.

#### Courses of Action:

- Evaluate the impact of the "blue light" phone and consider adding more phones if warranted.

## Equipment and Materials

The college is committed to providing and maintaining adequate equipment to facilitate the achievement of the educational goals and objectives of the institution. Replacement costs for equipment are incorporated into the instructional budgets to ensure that instructional, faculty, and lab equipment is replaced at regular intervals.

Computers in both open and dedicated labs are replaced every three to four years to ensure that hardware will be compatible with new software upgrades. Funding for computer replacements in open labs is generated from a student technology fee. Replacements for dedicated computer labs are funded from departmental budgets and are upgraded as the curriculum requirements change. Standard Five includes a fuller description of the computer replacement procedure on campus.

The past five fiscal years have seen a dramatic reduction of funds from the state of Idaho for capital outlay for the professional-technical area of campus. (Appendix 8.10)

The professional-technical division has survived through donations from industry and by obtaining grants for equipment. The college general fund has also allocated funds to assist in the purchase of equipment. However, these are not consistent, reliable sources for year-to-year equipment replacement.

Grants are also utilized for start-up costs, including equipment, for new programs. Donations through the CSI Foundation, industry contacts, and partnerships have provided valuable instructional equipment to numerous programs. The Diesel Technology and Health Sciences and Human Services programs have been particularly aggressive in this area. Additionally, faculty plan for equipment needs in their Personal Plans for Improvement (PFI), which are completed annually. Administration uses these plans when establishing budget needs for equipment. (8.B.1)

The Business Office maintains an inventory of major equipment items purchased in excess of $2,000, per state of Idaho regulations. In addition to this, all computers are inventoried and tracked for management purposes. Inventory is tracked on a central database maintained by the Business Office. (Exhibit 8.10) (8.B.2)

HVAC and plant equipment is replaced as recommended by the plant facilities director. Major projects completed over the last ten years are listed in Exhibits 8.3 and 8.4. Funding for these projects

comes from institutional and State of Idaho Division of Public Works funds. These projects are tracked through the Physical Plant Department. (8.A.2)

### ANALYSIS AND APPRAISAL

### Equipment and Materials

<u>**Strengths:**</u>

- The college has been able to ensure equipment is upgraded and replaced as needed.

<u>**Challenges:**</u>

- With state resources being reduced, especially in the professional-technical area, it is difficult to maintain a consistent replacement schedule for educational equipment.

<u>**Courses of Action:**</u>

- On an annual basis, allocate additional capital outlay funds to departments to build a larger budget base for replacement of equipment.

## Physical Resources Planning

Since its inception, the College of Southern Idaho has had a *Campus Master Plan.* The 1979 plan was updated in 1999. (Exhibit 8.11) The plan was reviewed and approved by the CSI administration and board of trustees and has been integrated into many discussions involving the future growth of the campus and facilities.

CSI uses the *Campus Master Plan* to fulfill the college mission, especially as it relates to "providing educational, social, and cultural opportunities for a diverse population," in the form of handicap access enhancements, new facilities for non-traditional and off-campus students, outreach facilities, and distance education facilities. (8.C.1)

To accommodate future growth, the college purchased 70 acres of land adjacent to, and north of, the main campus. This purchase and 40 adjacent acres, which currently comprise the Breckenridge Agricultural Endowment property, give the college an area ¼-mile wide by ¾-mile long bordering the north edge of campus to facilitate expansion. These properties are currently being farmed but have been incorporated into the *Campus Master Plan*. The college is currently seeking funding for the development of infrastructure on these properties.

Funds are maintained in the plant facility fund to meet the needs of new or renovated buildings. This is evidenced by a listing of plant facility fund balances for the last ten years and a listing of major purchases from the plant facility fund. (Appendix 8.11, Exhibit 8.4). Projected budgets for the plant facility fund are shown in Appendix 8.12. The CSI Foundation also participates in the purchase of furniture and equipment for new and renovated spaces. (8.C.2)

The initial planning for physical facilities originates with the administrative team and the strategic planning process of the college. This is done to determine and prioritize needs and to coordinate the project within the strategic plan.

