

Ad-Hoc Report
College of Southern Idaho
March 2018

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Oral Communication	Integrative Skills	2-3 credits
Written Communication	Integrative Skills	6 credits
Mathematical Ways of Knowing		3 credits
Scientific Ways of Knowing		7-8 credits
Social and Behavioral Ways of Knowing		6 credits
Humanistic and Artistic Ways of Knowing		6 credits
Institutionally Designated Credits		4-6 credits
Total		36 credits (minimum)

These changes at the ~~se~~ level, along with CSI's need to better assess general education at the program level, led the college to fully reevaluate its general education ~~re~~quirements in 2016. This process included

There are several significant changes that have occurred as a part of this work and several more are still in development.

First, the college has adopted the statewide Ways of Knowledge Integrative Skills as the new student learning outcomes for each of the six prescribed categories outlined above. (Appendix A

Section Four

(Recommendation 2: integration and utilization of program level assessments to inform academic and learning-support planning and practices that lead to student learning achievements.)

While CSI has made significant progress on Recommendation 2 since 2015, this final piece of the recommendation continues to be work in progress. The college has worked to develop and revise processes to establish a more focused and consistent assessment of program level student learning

Appendix

Appendix A: Ways of Knowing and Integrative Skills Student Learning Outcomes

Appendix B: Ways of Knowing/Integrative Skills Assessment Rubric

Appendix C CSI General Education Program Student Learning Outcomes

Appendix D Student Learning Assessment Process Visualization

Appendix E: Sample Way of Knowing CSI Plan for Assessment

Appendix F: General Education Review Committee Membership

Appendix G Blank Individual Development Plan (IDP)

Appendix H Blank Unit Development Plan (UDP)

Appendix I 2018 College of Southern Idaho Strategic Plan

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

February 2017

2. The intent of the general education framework is to:
 - a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
 - b. Establish shared rubrics that guide course/general education program assessment; and
 - c. Create a transparent and seamless transfer experience for undergraduate students.

3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:
 - a. Written Communication
 - b. Oral Communication
 - c. Mathematical Ways of Knowing
 - d. Scientific Ways of Knowing
 - e. Humanistic and Artistic Ways of Knowing
 - f. Social and Behavioral Ways of Knowing

4. GEM courses in each area shall include the following competencies.
 - a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
 - i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
 - ii. Adopt strategies and genre appropriate to the rhetorical situation.
 - iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
 - iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
 - v. Address readers' biases and assumptions with well

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

February 2017

- iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
 - v. Interpret artistic and/or humanistic works through the creation of art or performance.
 - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
 - vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.
- f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.
- i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
 - ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
 - iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
 - iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
 - v.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS
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February 2017

- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.
 - ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.
- b. This subsection pertains to Associate of Applied Science (AAS) degrees.
- i. The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course	3

- c. GEM courses are transferable as meeting the GEM requirement at any institution pursuant to Board policy Section III.V.
6. Governance of the general education Program and Review of Courses
- a. GEM courses

Humanistic & Artistic Ways of Knowing

Idaho General Education Matriculation (GEM) General Education Course (Credits)

Rubric Description

Entry-Level Expectation

Meets End

Student has entry-level awareness of content
to be covered to be c. 2MeStudent

Mathematical Ways of Knowing

Idaho General Education Matriculation (GEM) General Education Course (3 credits)

Definition: Coursework in this area is intended to develop an understanding of mathematical reasoning processes and the ability to use th

	Entry-Level Expectation Student has entry-level awareness of content to be covered	Meets End-of-Course Expectations Student has achieved the outcome and consistently applies it	Exceeds End-of-Course Expectations Student has achieved the outcome and makes critical judgments related to relevance and application
1. Read, interpret, and communicate mathematical concepts.	Demonstrates understanding of concepts relating to appropriate prerequisite material	Demonstrates ability to read, interpret, and communicate the course concepts. Understands the use of abstractions related to course material. Understands and correctly utilizes appropriate mathematical language.	Demonstrates ability to extend course concepts to new contexts. Demonstrates the ability to interpret and apply

Scientific Ways of Knowing

Idaho General Education Matriculation (GEM) General Education Course Credits

Definition: A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, and predict natural phenomena. Competency and Knowledge Objectives meet the Natural, Physical & Applied Sciences requirement of the general education core, courses must cover all five objectives below. The rubric is not intended as a grading rubric.

