



Year One Report

The College of Southern Idaho

March 2011

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Introduction

The College of Southern Idaho (CSI), a comprehensive community college, represents a shared vision and a collaborative effort of the citizens of the Magic Valley. 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.

CSI is located in south-central Idaho and serves an eight-county region known as the Magic Valley. CSI provides basic skills, workforce training, economic development, professional-technical training and certification, associate degrees, preparation for transfer to four-year

Institutional Context

Its various constituencies and many processes of self-assessment drive CSI's mission and goals. Campus-wide initiatives such as sustainability and academic integrity; students' needs; the needs of businesses and industry in the Magic Valley; opportunities arising from the global market in which we participate; cultural, artistic, and civic programs; and feedback all influence the programs, courses, activities, and stimulus that CSI provides in Southern Idaho and beyond.

To promote continuous improvement, CSI also utilizes a consolidation of reporting requirements for the several independent and non-collaborating agencies to which CSI provides data, including CSI's own Outcomes Assessment procedures (OA Yearly Report), the Idaho State Board of Education (program review), the Northwest Commission on Colleges and Universities (accreditation reports and self-studies), and various professional accrediting organizations (e.g., the National League of Nursing Accreditation Commission).

This consolidated reporting system also includes the major features of the IDP (Individual Development Plan), UDP (Unit Development Plan), and OA (Outcomes Assessment) Yearly Report, providing a uniform college-wide system of educational assessment (the College received a commendation on this in the 2008 Interim Report). IDPs are generated by each faculty and staff member and outline each individual's goals for professional development. IDPs also specify what resources are needed to meet those goals. The UDP is a compilation of IDPs within departments and presents to administration an aggregate of both faculty direction and resources requested. This document is crucial in the setting of institutional goals and budgets. The institutional strategic plan informs IDP-UDP planning cycle.

The OA Yearly Report identifies departments' compliance with the college's OA policies and outlines the ways in which departments are adapting instruction to better meet students' needs as demonstrated by their performance on OA instruments.

Preface

Brief Update on Institutional Changes since the Last Report

The last report was the Regular Interim Report of the site visit that occurred in April of 2010. There have been no substantive changes at the college since that visit, though there have been some events worth noting.

In terms of facilities, the college received a \$2.5 million dollar donation to renovate and remodel portions of the Fine Arts Building on the campus. Plans have been drawn, and the project is slated to proceed beginning FY 2011. Another item of note is that the Board of Trustees approved the building of additional dormitory space using dormitory housing funds. The new 40-unit dormitory facility has been platted to be built on campus beginning FY 2011. Also, the College received a \$4.4 million Economic Development Administration (EDA) grant to construct a new building on campus to house renewable energy programs, industrial technology training, and the Autobody Program. Construction on the planned 25,000-30,000 square foot facility is planned to start in FY 2011. Additionally, in fall 2010, the College constructed a 7,100 square foot addition to the Desert Building to serve increased capacity in the Welding Technology Program.

Other items of note are the result of decreased state support for higher education in Idaho, which has forced all public colleges and universities to adjust operations in a number of ways. This has been especially challenging since enrollment at community colleges in particular is counter-cyclical; in other words, as unemployment has increased, enrollment has also increased. The College has experienced roughly a 20% increase in enrollment since AY 08-09. In this context, the College of Southern Idaho is proud to note that despite the economic challenges, there has been no reduction in force for any faculty or staff, classes have remained open and students have been served, and where possible, new and replacement faculty and staff have been hired to accommodate growth.

In addressing the severe reduction in state support (roughly 23% since AY 09-10), the college has enacted a number of personnel measures to protect positions and preserve services. Specifically, staff replacement positions are held for 90 days before rehiring, and all vacant positions (faculty and staff) are reviewed for need. Where appropriate, each semester, class caps have been increased by up to 10% (for example, in a class with a normal cap of 25, this means a temporary increase of 2-3 students); the temporarily raised caps are only in place by semester, and each new semester the caps are reset to the original limits. In addition to class loading processes, the college has revised its long-standing informal practice of maintaining roughly a 70% to 30% ratio of full-time instructors to part-time instructors. Now, the ratio is closer to 60% to 40%, with more part-time instructors and more overloads being taught by full-time faculty. Finally, in some instructional areas, the chair-level positions have been expanded when a retirement has occurred. For instance, when the chair of the Business Department retired, the

responses to the economic exigency public higher education faces, and as opportunity arises to relax some of these measures, the College will respond accordingly.