Once funding is determined, architects are hired and a general concept is developed. Through the programming stage, architects meet with the primary users of the facility and to determine how to fit needs within the budget. As design development progresses, the board of trustees is updated on the project.

All major renovation and construction project decisions arise from a consideration of one-time funds available, competing needs of programs, projected future program needs, and ongoing funding. The college prides itself on its ability to react quickly to educational needs. These projects are often done with in-house staff in a three- to four-month time frame. Examples of these projects include a remodel for the Dell Corporation instructional classrooms and a Canyon Building remodel for the drafting and electronics program. (8.C.4)

## ANALYSIS AND APPRAISAL

### Physical Resources Planning

**Strengths:**

- The college has a history of planning and working from a master plan.

**Challenges:**

- Funding for the infrastructure needed to expand facilities across North College Road for planned development needs to be secured.

<u>**Courses of Action:**</u>

- Continue to seek funding for infrastructure expansion needs.

## Herrett Center for Arts and Science

A unique facet of the physical facilities at the College of Southern Idaho is the Herrett Center for Arts and Science, a non-profit support service of the College of Southern Idaho. The center includes the Jean King Gallery of Contemporary Art, the only public museum in the region; a research library; the Faulkner Planetarium; and Centennial Observatory. (Appendix 8.13) The center is open on a regular, year-round basis and is staffed by a group of highly-motivated professionals including anthropologists, artists, astronomers, and museologists. This group includes ten full-time professionals, six part-time staff, and 20 volunteers. The Herrett Center's purpose is primarily educational, offering programs to elementary and secondary school students, CSI students, and the adult community of south-central Idaho.

The center offers educational programs to approximately 25,000 elementary school students each year, and another 30,000 – 40,000 visitors come to the center for programs or to view exhibits annually.

The center possesses important anthropological, natural history, and art collections. Included are approximately 10,000 pre-Columbian artifacts, 5,000 gems and minerals, 300 pieces of contemporary art, and several thousand publications in anthropology, astronomy, and art. The center collects, preserves, interprets, and exhibits artifacts and natural history specimens with an emphasis on the prehistoric American continent.

The center supports the Jean King Gallery of Contemporary Art, which, in cooperation with the CSI Fine Arts Department and the Associated Students of CSI, offers exhibitions and other programs concerning contemporary art and art issues. The center also supports the Faulkner Planetarium, which provides multimedia presentations emphasizing space sciences.

The center has received public and professional recognition for its programs and collections. It was recently re-accredited by the American Association of Museums, and just opened a $2-million addition. A previous addition costing $3.7 million opened in 1996.

One of the more significant challenges facing the Herrett Center involves funding, which is not an unusual situation for a cultural institution in a sparsely populated state. The most significant operating expense is staff salaries, most of which is funded by the college. The center is open 61 hours per week during the school year and 73 ½ hours per week during the summer months. The center also is open for numerous special events at non-traditional hours and some center staff are required to be present at all functions inside the facility. This results in many overtime hours for staff especially during peak times of the year.

The cost of preparing new exhibits, planetarium shows, and other public programs is borne entirely from funds

generated by planetarium ticket sales, store revenue, and grants. Meeting these costs can also be a challenge, as can meeting the marketing costs for programs.

The Herrett Center is in the process of formalizing a number of small focus groups consisting of staff members and interested citizens from the local community. These groups will investigate ways to increase attendance and income, among other issues. The center is also expanding its volunteer program and initiating a "Center Associate" program to encourage a few professionals from the community to assist in some of the technical areas of the Herrett Center. Finally, the Rick Allen Community Room was recently completed and is rented out for a variety of community events, generating additional income. The center must also step forward and aggressively pursue federal and state grants to support public programs.

### ANALYSIS AND APPRAISAL

### Herrett Center for Arts and Science

<u>Strengths</u>

- The Herrett Center is widely recognized as a high-quality cultural and scientific center for the community.