Rubric Description	Entry-Level Expectation	Meets End-of-Course Expectations	Exceeds End-of-Course Expectations
1.	Student has entry-level awareness of content to be covered	Student has achieved the outcome and consistently applies it	Student has achieved the outcome and makes critical judgments related to relevance and application

Social & Behavioral Ways of Knowing

Idaho General Education Matriculation (GEM) General Education Course (6 credits)

Definition:

<p>1. Demonstrate knowledge of theoretical and conceptual</p>			<p>Student has achieved the outcome and makes critical judgments related to relevance and application</p>
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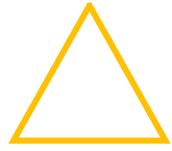
Written Communication

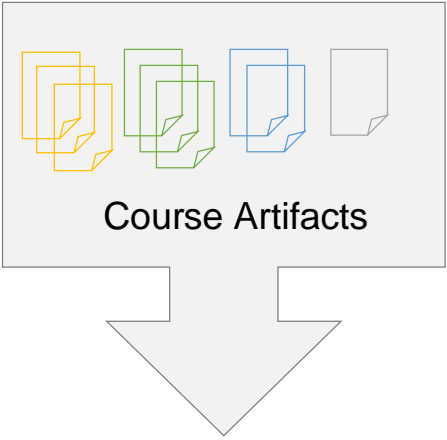
Idaho General Education Matriculation (GEM) General Education Course (6 credits)

Definition: "Written communication is the development and expression of ideas in writing. Written communication involves learning into many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Writing communication abilities develop through iterative experiences across the curriculum." Excerpted with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright Association of American Colleges and Universities. Students will generally demonstrate their achievement of the following Outcomes through the totality of the writing projects they write for the course. The rubric is not intended as a grading rubric.

Rubric Description	Entry-Level Expectation	Meets End-of-Course Expectations	Exceeds End-of-Course Expectations
	Student has entry-level awareness of content to be covered	Student has achieved the outcome and consistently applies it.	Student has achieved the outcome and makes critical judgments related to relevance and application
1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts	Demonstrates mechanical ability to generate, develop, and revise drafts. Editing and proofreading are adequate for purpose.	Demonstrates strong ability to generate, develop, revise, and proofread drafts appropriate to the purpose.	Discerns and applies effective strategies for elements of the writing process.
2. Adopt strategies and genre that are appropriate to the rhetorical situation	Demonstrates limited understanding of rhetorical situations and how to address them, evidenced by poor choice of mode, style, and tone.	Demonstrates grasp of a variety of rhetorical situations and consistently chooses rhetorically appropriate mode, tone, and voice.	Demonstrates complex understanding of rhetorical situations and uses audience and purpose-appropriate voice and tone.
3. Use inquiry-based.			

General Education Program Portfolio Scoring Rubric



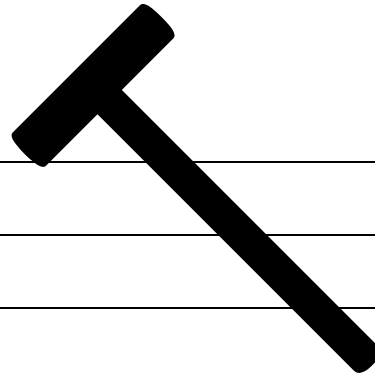


THINK			
COMMUNICATE			
CONNECT			
BE WELL			

Social and Behavioral Ways of Knowing
 Plan for Assessment
 College of Southern Idaho

College Level Direction

Each statewide way of knowing (Oral Communication, Written Communication, Social and Behavioral Ways of Knowing, Artistic and Humanistic Ways of Knowing, Mathematical Ways of Knowing and Scientific Ways of Knowing) Outcome #1

