
COLLEGE OF SOUTHERN IDAHO

BOARD OF TRUSTEES MEETING

OCTOBER 21, 1996

PRESIDENT'S BOARD ROOM

5:30 p.m.

AGENDA

MINUTES

TREASURER'S REPORT

FY 96 AUDIT

COMPUTER BID

OLD AND NEW BUSINESS

SOUTH-CENTRAL IDAHO HEALTH DISTRICT BUILDING:
Cheryl Jutonen

NURSING UPDATE

VIDEO CLIP ON WESTERN GOVERNOR'S ASSOCIATION

1% INITIATIVE UPDATE

REVIEW OF STATE BOARD OF EDUCATION MEETING

COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES MEETING
OCTOBER 21, 1996

CALL TO ORDER: 5:30 p.m. PRESIDING: LeRoy Craig

ATTENDING: Trustees: LeRoy Craig, Dr. Thad Scholes, Dr.
Charles Lehrman and Donna Brizee

College Administration: Gerald Meyerhoeffer, President
John M. Mason, Secretary/Treasurer
Dr. Jerry Beck, Vice President of Instruction
Dr. Joan Edwards, Vice President of Planning
and Development
Dr. Michael Glenn, Vocational Dean

Dr. W. Campbell, Dean of Information Technology

Jeff Duggan, Assistant to the President
Annette Jenkins, Public Information Director

POST Staff: Todd Schwanz and Ken Bingham

Faculty Representatives: Ian Middleider

Times News: Liz Wright

MINUTES OF September 3, 1996 were approved as written on
MOTION by Dr. Charles Lehrman. Affirmative vote was
unanimous.

TREASURERS REPORT: The Treasurer's Reports for August and
September were approved on MOTION by Dr. Charles Lehrman.
Affirmative vote was unanimous.

BIDS:

1. The Board approved the low bid of New Technologies of
Santa Fe, California in the amount of \$33,448 for twenty
eight computers on MOTION by Dr. Thad Scholes. Affirmative
vote was unanimous.

PRESIDENT'S REPORT:

1. The Board approved the fiscal year 1996 audit on MOTION by Dr. Thad Scholes. Affirmative vote was unanimous.

2. The President reported on developments concerning the Western Governor's Virtual University. The Board viewed a video that demonstrated how a student would access the university. Problems concerning assessment of student skills and the mechanics of the virtual university were discussed by Dr. Beck and Dr. Campbell.

3. The President advised the Board of the efforts of the "Idahoans against the 1%" coalition. He noted that Governor Batt indicated that the passage of the 1% initiative would most likely result in a tax shift rather

colleges and universities were meeting after the election and would be working together to lessen the impact if the 1% passed.

4. The new South Central Health District Building footprint will be staked out for review by the Board. It will take up

5. The President reported that the State Board of Education

of students who do not pursue further academic or vocational training after high school. Dr. Mike Glenn represents us on this committee.

6. The State Board of Education created a Legislative Committee to oversee legislation proposed by entities under the State Board. President Meyerhoeffer will present our proposed property tax legislation to this committee in November.

7. Dr. John Martin reported that we had enrolled over seven

CSI Trustees
October 21, 1996
Page 3

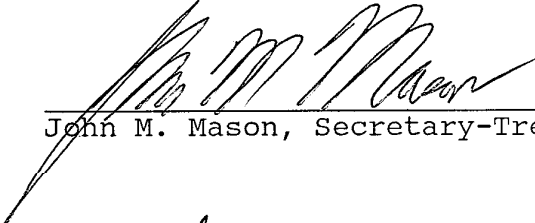
8. The Board commended the College of Southern Idaho Office On Aging for the overall "exemplary" rating they received on a recent compliance review. The review was conducted by the State of Idaho Office on Aging.

9. The President reported that our Forensics team placed second in a recent competition. The team has twice as many members as last year. Chis Bragg was commended for his work with the team.

10. Ken Triplett was elected state president of VICA.

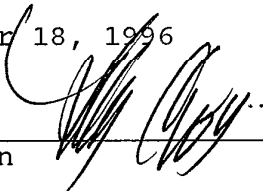
11. Ken Bingham and Todd Schwarz demonstrated the College's web page to the Board. While the page is still incomplete, the framework has been defined and departmental work will continue.

ADJOURNMENT was declared at 6:39 p.m.