<u>Challenges</u>

- Revenues of the Herrett Center need to be increased.

<u>Courses of Action</u>

- Examine upcoming recommendations of focus groups.

- Pursue federal and state grant opportunities.

## Outreach Centers

Outreach sites for college programs include the Blaine County Center, the Mini-Cassia Center, the North Side Center, and the Micron Center.

The Blaine County Center was relocated from a downtown location to the former Wood River High School in January of 2004. The center is 12,212 square feet, and consists of 13 classrooms, a technology lab, an office, a testing room, a telecommunications classroom, an ABE/GED classroom, an ESL program, a Head Start program, a computer lab, an art room, and a technology facility. (Appendix 8.14)

The Mini-Cassia Center was relocated from downtown Burley to the former Burley High School in 1998. The college leased the facility for a dollar and will receive a clear title to it in 2018. The 60,000-square-foot facility is a comprehensive one, with offices, classrooms, an auditorium, and a gym. The auditorium is not used, and the local school district schedules and controls the gym. In addition to CSI classes, the center houses GED programs, a testing center, University of Idaho County Extension Services, Vocational Rehabilitation Services, and the Cassia County Economic Development Center. There are two fully equipped telecommunications classrooms; seven regular classrooms, two equipped with

computer workstations; a modern chemistry lab; a pottery lab; and one computer lab at the center. (Appendix 8.15)

The North Side Center in Gooding is housed in facilities formerly occupied by the Idaho School for the Deaf and the Blind.  The center has an office, a telecommunications classroom, a testing room, a GED classroom, four regular classrooms, and one classroom/computer lab available for use.  The building is in the process of having structural repairs completed on outside columns.  State funds are also being provided to address the installation of a new HVAC system in 2005.  CSI does not pay rent for this building but does participate in some building improvements. (Appendix 8.16)

The Micron Center is housed at the Micron plant site in Boise, Idaho.  The facility consists of a telecommunications classroom, and other classrooms are available as needed.  Classes are telecommunicated both to and from the center.  CSI has two full-time teaching staff at the center.  Students at this facility are primarily employed by Micron.  This is the only educational facility utilized by CSI that is owned by a private entity. (8.A.7)

Each of these centers has been equipped with classrooms and laboratories that are equal in function and quality to those found on the main campus in Twin Falls. Labs are appropriately equipped for the subjects being taught in them. Equipment replacement has been a priority at outreach centers.  Additional information about the outreach centers can be found in Standard Two. (8.A.6)

The College of Southern Idaho engages in ownership, leases, and partnerships in securing its off-campus facilities, and every effort is made to ensure that facilities and the services offered there are equitable at all locations.  In addition, the college has extended its courses and services into classrooms located in high schools in the region.  These classrooms are equipped for delivery of courses between the college and the high schools, as well as between and among high schools.

## ANALYSIS AND APPRAISAL

### Outreach Centers

**Strengths:**

- Significant resources are allocated to outreach centers to allow them to have facilities comparable to the main campus.

**Challenges:**

- None.

**Courses of Action:**

- None.