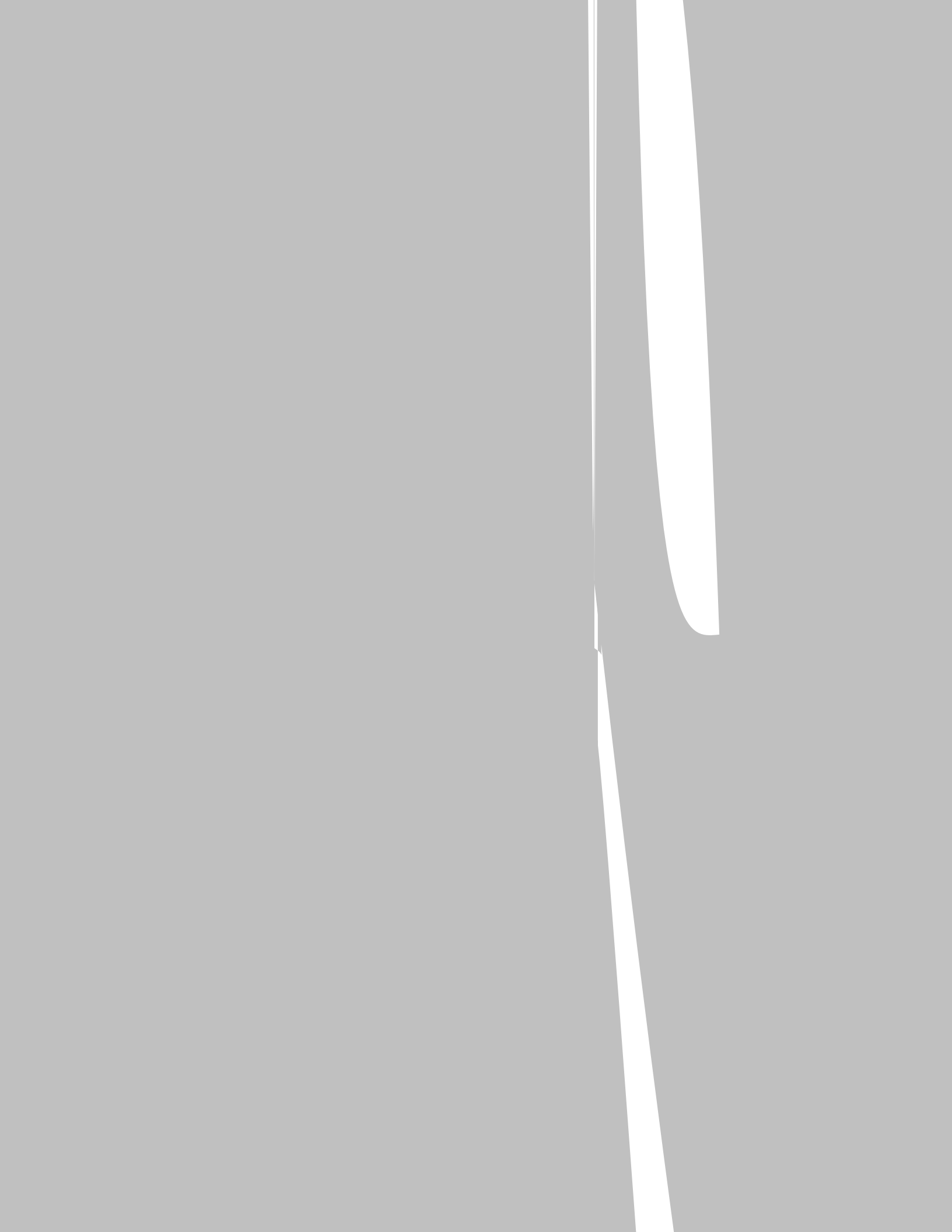


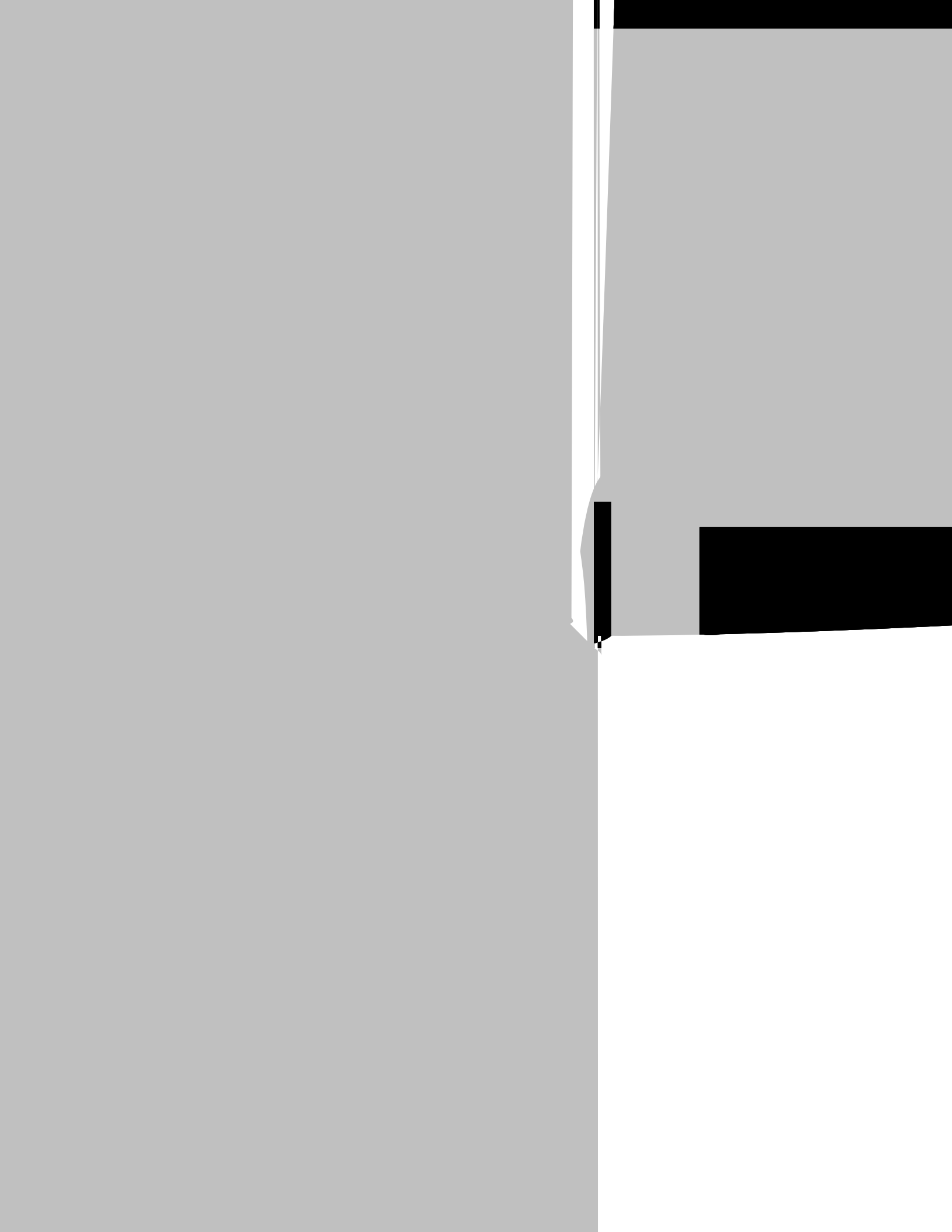
Year #2	Outcome #2
Year #3	Outcome #3
Year #4	Outcome #4
Year #5	Outcome #5

Each Way of Knowing is empowered to modify this rotation (two outcomes in one year, outcome 5 before outcome 1, etc.) based the needs of the particular discipline group as long as all outcomes are assessed over a five year period of time.

Division of duties and specific action timelines within the committee will be decided upon by the committee chair with each final yearlong report due to the Academic Dean by the first of June each year. Assessment will take place using the State of Idaho Ways of Knowing Rubrics and artifacts to be assessed will be shared from the CSI General Education evaluation program. Reports to the Academic Dean will include both quantitative and qualitative data derived from the Institutional Designated (GNED and Wellness) (Whitney SmithSchuler)

- Social and Behavioral Ways of Knowing (Tiffany Seele Case)
- Mathematical Ways of Knowing (Ron Cresswell)
- Scientific Ways of Knowing (Bill Ebner)
- Artistic and Humanistic Ways of Knowing (Scott Farkas)





DR

DR

General Education Review Committee Membership

Chris Bragg, Associate Dean of Institutional Effectiveness

Cindy Bond, Instructional Dean

Deb Matier, Faculty

Ellen Neff, Faculty