John M. Mason, Secretary-Treasurer

APPROVED November 18, 1996



Chairman



COLLEGE OF
SOUTHERN
IDAHO

BUSINESS OFFICE

October 21, 1996

To: President Meyerhoeffer and the College of Southern
Idaho Board of Trustees

From: Mike Mason

Re: Computer Bid

We received seven bids for the specified computers. Based upon a review of the bids by Gary Baum and Dr. Ken Campbell, I recommend that we award the bid to the low bidder of New Technologies of Santa Fe, California for twenty eight machines are in various configurations for a total of \$33,448.

A break down of the bids is provided on the following

Funding for this purchase is from budgeted departmental funds from eleven different departments. A listing of those departments is attached.

September '06 Computer Purchase - NEM Technologies

			Qty.	Machine	Total
O1	100 MHz System w/16 MB RAM w/ 1.2 Gig HDD 15" monitors 2 MB PCI Graphics Adapter Win 3.1 and DOS 6.22 (Do NOT Preload)	9	0	9	\$1,207 \$10,863
O2	120 MHz System w/ 16 MB RAM w/ 1.6 Gig HDD 15" Monitor MM (Sound Card, CD-ROM, Headphones) 2 MB PCI Graphics Adapter Win 3.1 and DOS 6.22 AT NIC Mid-Size Tower	0	2	2	\$1,442 \$2,004
O3	Win 3.11 and DOS 6.22 AT NIC	0	4	4	\$1,093 \$4,372
O4	120 MHz System w/ 16 MB RAM w/ 850 MB HDD Win 3.11 and DOS 6.22 AT NIC	0	3	3	\$1,093 \$3,279
	100 MHz System w/ 16 MB RAM w/ 1.2 Gig HDD Multi Media (Sound Card, CD ROM)	0	1	1	\$1,265 \$1,265
O7	120 MHz System w/ 16 MB RAM w/ 1.2 Gig HDD Multi Media (Sound Card, CD ROM, Speakers ?) Win 3.11 and DOS 6.22 AT NIC	1	0	1	\$1,277 \$1,277
	120 MHz System w/ 16 MB RAM w/ 1.2 Gig HDD Multi Media (Sound Card, CD ROM, Headphones)				
	AT NIC				
O9	120 MHz System w/ 16 MB RAM w/ 1.2 Gig HDD Multi Media (Sound Card, CD ROM) Windows 95 (Supplied by CSI) AT NIC	0	2	2	\$1,205 \$2,410
O10	120 MHz System w/ 16 MB RAM w/ 1.2 Gig HDD Multi Media (Sound Card, CD ROM) Windows 95 (Supplied by CSI) AT NIC	0	1	1	\$1,205 \$1,205
	133 MHz System w/16 MB RAM w/ 1.2 Gig HDD				
TOTAL		10	18	28	\$33,448

- O1 Library Configuration #1
- O2 Library Configuration #2
- O3 Financial Aid Office
- O4 Jane Brumbach

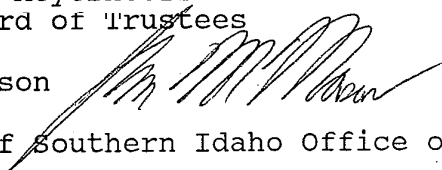
- O7 Claudeen Buettner
- O8 Mike Glenn - Burley
- O9 Mike Glenn - Rick Parker
- O10 Mike Glenn - SBDC



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

October 15, 1996

To: President Meyerhoeffer and the College of Southern
Idaho Board of Trustees

From: Mike Mason 

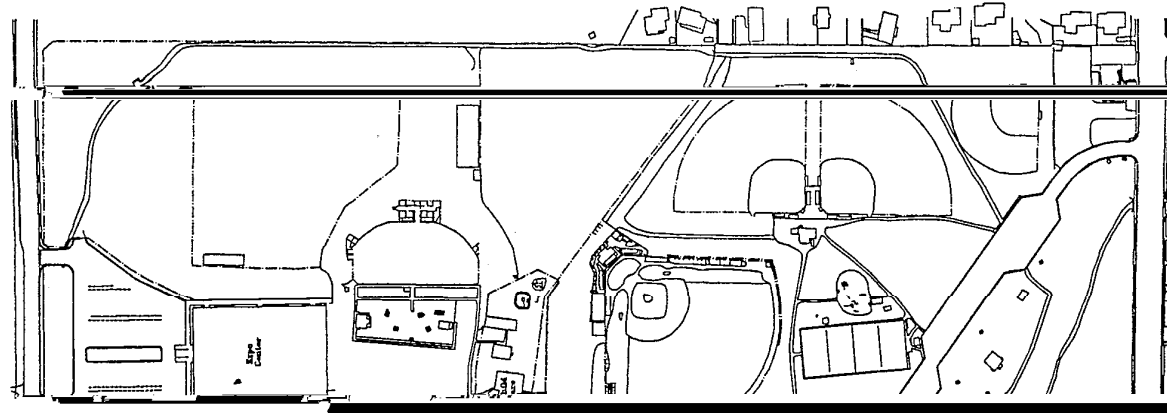
Re: College of Southern Idaho Office on Aging Compliance
Review