## Appendices

8.1     Campus Map

8.2     Educational Building List

8.3     Graph depicting Room Usage at Different Times of Day

8.4     List of Faculty Office Additions

## Exhibits

## Standard Eight Committee

**Chair:**

- Mike Mason, Vice President of Finance

**Vice Chair:**

- DeVere Burton, Instructional Dean

**Members:**

- Don Buettner, Assistant Director, Physical Plant

- Randy Dill, Director, Physical Plant

- Penny Glenn, Professor, Medical Assistant

- Jim Woods, Assistant Professor, Anthropology; Director, Herrett Center

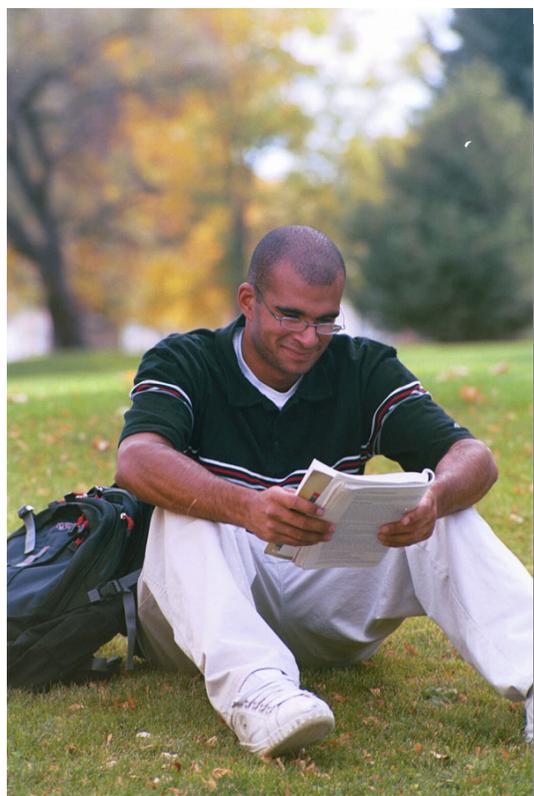# Standard Nine:
## Institutional Integrity

# Standard Nine:
# Institutional Integrity

## Overview

The College of Southern Idaho is committed to promoting and upholding the highest ethical standards in all dealings with students, employees, and the community at large.  The institutional mission statement, philosophy, purposes, and strategic plan exemplify these high standards of integrity and the commitment CSI has made to its constituents.

## Purpose

The purpose of Standard Nine is to outline how integrity and ethical standards guide the college in its operations and how the college promotes these standards within the institutional community and throughout its eight-county service area.   Specifically, this Standard focuses on the policies and procedures that guide CSI, the publications that represent CSI, how CSI ensures academic freedom, and how ethics and integrity create a campus climate that allows the institution to fulfill its mission and goals.

## Policies and Procedures

The College of Southern Idaho has developed a variety of policies that encourage ethical behavior among administration, faculty, staff, and students. These policies are included in appropriate handbooks, manuals, and catalogs. Additionally, the college works to continually stay aware of all changes in federal, state, and local laws and is committed to obeying those laws.

### Handbooks and Policies and Procedures Manuals

The College of Southern Idaho *Employee Policies and Procedures Manual*, the *Full-Time Faculty Handbook*, the *Part-Time/Adjunct Faculty Handbook*, the *CSI Emergency Manual*, and the *Student Planner and Handbook* play an important role in outlining and maintaining the operations of the college. (Exhibits 9.1; 9.2; 9.3; 9.4; 9.5)

All policies in the CSI *Employee Policies and Procedures Manual* apply to administration, faculty, and staff of the college. Policies outlined in the *Full-Time Faculty Handbook* and *Part-Time/Adjunct Faculty Handbook* address issues specific to faculty at the college.

These handbooks and manuals have existed at the college for the last ten years. Following the 1994 accreditation visit, the college administration, faculty, and staff made a commitment to establishing a clear set of policies and procedures that currently guide the institution.

The most current versions of these publications are located on the CSI Web site. Employees are encouraged to use these publications as a source of information regarding employment, leave, benefits, college resources, policies and procedures. These policies are clearly stated and are consistently and fairly implemented.

The Human Resource Department, which has been continually developed over the past decade, is responsible for reviewing policies to ensure accuracy and consistency with state and federal regulations. The department works, in conjunction with other departments on campus, to ensure all issues pertinent to personnel matters across campus are adequately addressed. (9.A.1)

Faculty and staff are encouraged to participate in the policy-making process as outlined in Standards One and Four of this self-study. When policy changes are made, they are reviewed by the president, administration, faculty, and staff prior to being submitted to the board of trustees for approval. When a policy is revised, its date of revision is noted in the handbooks and manuals. (9.A.2)