John Hughes, Instructional Dean

Janea Newell, Instructional Designer

KimMadsen, Faculty

Perri Gardner, Faculty

Tiffany SeeleyCase, Department Chair (Social Science)

Todd Schwarz, Executive Vice President/Chief Academic Officer

Whitney Smith

College of Southern Idaho

INDIVIDUAL DEVELOPMENT PLAN

Name:

Dept/Unit:

Year:

CSI VISION

College of Southern Idaho

UNIT DEVELOPMENT PLAN

Submitted by :

Department :

Year:

CSI VISION

To improve the quality of life of those impacted by our services.

CSI MISSION

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

CORE THEMES

Community Success ~~Student Success~~ Institutional Stability

ADDITIONAL DEPARTMENT/PROGRAM/OFFICE GOALS/OBJECTIVES (OPTIONAL)

Goal (What do you want to accomplish?)	Activity (How will you do it?)	Resources Required (What resources will you need? [include budget estimate where applicable])	How does your goal/activity align with the <u>CSI Strategic Plan</u> and current Strategic Initiatives? (How does it help lead the College to mission fulfillment?)	Outcome (What was the result?) [Should be left blank until end of this development cycle and the beginning of the next cycle]

2018-2022
STRATEGIC PLAN

MISSION STATEMENT

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

VISION STATEMENT

To improve the quality of life of those impacted by our services.