purpose of the review was to ensure that we were complying

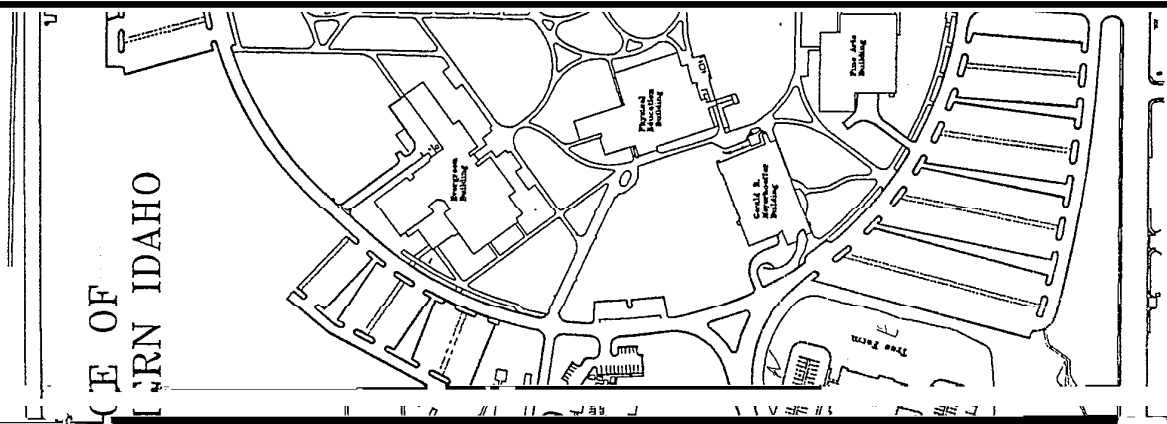
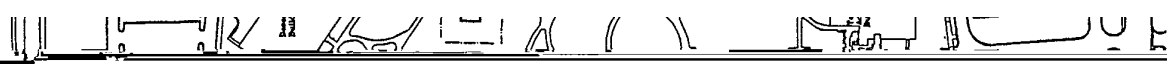
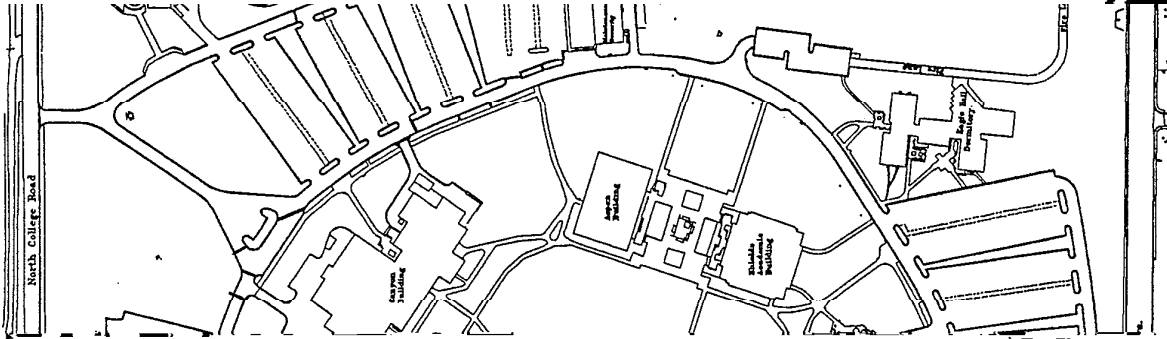
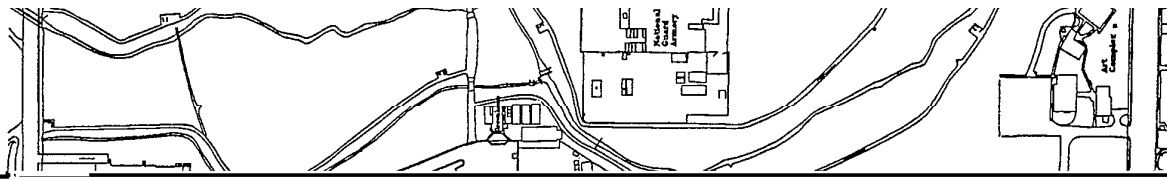
1. Older workers
2. Civil Rights
3. Contract Administration
4. Outreach Services