To ensure continuing integrity throughout the institution, the Human Resource Department strives to keep all employees aware of and informed about all new policies and revisions to current policies. Through new employee orientation, all new employees are given information on how to access the applicable handbooks on the CSI Web site. Moreover, the Human Resource Department frequently conducts informational training sessions on changes in CSI polices and in state and federal regulations. (Appendix 9.1)

Finally, policy changes are e-mailed to the campus community for review, and input is encouraged. Once a policy or policy change is officially adopted, it is once again e-mailed to the entire campus and added to or changed in the handbooks and manuals. (9.A.1)

### Student-Related Policies

The *Student Planner and Handbook* contains policies that work to provide a fair and supportive atmosphere for learning. The director of student activities is responsible for updating and implementing the policies in the *Student Planner and Handbook*. Students are encouraged to participate in the policy-making process as outlined in Standard Three of this self-study.

Specific policies regarding alcoholic consumption, drug use and possession, clothing, discipline appeals, firearms and fireworks, gambling, harassment, honesty, cheating and plagiarism, initiations and/or hazing, mandatory behavioral/medical withdrawal, smoking and tobacco use, and soliciting are clearly spelled out in the *Student Planner and Handbook*, in the CSI catalog, and on the CSI Web site. Additionally, instructors are encouraged to include a statement on cheating and plagiarism similar to the statement included in the CSI *Student Planner and Handbook* in each of their syllabi. (9.A.1)

### Code of Ethics

The college has established several policies that outline the behavior expected of employees and students, and these appear in handbooks, policy manuals, catalogs, and on the Web site.

The director of student activities has been working with the Student Senate to update the Code of Conduct Policy directed toward students. The revised policy will be included in the 2004-2005 *Student Planner and Handbook*.

### Conflict of Interest

The College of Southern Idaho has established several policies relating to conflict of interest issues. These policies can be found in the CSI *Employee Polices and Procedures Manual*, the *Full-Time Faculty Handbook*, and the *Part-Time/Adjunct Faculty Handbook*. The purpose of these policies is to give employees a better understanding of what might be considered to be a conflict of interest between their employment at CSI and their personal and professional activities. Policies concerning conflicts of interest among members of the board of trustees are outlined in Idaho Code, Title 33, Chapter 5, 33-507. (Appendix 9.2) (9.A.4)

## Publications

The College of Southern Idaho strives to represent itself accurately and consistently to its constituencies in both print and electronic publications.

### Print Materials

The registrar oversees the yearly revision of two of the major CSI print publications—the CSI catalog and the CSI course schedule. (Exhibits 9.6; 9.7) He enlists the aid of department heads and the Curriculum Committee, and they work diligently to ensure that the college catalog, schedule of courses, and materials pertaining to departmental programs are updated and consistent.

The *Student Planner and Handbook* offers students necessary information to assist them while they pursue their educational goals. As mentioned previously, the director of student activities is responsible for the yearly revision of the CSI *Student Planner and Handbook*. Sections of the handbook related to various departments are sent to those departments, who review them for accuracy and consistency. The Student Senate is included in and plays an important role in the yearly update of the *Student Planner and Handbook*.

The Public Information Office is involved in the production of the main publications on campus. The office takes photos for use in publications, writes most of the news releases, and, when requested, reviews information for educational publications to ensure they are accurate, consistent, and support the mission and goals of the college. The athletic director and Sports Information Office are responsible for the accuracy and consistency of all information and publications released that pertain to CSI athletics.