Response to Recommendations/Issues Requested by the Commission

In 2010, a team of two evaluators visited the College on a Regular Interim Visit. In their report to the Commission, the evaluators offered three commendations in the areas of the College's oversight of a candidate school, the College's planning, maintenance, and construction of facilities, and recognition of the college-wide culture of assessment and planning. There was one recommendation:

The committee recommends the College clarify the plan and rationale for its General Education program. It should publish the revised General Education program requirements philosophy making it readily available to students, faculty and staff involved in the delivery of educational programs and student support services. (Standard 2.C.2, Policy 2.1 – General Education/Related Instruction Requirements)

The Commission noted that concerning Recommendation 1 above, the College “substantially meets the Commission’s criteria for accreditation, but needs improvement.”

After receiving the recommendation, the College updated the General Education statement in the *2010-2011 Catalog* (hard copy and online) to reflect the Commission’s directive.

Pre-Interim Visit Language from the *2009-2010 CSI Catalog* (p. 46)

Comprehensive Goal of General Education

The general knowledge areas and their required credits for A.A and A.S. degrees are established by the State Board of Education Governing Policies and Procedures.

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.

Communication Goal: To enhance the student's ability to communicate clearly, correctly, logically, and persuasively in spoken English.

English Goal: To gain experience in the process of writing essays, to evaluate, to communicate clearly, and to incorporate and cite sources.

Humanities Goal: To comprehend the human experience as it has been portrayed and amplified through the visual arts, performing arts, languages, literature, and philosophy.

Mathematics Goal: To gain an understanding of mathematics as a language in which to express, define, and answer questions about the world.

Science Goal: To gain an understanding of the world through natural sciences.

Social Science Goal: To understand, interpret, and apply knowledge for evaluating and valuing human behavior in its anthropological, economic, geographical, historical, political, psychological, and sociological contexts.

began in fall 2010. Based on broad input from these constituencies, four Core Themes were developed in late fall 2010, and as the Year One Report developed, indicators and metrics were refined in early spring 2011 and up to submission of the Year One Report.

Chapter One: Mission, Core Themes, and Expectations

Section I: Standard 1.A: Mission and Goals

Mission Statement

The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

Interpretation of Fulfillment of the Institution's Mission

The comprehensive nature of the College of Southern Idaho embodies education as defined by the Core Themes of transfer, professional-technical, and basic skills, as well as a significant responsibility to serve the community in a number of ways, including educational mission, economic development, community education, sports, and cultural and performing arts exhibition opportunities. Fulfillment of the College's mission via the Core Themes hinges on establishing benchmarks or thresholds and

	<p>workforce/professional-technical programs clearly defined and mapped;</p> <ol style="list-style-type: none"> 4. Degree awards, retention and completion rates in PTE programs are evaluated and benchmarked; 5. Rapid-response workforce training, short-term industry upgrade and skill training, and apprenticeship programs meet the Idaho Division of Professional-Technical Education requirements; 6. Students' evaluation of their PT education experience.
Basic Skills Education	<ol style="list-style-type: none"> 1. Analysis of rates of ABE student enrollment, retention, completion success (educational gain) and transition with persistence and continuous enrollment in post-secondary education; 2. Analysis of metrics of developmental student enrollment, retention, completion success (skills attainment) and persistence in enrolling to higher level courses in reading, writing, mathematics, and ESL courses, as appropriate; 3. Learning outcomes for Basic Skills courses and programs are clearly defined and mapped; 4. Students' evaluation of their basic skills experience.
Community Connections	<ol style="list-style-type: none"> 1. Responsiveness to community economic development needs; 2. Credit and non-credit courses and services; 3. College-sponsored and supported program and educational events; 4. Ancillary community services.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

The College recognizes the ongoing nature of this Core Theme model and its inherent requirement for continuous improvement.

The generative process that produced the Core Themes involved the major constituencies of the campus—students, staff, faculty, administration, and the Board of Trustees. This broad involvement establishes the process as a meaningful collaboration designed to regularly examine and evaluate the College mission.

Indicators are all assessable since each Core Theme indicator references associated measures and data resources such as various national, state and program reports, student evaluations, minutes, transcripts, or outcome assessment data at the course and program levels. (The College has been migrating paper outcome assessment reporting and data to electronic format using SharePoint as

an in-house data storage system.) Where possible, both qualitative and quantitative data provide information that informs mission fulfillment and sustainability.