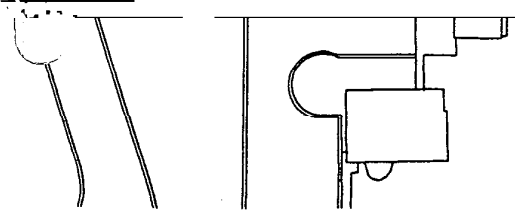
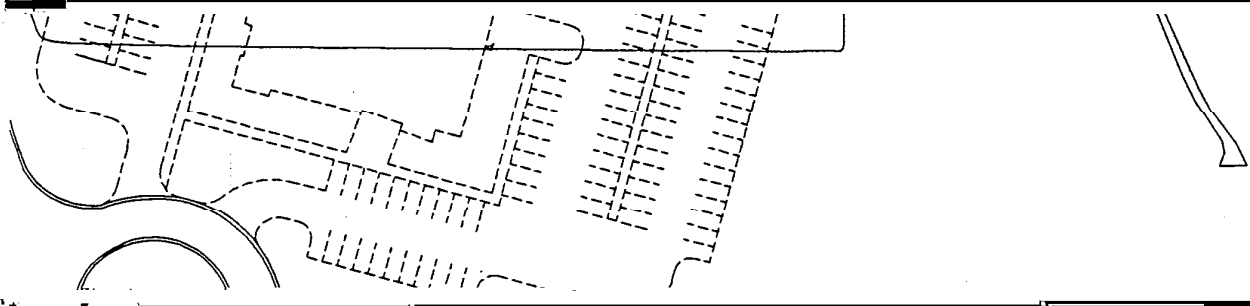
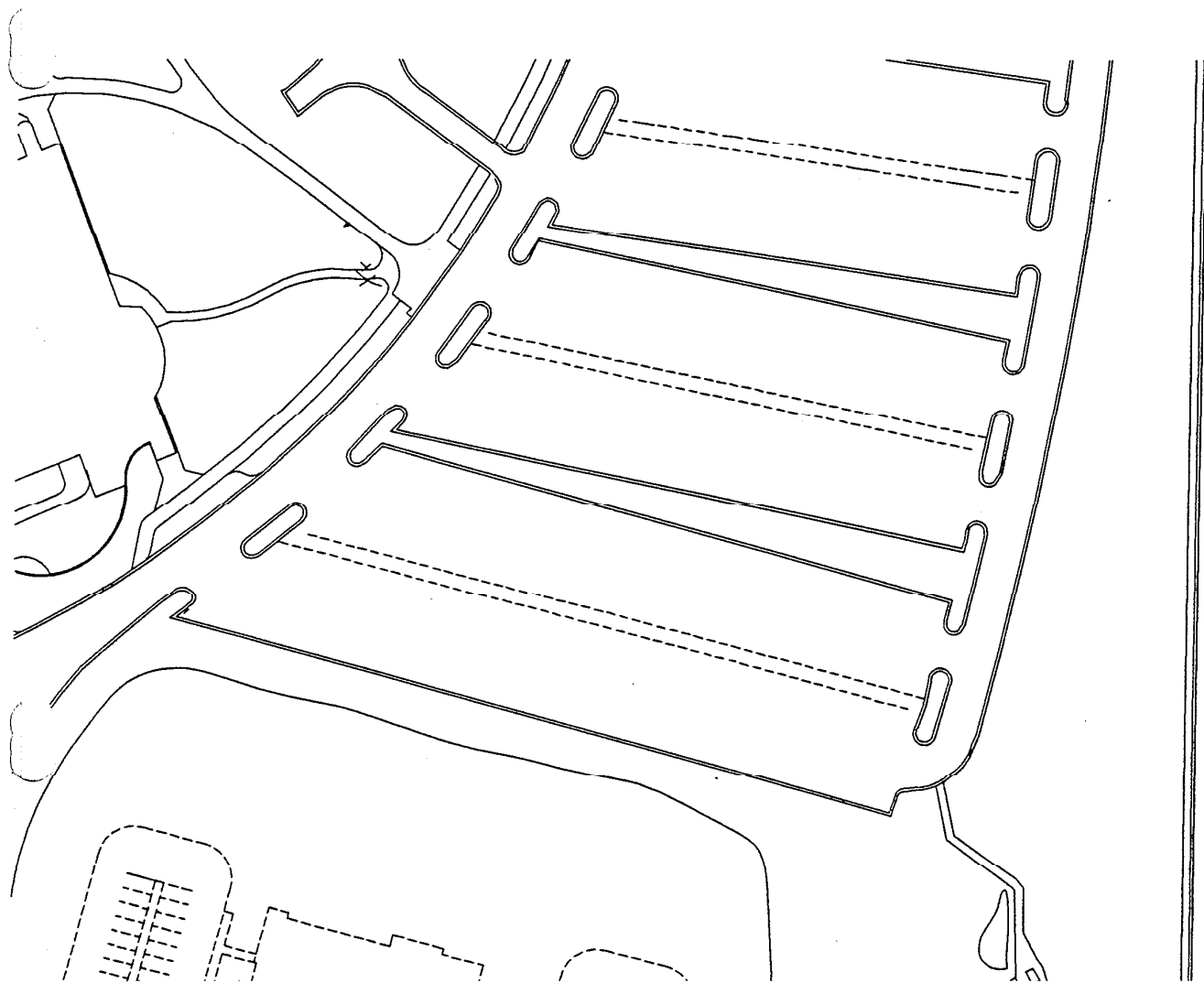
The state auditors commended us on our programs listing five of the six as "exemplary" with the sixth program being rated as "excellent". There were no compliance items and only three minor recommendations, all of which