DEFINITIONS OF MISSION TERMS

"Provide quality...opportunities that meet...the diverse needs" This phrase is operationally defined within the document. Demonstration of mission fulfillment is based upon our ability to meet the performance indicators/benchmarks established in this document. These have been created to establish standards of quality that can be regularly assessed to ensure we are providing quality opportunities that meet the diverse needs of the communities we serve.

"Education": "Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational institutions provide structured environments and teaching aids that formalize learning. Education often takes place with the aid of a teacher, at least in the traditional sense. The word "education" is derived from the Latin "educare" meaning "to lead out" and "educere" meaning "to lead forth".

"Social":

Relating to the w6-6.4(e)0.5(lf)1.4

GOAL/CORE THEME 1: COMMUNITY SUCCESS

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

Objective A: Strengthen the communities we serv

Performance Measure:

- I. The College of Southern Idaho's mission fosters interaction between the College and the people of the diverse communities it serves both geographically and demographically. The College measures performance of this important mission component by emphasizing human connectivity and cultural awareness through support of such activities as the Herrett Forum Lecture Series, Arts on Tour, and the Magic Valley Refugee Day, among many others. Additionally, CSI offers public events such as intercollegiate athletics, community education, and various camps and artistic performances in order to encourage learning and community interaction as well as for sheer entertainment. Finally, the College strengthens the community through its support of Head Start, the Office on Aging, and the Refugee Center, among other ancillary agencies. The College further strengthens the community with a commitment to sustainability and civility.

Benchmark: Because of the breadth and diversity of this objective, is continually assessed at the program level as an observable objective rather than a quantifiably measurable objective.

Objective B:

Objective D Provide evidence of achievement of student learning outcomes

Performance Measures:

- I. Critical Success Activity: Finalize assessment of General Education program student learning outcomes; gather and interpret data
 Critical Success Activity: Initial implementation of General Education Program Student Learning Outcomes Plan with 100% participation
 Benchmark: 100% compliance (FY2019)
- II. Critical Success Activity: Finalize program level student learning outcome assessment for all programs; gather and interpret data
 Critical Success Activity: Initial implementation of Program Level Student Learning Outcomes Plan with 100% participation
 Benchmark: 100% compliance (FY2019)

Objective E Offer opportunities for student engagement that go beyond the classroom

Performance Measures:

- I. Participation in college sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) (Source: Community College Survey of Student Engagement)

FY14(2013-2014)	FY15(2014-2015)	FY16(2015-2016)	FY17(2016-2017)	Benchmark
25%	23%	29%	27%	30%

Benchmark: 30% (by FY2019)

GOAL/CORE THEME 3: INSTITUTIONAL STABILITY

Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

Objective A

III. Institutional reserves equal to three months of general fund budget. (Source: College of Southern)Idaho

FY13(20122013)	FY14(20132014)	FY15(20142015)	FY16(20152016)	Benchmark
Above 25%	Above 25%	Above 25%	Above 25%	25%

Benchmark: 25%₁ (by FY2019)

⁸This benchmark has been established to ensure that tuition aligns with peer institutions in the state and remains affordable for students.

⁹This benchmark reflects the estimated Hispanic/Latino population in the College's equity service area. The enrollment calculation is based upon the US Department of Education's IPEDS enrollment calculation for Hispanic Serving Institution Designation. The ratio of the number of students enrolled full-time at an institution, plus the full-time equivalent of the number of students enrolled part time [determined on the basis of the quotient of the sum of the credit hours of all part-time students divided by 2] at the institution.)

¹⁰Ninety percent is a reasonable target considering that comparison schools have averaged 85% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent")

Source Note: The Community College Survey of Student Engagement (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. The college participates in the survey annually during the spring semester. In this metric, "comparison schools" consist of all other schools participating in the CCSSE during that term. Approximately 300 schools participated in the CCSSE during the current assessment period.

¹¹The 61% benchmark for first-time, full-time students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

¹²The 73% benchmark for first-time in college students has been set as a stretch benchmark in light of several college initiatives focused on retaining students and in recognition of Goal 2, Objective A of the Idaho State Board of

²⁶The college is in the pilot phase of a new program of General Education Student Learning Outcome Assessment. As this pilot moves into full production, benchmarks will be established in future years. At present, the crucial success activity for FY19 is to have 100% of programs compliant with participation.

²⁷Students are asked about time spent, "participating in college sponsored activities (organizations, campus publications, student government, intermural sports, etc." This benchmark reflects the College's work to increase participation in these areas. Cohort colleges scored 20% on this metric in the most current assessment year.

²⁸CSI will participate in the Chronicle of Higher Education's