Section II: Standard 1.B: Core Themes

Transfer Education

Transfer Education refers to the Associate of Arts (A.A.) or Associate of Science (A.S.) degrees. Each degree has a minimum of 64 credits and is fully articulated in Idaho (and with many other receiving institutions nationwide) so that students completing one of these degrees from CSI transfer to the receiving institution with lower division GE Core complete and sufficient

Degrees awarded: annual number and percentage of associate degrees awarded

Time and credits to degree: average length of time in years and average number of credits that graduating students took to earn a certificate or associate degree

Completion ratio: annual ratio of certificates and degrees awarded per starting cohort

Graduation rates: number and percentage of first-time, full-time degree-seeking students who graduate within 100%, 150%, and 200% of normal program time

Transfer rates: annual number and percentage of students who transfer from CSI to a four-year institution in Idaho

Where possible, transfer students are tracked at receiving all universities

Success in first-year college courses: annual number and percentage of entering first-time undergraduate students who complete entry college-level math and English courses within the first two consecutive academic years

Credit accumulation: number and percentage of first-time undergraduate students completing 24 credit hours (for full-time students) or 12 credit hours (for part-time students) within their first academic year

Retention rates: number and percentage of entering undergraduate students who enroll consecutively from fall-to-spring and fall-to-fall

Course completion: percentage of credit hours completed out of those attempted during an academic year

Market penetration: annual ratio of certificates and degrees awarded relative to the eight-county service area population with a high school diploma

Professional-Technical Education (PTE)

Professional-Technical Education is that part of the College mission designed to meet the workforce needs of the service area. Complying with the State Division of Professional-Technical Education regulations, CSI offers a combination of certificates (Technical—TC and AAS[th)5905 -fTwowhort Market penetration:workposi

Technical Certificate

9 General Education Core semester credits

- communications or English (3 credits)
- mathematics (3 credits)
- social science (3 credits)

18-42 program credits (100-level or above coursework)

- Students must take all required courses listed under program in the catalog.

Postsecondary Certificate

8-27 program credits (100-level or above coursework)

- Students must take all required courses listed under program in the catalog.

TC, PTC certificate, and AAS degree requirements are published in the college catalog and on the CSI web site.

The Professional-Technical Education Core Theme's key *objective* is to prepare students for entry into a job or profession related to their field of preparation and study. Students successfully completing a CSI AAS, TC or PC will possess the necessary skills to accomplish this objective.

There are *six indicators* of Core Theme achievement for Pr

Evaluate pass rates for Technical Skill
graduate licensure/professional examin

Degree of employer satisfact

S t u d e
mapped

Degree
benchm

Of paramount
importance in all PTE training activity is the workplace quality of those students who
complete a designed sequence. While outcomes measures including Technical Skill

Assessment can be carried out to determine skill and knowledge, elements relating to the affective domain including interpersonal and other “soft” skills are best evaluated by those that employ these students.

Employer satisfaction surveys with evaluation of cognitive, psychomotor, and affective abilities

3. *Industry-aligned student learning outcomes for workforce/professional-technical programs clearly defined, mapped, and measured.* Much of the data gathered in this area comes from mandatory reporting to state and federal agencies, professional accrediting commissions, and required Advisory Committee input; other information comes from the College’s outcomes processes that evaluate all of instruction.

Curriculum Committee minutes

Advisory Committee minutes

Program Goals and Outcomes Worksheet

Department OA minutes and process evidence

Program Portfolio on SharePoint

Technical Skill Assessment (TSA) Blueprint and Competency List

4. Results from *degree awards, and retention and completion rates in PTE programs* are evaluated and used to appropriately revise program offerings. Professional-Technical education metrics include:

Degrees and certificates awarded: annual number and percentage of degrees and certificates awarded

- Time and credits to degree: average length of time in years and average number of credits that graduating students took to earn a certificate or degree
- Completion ratio: annual ratio of certificates and degrees awarded per starting cohort
- The rates at which students obtain employment in their field of training and their post-training wages

Graduation rates: number and percentage of first-time, full-time degree-seeking students who graduate within 100%, 150%

Market penetration: annual ratio of certificates and degrees awarded relative to the eight-county service area population with a high school diploma

5. *Workforce training, short-term training, and apprenticeship programs are carried out in accordance with Idaho Division of Professional-Technical Education.* Beyond pre-hire Professional-Technical degree and certificate programs, non-credit activities are important elements of the system and are at the heart of a responsive workforce training system. These activities are defined by the Idaho Division of Professional-Technical Education in conjunction with the Workforce Training Network

Enrollment in developmental education: number and percentage of entering first-time undergraduate students who place into and enroll in developmental math, English, or both

Within course retention:

Course completion: percentage of enrollments completing during an academic year

Success beyond developmental education: number and percentage of first-time undergraduate students who complete a developmental education course in math, English, or both and complete a college-level course in the same subject

3. *Learning outcomes for Basic Skills courses and programs in both ADC and ABE are clearly defined and mapped.* This process is part of the College's system that sees basic skills and developmental courses as the first pre-college or post-secondary educational step for up to 50% of the student population. Regular and systematic evaluation is essential for continuous improvement. Learning outcomes for ABE Programs conform to state and federal reporting requirements, and ADC learning outcomes match the College Outcome assessment model.