we are the only region in the state to complete the audit with out any compliance items. Our staff was praised by the auditors as being innovative and service driven. The College was also commended for its support of the program.



NO Scale







COLLEGE OF
SOUTHERN
IDAHO

Division of Nursing and Human Services

**OUTCOMES ASSESSMENT REPORT
ASSOCIATE DEGREE NURSING PROGRAM**

Outcomes assessment in the AD nursing program at CSI is ongoing and reflective of our continually striving to meet both student and community needs within the parameters of CSI's mission and philosophy of education. With that goal in mind, the faculty and chairperson meet yearly to evaluate and update, as needed, the nursing department vision statement and philosophy to assure congruence within the program and with the college as a whole.

To the same end, the nursing department faculty and chairperson evaluate yearly the educational goals for the department to make sure they are meeting, and will continue to meet, student and community needs while supporting the overall mission of the college.

In the area of program assessment, the primary tool used by the nursing department is a yearly "Plan for Improvement." In the "Plan for Improvement" goals are set for the department and the methods for reaching these goals are defined. Personnel responsible are

identified, and success is measured. Updates, encouragement and support for

department in order to maintain a forward momentum on goals not yet met.

Course objectives and assessments is a large area of outcomes assessment for the AD nursing department in which we take a close look at how well we are meeting student and community needs at the course level.

First we look at whether or not students are meeting their objectives for enrolling in the ADN program. The primary goal is employment as an RN.

and prepare them to be employable.

Also with course objectives and assessment, the ADN program strives to keep retention of students at a high level. With the realization that some students successfully complete the program, we use a tracking form that is begun

at entry into the program and completed when the student leaves during their exit interview. This enables the ADN program faculty to be aware of retention rates and reasons that students may have for leaving the program before completion.

A third outcome desired is student satisfaction with the program. To that end the

of each village for clinical agency, etc.

Another desired outcome under "Course Objectives and Assessment" is preparing graduates to meet community needs. Community needs are assessed through close contact

with the community by the chairperson and faculty, input from the Advisory Committee

A fifth outcome criterion that we look for is a high rate of success for ADN student graduates on State Board exams for licensure. We utilize NCLEX reports that break down the test and show in what areas the students were strong or weak. With this information we are able to change our courses and increase faculty strength in areas that need more work. One example of this is a recent two-day workshop put on for the faculty as a refresher in the area of "Physical Assessment." This was arranged for faculty by the chairperson as a direct result of the NCLEX indication of a weakness in this area. We also

also, helps us to work on areas of weakness as needed.

