



Ad-Hoc Report
College of Southern Idaho
March 2020

Introduction

The College of Southern Idaho (CSI) hosted a Year Seven Peer-Evaluation Team in the spring of 2015, following its first compressed seven-year evaluation cycle. At the conclusion of that visit, the college received the following recommendation:

Recommendation 2: It is recommended that the institution continue to fully develop a process for use of student learning outcomes at the program and degree level, including (1) development of identifiable and assessable student learning outcomes for the general education component of transfer and applied degree/certificate programs, aligning with and supporting the goals and intended outcomes of the general education program; (2) dissemination and publication of student learning outcomes for all degree programs; and (3) integration and utilization of program level assessments to inform academic and learning-support planning and practices that lead to student learning achievements. (Standards 2.C.10, 4.A.3, 4.B.1, 4.B.2)

In correspondence from the Northwest Commission on Colleges and Universities (NWCCU) dated July 2, 2015, the college was instructed to address this recommendation in conjunction with its 2018 Mid-Cycle Self-Evaluation Report and visit. In response, an ad-hoc report was submitted to NWCCU and was reviewed by a two-person peer-evaluation team during the college's regular Mid-Cycle visit conducted April 8-9, 2018. Following that visit, the college received correspondence from NWCCU dated October 10, 2018 requesting that the college "again address Recommendation 2 of the Spring 2015 Year Seven Peer Evaluation Report in an Ad Hoc Report without visit in Spring 2020." The following report is intended to meet that request and summarizes progress that has been made in addressing the recommendation since the original 2015 visit. i

At the time of the 2015 Year Seven Self-Evaluation Report and visit, the college was using a program assessment process that had been in place for the previous 10 years. In that system, departments were required to produce a three-part annual program evaluation that included a program profile, an assessment of program resources, and an assessment of student learning outcomes. During the 2015 accreditation visit the evaluation committee concluded that the existing process lacked consistency in understanding, execution, and documentation. While the recommendation language acknowledged that the process existed, it also noted that it was not fully developed. Several steps have been taken since 2015 to modify and more fully develop this process, as is outlined in sections two through four of this report. It should also be noted that this process is continually assessed and refined, and therefore will always be “in development.”

At this point, it is important to understand the college’s interpretation of the phrase “program and degree level” within the recommendation. CSI currently has approximately 120 completion options contained within 79 majors/programs. Each completion option is housed within a major/program. Some majors/programs have multiple completion options. For example, students in the Culinary Arts Program have three completion options: a Basic Technical Certificate, an Intermediate Technical Certificate, and an Associate of Applied Science Degree. na.002 Tc -26(o11.2] w)

and published learning outcomes that [were] assessable and provide[d] evidence of an integrated course of study in the general education core.” In short, the disparate parts were being assessed, but there was no assessment of a collective program of general education.

Concurrent with the Year Seven Self-Study and visit in 2015, the State of Idaho was revising statewide general education and transfer policies in an attempt to clarify student learning expectations and to allow

Today, the CSI core meets the State policy with the following requirements:

Oral Communication

conclusion was corroborated by the Mid-Cycle evaluation team in its 2018 Peer-Evaluation report which noted that:

“The institution now has clearly defined General Education Outcomes. The College has also engaged in substantive conversations at the local and state level with cross-disciplinary faculty to refine these outcomes and to develop scoring rubrics, all of which were in evidence in the documentation attached to their Evaluation and in our conversations with various constituencies.”

Further, the evaluation team noted that:

“The college has created a process to gather student artifacts to evaluate the Gen Ed program outcomes through Canvas. The college has demonstrated how much work has gone into the development of this assessment process through the creation of the Canvas website and the rubrics used to score the artifacts. The first gathering of artifacts has occurred, and assessment of these artifacts has created a reflective discussion on how to continually improve this process.”

Section Three

(Recommendation 2: dissemination and publication of student learning outcomes for all degree programs

general education. In the case of the assessment of student learning within the Ways of Knowing and Integrative Skills categories, the task is handled by groups of faculty who offer the specific general education course. These committees are led by the department chair primarily responsible for each particular Way of Knowing or Integrative Skill. The responsibilities of these committees, which already include reviewing and recommending new general education courses within their Way of Knowing or Integrative Skill area, include assessment of the courses offered in that area.

Assessment of the full integrated program of general education, which includes the college's goals of Think, Connect, Communicate, and Be Well, is coordinated by the Department of General and Liberal

Appendix

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

Appendix B: State Ways of Knowing/Integrative Skills Assessment Rubric

Appendix C: CSI General Education Program Student Learning Outcome Rubrics

Appendix D: Student Learning Assessment Process Visualization

Appendix E: Sample Program Achievement Data

Appendix F: Sample SLO Assessment Data

Appendix G: Assessment Week Agenda and Materials

Appendix H: Blank Individual Development Plan (IDP)

Appendix I: Blank Unit Development Plan (UDP)

Appendix J: 2020 College of Southern Idaho Strategic Plan