Over 86% of respondents to the Fall 2003 Accreditation Survey agreed or strongly agreed that the institution represents itself accurately and consistently to its constituents through its catalogs, publications, and official statements. (Appendix 9.3) However, some concerns were raised that the college felt needed to be addressed. Although materials are generally accurate, some errors were discovered during the self-study review process. Across campus, some documents and pamphlets were not consistent in their use of the CSI logo, in their use of the ADA compliance statements, and in the

style and quality of publication. It was also noted that several departments had designed their own stationary instead of using the institutional stationary. Therefore, the president formed a Publications Committee in the fall of 2003 to study this issue and to offer suggestions about how to proceed in order to ensure greater accuracy and consistency in the area of print materials in the future. The recommendations of this committee are due to be presented to the president in 2004. (9.A.3)

## Web Site Materials

As technology has advanced, so has the institution's use of the Internet to publish information about the college. In 1994, at the time of CSI's last full-scale accreditation visit, this technology was still in its infancy. Although problems were encountered initially in drafting, quality control, and maintenance of Web materials, Web materials are now the strength of the college in terms of publication accuracy and consistency.

The Instructional Technology Center (ITC) is responsible for overseeing the updates to most areas of the CSI Web site. ITC strives to ensure that:

1. Online information is current, accessible, and reliable.
2. Online information is continually re-assessed and the needs of the institution's stakeholders are being met.
3. Electronic information systems can be updated efficiently.

Continually keeping the Web information accurate and consistent is a never-ending process that involves many hours of work and the cooperation of many employees across campus. New

and revised materials are immediately posted and accuracy is checked as new information replaces outdated materials. Every two years ITC rethinks the structure and look of the college Web site.  This ensures that the home page remains easily navigable and user-friendly.  The Publications Committee, formed by the president in 2003, is also examining Web site materials to see if any problems need to be addressed. (9.A.3)

# Academic Freedom

The College of Southern Idaho's *Full-Time Faculty Handbook* uses part of the American Association of University Professor's Statement of Principles on Academic Freedom and Tenure and states that:

*"Academic freedom is essential to fulfill the ultimate objectives of an educational institution—the free search for the exposition of truth—and applies to both teaching and research."*

The academic freedom policy in the *CSI Part-Time/Adjunct Faculty Handbook* includes a subsection of that same AAUP statement:

*"The teacher is entitled to freedom in the classroom in discussing his or her teaching subject, but he or she should be careful not to introduce into his or her teaching controversial matter which has no relation to his or her subject.  Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment."*

The difference in policies between the *Full-Time Faculty Handbook* and the *Part-Time/Adjunct Faculty Handbook* was revealed during the self-study and has been attributed to the fact that the Faculty Senate and the Office of Instructional Administration jointly maintain the *Full-Time Faculty Handbook*, while the Office of Instructional Administration solely maintains the *Part-Time/Adjunct Faculty Handbook*.  While this inconsistency has not caused any problems at CSI, this issue has been taken to the executive vice president/chief academic officer and the dean of the Human Resource Department.  They are working to develop a plan to eliminate these types of discrepancies in the future.

Faculty are allowed to exercise academic freedom by choosing their own textbooks; by developing their own course syllabi, according to guidelines established by the college; and by developing and implementing course curriculum within the bounds of course descriptions.  Moreover, CSI professional and student groups are encouraged to bring speakers to campus and have hosted lecturers addressing political issues, sexuality issues, and educational issues. (Appendix 9.4)  CSI students are invited and encouraged to join student organizations established on campus that deal with a wide variety of issues and concerns.  These organizations promote educational and professional development and encourage cultural, recreational, religious, service, and social interests.

The number of respondents to the Fall 2003 Accreditation Survey who felt the institution is unduly influenced by outside social, political, economic, or

religious influences was disproportionately high when compared to the number of respondents who answered very positively to other questions in the survey. An examination of written comments revealed that some members of the campus are still concerned about an issue that occurred in fall 2001 where a guest speaker was cancelled from a joint CSI/Twin Falls Chamber of Commerce event. Several comments suggested that this cancellation demonstrated a lack of academic freedom on campus. The decision to cancel the speaker was made due to the objections of community and college leaders who felt the subject matter the speaker planned to cover was in conflict with community interests, was not appropriate for the context of the event, and was outside the contractual agreement between the speaker and the event planners. (Appendix 9.5) (9.A.5)