A sixth outcome desired is that students will be involved in continuing education

conducting from the ADN program. This might be in the form of workshops, reading evaluated through graduate student/employer follow-up questionnaires and is encouraged by faculty role-modeling, teaching focus by faculty, and continued work with other colleges and universities within the state to maintain and update articulation agreements.

And last, but not least, the ADN department is continually striving to support the "at-risk" student. We track these students individually giving them needed support and ~~accountability on a continual basis.~~ We also encourage utilization of the Peer Tutoring program in aiding the "at-risk" student.

In conclusion, outcomes assessment is not a sideline for the ADN department, it is a continual focus as we look for new ways to measure how well we are meeting student and community needs. And, also, new ways to in turn fill in areas of deficit and meet the needs in a more complete fashion.



COLLEGE OF
SOUTHERN
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Division of Nursing and Human Services

COLLEGE OF SOUTHERN IDAHO
ASSOCIATE DEGREE NURSING

PROGRAM OUTCOMES

ADMISSION

NCLEX-RN RESULTS

2. The performance of ADN fourth semester students on the Mosby Assessment Test will be equal to or greater than the national average of all ADN students.
3. Graduates of CSI ADN program will have a passing rate for first-time test takers equal to or greater than 85%.

EMPLOYMENT

5. One year after graduation, at least 80% of graduates will express positive satisfaction with the ADN program of study (instruction, delivery, and content).

PROGRAM SATISFACTION

7. One year after graduation and initial employment, 80% of employees will express positive satisfaction with the performance of CSI-ADN graduates.

PROFESSIONAL DEVELOPMENT

8. At least 25% of enrolled students will hold INSA membership.
9. The College will facilitate articulation from LPN to ADN and ADN to BSN for 100% of students.
10. Based on community need, the College will offer at least one class for licensed healthcare professionals each academic year.



COLLEGE OF
SOUTHERN
IDAHO

Division of Nursing and Human Services

VISION STATEMENT CSI NURSING DEPARTMENT

"The nursing department, being an integral unit of the College of Southern Idaho, educates a graduate who: demonstrates knowledge and caring through the nursing process to respond to

promotes optimum health in a cost-effective manner as part of a multidisciplinary workforce. and recognizes the nursing profession as a noble endeavor."



Division of Nursing and Human Services

**INFORMATION REQUESTED FOR BOARD MEETING
NOVEMBER 18, 1996**

Statistics for the past 5 years.

*Since 1971 - 784 R.N. grads
50 1991
754 graduates*

1. Admissions/graduates:

Admitted 1989	46	Graduated 1991	38
Admitted 1990	50	Graduated 1992	45
Admitted 1991	46	Graduated 1993	35
Admitted 1992	48	Graduated 1994	38
Admitted 1993	50	Graduated 1995	42
Admitted 1994	50	Graduated 1996	40

2. ~~Pass rate on Board exams.~~

1996	5 have not passed
1995	2 have not passed
1994	1 has not passed
1993	100% pass rate
1992	100% pass rate
1991	100% pass rate

Number of majors in program - Fall 1996

RN's (freshmen)	50
RN's (sophomores)	<u>47</u>
	97

~~In house pre nursing students:~~

~~Approximately 300 majors~~

3. Outcomes - tied to accomplishments.

BOTRUST.NOV

4. Admissions/graduates - PN's:

1952-1965 there were 10 classes that graduated from Magic Valley Regional Medical Center for a total of 136 graduates.

From 1965-1996 we have had 498 graduates for a **total of 634 PN graduates**.

<u>Year</u>	<u>Admitted</u>	<u>Graduated</u>		<u>Pass Rate</u>
		<u>Full-time</u>	<u>Part-time</u>	
1990-91	20	16		100%
1991-92	20/10	17	7	100%
1992-93	20/10	20	8	100%
1993-94	20/10	17	10	100%
1994-95	20/10	18	10	98%
1995-96	20/10	19	6	100% (full-time)