Learning outcomes for basic skills courses are defined and mapped

ABE documents and reports

Curriculum Committee minutes

Department goals and class syllabi

Department OA minutes and process evidence, as appropriate

and college-level coursework and programs across the service region; CSI also delivers a wide range of non-credit community education courses. Second, the College provides enhanced cultural awareness opportunities through community events such as art shows and exhibitions, theater and fine arts productions, public lectures and films, and athletic events. Finally, CSI is active in partnerships and participation in local and regional economic development and outreach programs. The College recognizes Community Connections has not been broadly evaluated for improvement except in isolated areas; therefore, this is an opportunity to develop and unify this particular Core Theme.

The *objectives* of the Community Connections Core Theme are to provide a program of community education for lifelong learning to support the social, cultural, and economic development of the region, and to serve the community by making the college's human and physical resources available, including facilities and the expertise of faculty and staff. These initiatives are accomplished through providing workforce training, community education, venues and sponsorships for educational programs, the arts, performing arts, sports, and cultural events to the community served by the College.

There are *four indicators* of Core Theme achievement for Community Connections:

1. Responsiveness to community economic development needs
2. Credit and non-credit courses and services
3. College-sponsored and supported program and educational events
4. Ancillary community services

Rationale

1. The College is *responsive to community economic development needs*. The College understands that developing and supporting economic vitality in the service area is an important part of its mission. To that end, CSI works with a number of agencies to diversify and strengthen the local economy by attracting and retaining business to the Southern Idaho region. The College works to implement a focused consistent program to attract new businesses to the region and to promote economic development through expansion of existing businesses. Part of this endeavor also involves formal and *ad hoc* workforce training.
 - Business/industry/government partnerships
 - Dot Foods, Dell, C3, St. Luke's, City of Twin Falls, Southern Idaho Economic Development Organization (SIEDO), Chambers of Commerce in Twin Falls and Jerome, Urban Renewal Agency (URA), Small Business Development Center (SBDC), Healthcare Occupations Task Force, Idaho Department of Labor)
 - Workforce training programs
 - Apprenticeship
 - Customized training
2. The College offers a broad array of *credit and non-credit courses* to serve the broad community of students, ranging from traditional, credit-bearing transfer and professional-technical courses and programs to non-credit community education classes. These courses

are offered in a variety of instructional modalities (face-to-face, online, hybrid) and at various sites, including main campus and the outreach centers in Burley, Hailey, and Gooding.

Community Education classes

- Number and type of offerings
- Population served
- Student evaluations

Community Education events

- Number and type of offerings
- Population served
- evaluations

Offerings at CSI Off-Campus Centers

- Number and type of offerings
- Student evaluations

3. A significant part of the College's community connections core theme is *college-sponsored and supported programs and educational events*. From the College's very beginnings, the community and the college partnered in building the Fine Arts Community Center in mid-1960s, and since then, program and facility outreach and partnerships have had a major impact on the growth of the Magic Valley. The College recognizes that ongoing connections in this area serve many purposes, among them public relations, community educational opportunities, and community enhancement. For instance,

Facilities

- Fine Arts Center
- CSI Gymnasium
- Herrett Center and Museum
- Instructional/community space (Shields, Aspen, etc.)
- Eldon Evans Expo Center

Cultural events (lectures, speakers)

Performing arts (theater, concerts, Arts on Tour)

Arts events (art shows, museum)

Sport events

Community educational opportunities

FFA State Conference

iSTEM programs and events

Regional or state-wide conference (Safety Fest, EMS Conference, PTE Summer Conference, science summits, etc.)

4. The College extends its infrastructure to provide support for federally funded programs that enhance and meet community needs. In this regard, *ancillary community services* represent another facet of CSI's commitment to community:

Head Start

- Population served
- Student C.O.R.E. test results
- ○ Head Start
 - Population served

Section III: Conclusion

The College of Southern Idaho's Year One Report represents the first chapter in the new septennial accreditation cycle. In it, the College identified overarching themes tied to the Mission Statement, and these became the Core Themes for this report: Transfer Education, Professional-Technical Education, Basic Skills Education, and Community Connections. Indicators and measures of achievement were developed for each Core Theme to provide the data over time that will help explain the College's final goals of mission fulfillment and sustainability. As the College moves forward in the seven-year accreditation cycle, regular planning cycles and strategic planning will further inform and clarify indicators and metrics for goal achievement.

In general terms, the planning and preparation for this Year One Report has been an opportunity for the College at large to engage in systemic evaluation. Fresh from the successful Interim Visit in spring of 2010, the College community moves into the new septennial model with a commitment to ongoing and continuous improvement.