## The College Climate

### Campus Community

An overwhelming majority of respondents to the Fall 2003 Accreditation Survey agreed that the institution is operated with integrity. Moreover, the survey indicated that 90% of CSI employees are satisfied with their work environment and 97.5% are proud to be employees of the college. It further indicated that employees work effectively with each other and with students and that the work they do is meaningful and contributes to the mission of the college. (Appendix 9.6) (9.A.1)

### Broader Community

CSI plays a vital role in the development of the community and its citizens. Community meeting reports clearly indicate that CSI's dealings with the public are ethical, above board, and produce a healthy and positive environment between the institution and its public. (Exhibit 9.8) CSI personnel have received numerous awards from the community, indicative of the community's positive opinion of those people involved with the institution and evidence of CSI's participation in important community events. Organizations and external agencies have continually indicated that their dealings with CSI have been productive and in accordance with established procedures for mutual benefit. (9.A.1)

The College of Southern Idaho plays an active role in economic development and job training activities in the region. CSI works closely with the Southern Idaho Economic Development Organization to promote economic development through the growth of existing businesses and to assist communities in attracting new businesses to the region. (Appendix 9.7)

### ANALYSIS AND APPRAISAL

### Institutional Integrity

**Strengths:**

- Employees report that they are proud to work at CSI.

- The development of policies and procedures manuals and handbooks since the last accreditation review has positively affected the campus climate.

- The college actively participates in economic development and job training programs in the region.

- CSI has strong community relations.

**Challenges:**

- Ensuring consistency in publications across campus.

- Ensuring that policies and procedures for both adjunct and full-time faculty are developed and implemented in a consistent manner.

**Courses of Action:**

- Address the recommendations of the Publication Committee when they become available.

- Merge the *Full-Time Faculty Handbook* and the *Part-Time/Adjunct Faculty Handbook* or establish consistent policies in both handbooks.

## Policy 9.1 Institutional Integrity

CSI complies with the requirements stated in Policy 9.1 relating to fair and equal treatment of students, faculty, and staff. The college is committed to equal opportunity for education, employment, and participation in college activities. This commitment celebrates diversity, creates a campus that is free from harassment, and ensures compliance with copyright laws and regulations. All are examples of the integrity of the institution.

### Equal Opportunity

The College of Southern Idaho is an equal opportunity/affirmative action institution. The college has and will continue to recruit, hire, train, and promote into all job levels the most qualified persons without regard to race, color, religion, age, sex, disability, or national origin.

The college is responsible for evaluating its employment practices to ensure against discrimination and takes responsibility for disseminating information regarding its Equal Opportunity/Affirmative Action Policy, which was last updated in October 2003. Additionally, the Human Resource Department is responsible for ensuring that all policies and procedures are in compliance with state and federal regulations.

### Discrimination and Harassment

The College of Southern Idaho is committed to giving students and employees an environment free from any kind of discrimination, sexual harassment, or intimidation. The college considers discrimination and harassment, including sexual harassment, to be a serious offense. Policies and procedures have been established to inform students, faculty, and staff about and protect them from illegal discrimination and harassment and to educate them about the proper procedures for reporting and filing a grievance.

## Meeting the Needs of a Diverse Population

In the 1994 Accreditation Report, the following recommendation was made:

*CSI has conducted a major review of its mission due in part to its concerns about diversity. The college should demonstrate that it embraces diversity through its hiring practices, recruitment efforts, and other operational procedures.*

The mission statement of the College of Southern Idaho does reflect its commitment to the diverse population of the community it serves. A diverse population, as it applies to the mission statement of the college, is defined as reflective of the constituents of the college's service area. In addition to addressing applicable issues of ethnic diversity, the college strives to address other issues of diversity, such as socio-economic status, age, educational background, as well as the needs of students with disabilities.

In the last five years, the college has taken great strides to support the diverse needs of college constituents. A Diversity Initiative Committee was organized during the spring of 2000 to study the need for and implications of attracting more multicultural and international students to the college. The committee considered the services the institution should offer, how it recruits, and what resources would be needed to implement the plan. This committee, consisting of administration, faculty, staff, and students, is still active and meets regularly to provide direction on diversity issues and to share information regarding ongoing programs

and challenges. It also works collaboratively to address diversity-related goals and objectives found in CSI's strategic plan.