Idaho Board of Nursing**PROPOSED CONSENT ORDER ITEMS**

1. SCHOOL IS REINSTATED TO FULL APPROVAL FOR ONE YEAR (OCT. 11, 1996 TO OCT 11, 1997)
2. SCHOOL ALLOWED TO IMPLEMENT PLAN TO COMPLY WITH ALL BOARD RULES
3. FULL RE-EVALUATION OF ALL CRITERIA NOT FULLY MET IN LAST SURVEY IN ONE YEAR
4. IF SCHOOL NOT IN COMPLIANCE, THEN STRAIGHT TO CONDITIONAL APPROVAL WITHOUT FURTHER HEARING OR PROCESS
5. NEW CONDITIONAL APPROVAL WILL BE FOR ONE YEAR, IF NOT IN COMPLIANCE BY THEN - APPROVAL MAY BE WITHDRAWN, BUT SCHOOL WILL HAVE HEARING RIGHT IF THAT IS THE SUGGESTED ACTION
6. MINDFULL OF YEAR 2000 REQUIREMENT, BOARD WANTS TO SEE PROGRESS TOWARD FULL MASTERS IN NURSING FACULTY

Rationale:

For a variety of reasons, 20 percent of all high school students fail to complete the

fewer than 30 percent of those who do graduate possess the academic skill levels required for successful completion of postsecondary education or training programs, particularly in the areas of math, science, communication, and human relations competencies.

Idaho's postsecondary educational system is currently burdened with the necessity of providing an increasing array of under-funded remediation services. The community and technical colleges are perceived as a viable option for unprepared and under-prepared youth coming from secondary schools. A partial consequence is that remediation activities are currently one of the fastest growing segments of community and technical colleges.

The basic academic skills necessary for postsecondary program success must be

communicated to high school students. They must be made aware of the need for

required to continue their education.

The concept of open admission is misunderstood. Any student may attend a community or technical college; however, they must meet basic skill requirements in order to complete a vocational-technical program. Time spent in remediation extends the time required to complete a program.

In addition, it must be recognized that the level of basic academic skills/workplace literacy/ESL of adults returning for training/retraining is equally critical.

Business and industry increasingly rely on Idaho's education system to provide meaningful assistance in raising the level of their workers' workplace literacy to that required for them to remain competitive in a global marketplace.

BARRIER

the needs of academically deficient adults seeking to continue their education and/or

**Recommendations:
Postsecondary Remediation of**

- Evaluate the current ability of postsecondary institutions to provide for the remediation needs of unprepared and under-prepared students.
- Consolidate administrative and delivery responsibilities for postsecondary remediation education, including workplace literacy and ESL, to a single entity.
- Adequately fund programs for academically deficient adults.

- FTE enrollment of technical colleges should reflect service to

Technical College Admission Testing Standards

- Direct the technical college system to develop realistic admission standards consistent with the rigors of technical education. The Board should widely publish those standards.
- admissions tests (CPT, SAT, ACT, ASSET, etc.) as meeting college/ university admission testing requirements.

Adult Education in Idaho

1993-95/96

Purpose

Adults with a second chance to master basic skills necessary for functioning more effectively in society.

- to obtain the reading, writing, and arithmetic skills needed to get or keep a job
- to study in preparation for the GED or high school equivalency

... preparation for vocational training courses and other higher education

- to become wiser consumers and better citizens

Students pay nothing for instruction. The rationale behind the authorizing legislation, including restrictions against charging tuition or fees for materials, is that adults who need basic education

Authority

The Adult Education Act, which was amended and reauthorized by the National Literacy Act passed by the 102nd Congress in 1991, continues federal support for ABE through fiscal 1995. A year's extension was made pending new legislation. Budgets approved by Idaho Legislature provide supplemental support under similar guidelines as the federal legislation.

Administration

The Idaho Department of Education has the responsibility of administering ABE in accordance with an approved state plan. This plan includes assurances and provisions related to program requirements and management needs.

Local project proposals which address administration, supervision, and expenditures, are submitted to the Department of Education. Direct student instruction receives the highest priority. Administration costs are very limited at both the state and local level.

Federal Role

... determining legislation. Congress appropriates money in the budgetary process. The U.S. Department of Education... compatible with the intent of the law.

State Role

The Idaho State Plan for Adult Basic Education outlines how the state grant is to be redistributed to eligible local agencies and ensures effective delivery of instruction to students. The Adult Education Director is responsible for providing leadership and technical assistance, assuring compliance with regulations and coordinating activities with other agencies. A Participatory Committee reviews local applications and advises the Adult Education Director.

Local programs provide direct student instruction in basic skills, English as a Second Language, GED preparation, and a variety of life skills. They are mandated to coordinate with other agencies and local employers in serving undereducated adults.

Eligibility

Federal law and regulations authorize services for individuals who (1) do not have a high school

STUDENTS AND PROGRAMS

There is no typical ABE student. They vary widely in entering level, goals, learning styles, and the amount of time they can spend in instruction. Despite all their differences, some motivators

Through a cooperative agreement between the state and local agencies, provided facilities and other support for

service regions to the level possible. During program years 1993-94 and 1994-95, the following enrollment was reported:

	93-94	94-95
	792	644
LCSC Region II	803	010
ISU Region V	1245	1631
BSU Region III	1701	2080
		1017

In addition the Department of Corrections and the State Prison provide instruction for specific populations.

Dept. of Corrections
Idaho Migrant Council

978 1286
206 218

Class Sites

In both fiscal years 1994 and 1995, 100 different sites were used for adult instruction in small communities in addition to the six main centers on vo-tech campuses. These included public libraries, public schools, correctional facilities, and shopping malls. Enrollments by types of class sites are shown below:

SITES	STUDENTS	
	93-94	94-95
Main Learning Center	5710	5767
Public Libraries	1796	2314
Correctional Institutions	1185	1747
TOTAL	8691	9828

Recruitment

Priority is given to those adults who are most in need of instruction and who seek educational assistance. The following table includes only those who attended 12 or more hours, or accomplished their objectives. Others (2536 in 95 and 2355 in 94) were not included because they did not exceed the 12 hour requirement.

Student Statistics*

ENTERING LEVEL	STUDENTS	ETHNICITY	STUDENTS	AGES	STUDENTS
Beginning Level	2536		2355	25-44	2472
Adult Secondary	1900	201	Black	55	86
TOTAL	9125	9828	TOTAL	8691	9828

* Students are categorized according to the lowest score on either reading, math, or written English upon entering the program if they are native English speakers. Reading levels: 6.0, 8.0, and adult secondary.

Sources of Funds

Funds for ABE come primarily from two sources, federal and state funds. Federal regulations require maintenance of effort with funds that come from state and local sources. Most local support is "in-kind" in the form of financial administration, space, and utilities from the vo-techs.

Fund Source	95-96	94-95	93-94	92-93
State Grant				
*Federal Set-Asides				
Teacher Training	\$156,566	\$155,665	\$155,664	\$145,405
Institutional and/or Incarcerated	\$103,038	\$103,776	\$103,776	\$96,935

*Federal regulations require that a minimum of 10% of the total state allocations be spent on programs for the institutionalized and/or

Student Costs

ABE is an educational bargain with the cost per student from all sources (federal, state, and a local 25% match) averaging less than \$150 per person. Idaho ranks 50th among the states in its state and local contributions to Adult Basic Education. Yet the level of service is commendable as evidenced by four programs' receiving national recognition during the last seven years.

The total number of full-time staff statewide (excluding Department of Corrections)--administrative, teaching, or support--is approximately 15. Part-time personnel numbered 158 in 94 and 167 in 95.

Life Impact *... improved earnings, skills, self-esteem*
 ... empowerment, parental participation in school
 ... self-sufficiency, fulfillment of life-long dreams

Shared Impact *Interagency coordination fulfills program purposes and benefits students.*
 An additional 4608 adults received instruction at Centers and business sites
 through contracts, such as JOBS, JTPA, worksites and others during the
 last two years

Educational Impact

The following statistics for fiscal 1994 & 1995 illustrate some of the ways ABE provides

Educational Outcomes	Number of Students	
	93-94	94-95
Completed initial instructional level	3630	3882
Advanced to higher instructional level (beginning or intermediate)	2078	2355
Received GED or high school equivalency	1816	2586
Received instruction to learn the English language	1381	1936

Volunteer Impact

... 1460 ... provided services to Idaho's ABE students. The

essential support in serving underprepared youth and adults.

ADULT BASIC EDUCATION NEEDS WITHIN IDAHO & LEVEL OF SERVICE BASED ON 1990 CENSUS DATA AND FY 96 ENROLLMENT

	Institutions	# of People 18+ w/o a High School Diploma	% of People 18+ w/o a High School Diploma	# of ABE Students	# of People not Speaking English Well	# of ESL Students
Region II	LCSC	12,593	18.60%	642	214	6
Region III	BSU	53,052	20.00%	2,449	3,590	582
Region IV	CSI	24,015	25.60%	2,217	1,803	747

Dept. of Corrections				1,176		167
IMC						413
State Subtotals		144,422	21.00%	10,050	8,494	2,649