The Diversity Initiative Committee recommended the opening of a Student Success Center to provide guidance and advocacy for the recruitment, retention, and transfer of international and multicultural students. A student ethnicity census of the last five years shows a 6.6% increase in Asian American students, an 80% increase in Black/African American students, a 5.4% increase in American Indian/Alaskan Native students, and a 92.1% increase in Hispanic/Latino/Latina students. (Appendix 9.8)

The Student Success Center (SSC) develops programs that promote the understanding of diversity, both internally and externally, in order to foster a climate of tolerance, respect, and knowledge. The SSC achieves this by working with student organizations such as Latinos Unidos, Beso, Accent Club, and the Diversity Council of the Student Senate. The Diversity Council also works with other groups to address issues of diversity on campus. Additionally, the college encourages employees to participate in off-campus conferences and training programs related to the Latino community, and is actively pursuing federal funds and grants to provide leadership, resource and training development, and enhanced campus support.

Maintaining students' access to CSI, regardless of socio-economic status, has also been a focus of the college. As noted in Standard Seven, the College of

Southern Idaho Foundation has awarded approximately $6 million in scholarships to students since its inception, and many of these scholarships are based on a student's demonstrated financial need.

Students with diverse educational backgrounds are also supported at CSI. Adult Basic Education and English as a Second Language programs are designed to improve the educational level of adults, out-of-school youth, and non-English speaking persons in the eight-county service area. The Center for New Directions provides career development services for CSI students and community members through classes, workshops, and individual counseling. The center has proven to be an excellent resource for traditional as well as adult students.

Finally, in conjunction with the CSI Advising Department, the coordinator and staff of Student Disability Services build and maintain partnerships with students, faculty, staff, and administrators to promote an accessible, non-discriminatory learning, teaching, and working environment that accommodates the needs and abilities of students with disabilities.

### Copyright/Intellectual Property Rights

New laws offering protections from liability have prompted the College of Southern Idaho to draft a copyright policy for the institution. The policy is currently being reviewed by administration and faculty members. The policy is intended to provide informational materials to faculty, staff, and students that accurately describe and promote compliance with copyright and intellectual property laws of the United

States and to make them aware of their rights and responsibilities. Currently, compliance with copyright and intellectual property laws is being promoted through CSI handbooks, the CSI copyright Web site, online courses on copyright and intellectual property offered by the Instructional Technology Center, seminars for faculty and staff, informational copyright posters and e-mails, and new employee orientation.

## Appendices

9.1    List of Training Opportunities Provided by Human Resources

9.2    Idaho Code, Title 33, Chapter 5, 33-507

9.3    2003 Fall Accreditation Survey Question #31

9.4    List of Speakers

9.5    2003 Fall Accreditation Survey Question #12

9.6    2003 Fall Accreditation Survey Questions #71-#75

9.7    New Businesses brought to Valley with CSI Help

9.8    Graph depicting Increase in Minority Students

## Exhibits

9.1    CSI *Employee Policies and Procedures Manual*

9.2    CSI *Full-Time Faculty Handbook*

9.3     CSI *Part-Time Faculty Handbook*

9.4     *CSI Emergency Manual*

9.5     CSI *Student Planner and Handbook*

9.6     2003-2004 CSI Catalog

9.7     Fall 2003-Spring 2005 Course Schedule

9.8     Community Forum Data

## Standard Nine Committee

**Chair:**

- Kathy Deahl, Administrative Assistant, Office of the President

**Members:**

- Joel Bate, Assistant Professor, English

- Chris Meyerhoeffer, Associate Professor, Criminal Justice

- Paul Morgan, Associate Professor, Mathematics

- Larrianne Rodriguez, Office Specialist, Office of Instructional Administration

- Randy Simonson, Assistant Professor, Psychology