



College of Southern Idaho

Regular Interim Report for Reaffirmation of Accreditation

Prepared for the Northwest Commission on Colleges and Universities

March 2010

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College of Southern Idaho

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INTRODUCTION

The College of Southern Idaho (CSI), a comprehensive community college established in 1964, 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

mentioned as recommendations by the 2005 team; the College also continues to build upon the commendations from 2005 and 2007.

The primary means for achieving the high goals CSI has set for itself is 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 such as the National League of Nursing Accreditation Commission.

CSI's mission and goals are driven by its various constituencies and many processes of self-assessment. Students' needs, the needs of businesses and industry in the Magic Valley, opp

Figure 1

Further details about the consolidated rep

PART A – ACTIONS TAKEN REGARDING RECOMMENDATIONS

Though in her 2007 Focused Interim Report, Dr.

inform departmental and college-level outcomes is evidence of the progress we continue to make in establishing outcomes assessment as a core value in educational planning. Members of the faculty continue to make course revisions and develop assessments for existing general education courses. In other words, the OA process drives department and program-level instructional changes which benefit students broadly and individually.

The revised plan retains the major features of the IDP, UDP and OA Yearly Report mentioned above, but with improved instructions to provide more uniformity in the college-wide system of educational assessment. This new process occurs in the context of the institutional strategic plan, and it informs the unit planning cycle which in turn informs the budget process. Individual instructors further engage the consolidated reporting system by analyzing student OA data and identifying areas where they (the in

Campus security staff members open one hall way door after hours to allow access to the drop box on an individual basis. The drop box chute empties into a steel container next to our safe which is in a separate windowless interior room behind another locked door.

Any violations concerning cash handling policies or procedures are brought directly to the Vice President of Administration for immediate resolution.

RECOMMENDATION 5: POLICIES AND PROCEDURES REVIEWS The committee recommends that the College of Southern Idaho develop a system to regularly review and revise as necessary its policies and procedures. (Standard 9.A.2 – Institutional Integrity)

ONGOING ACTION

Immediately after the 2005 Accreditation Visit, the president of the college charged the Human Resources Department with the responsibility of making regular updates to the Policies and Procedures Manual of the college. These changes are drafted by the HR Department and vetted by administration, the PACE (Professional and Classified Employees) Committee, and the Faculty Senate Executive Committee before being presented to the Board of Trustees for approval. Changes to the Faculty Handbook and related changes to the Policies & Procedures (P&P) Manual are vetted by the Faculty Senate Executive Committee and Faculty Senate, and then forwarded to the president for approval. This process is conducted regularly with (Exhibit A.5.1) of FERPA (159-73.034-332.09) at the Board at least annually. (Exhibit A.5.1). In her 2007 Focused Interim Evaluation Report, Dr. Hassart noted that the college's current policy manual is well organized and comprehensive (p. 4).

Additionally, the student services division has been working on a complete revision of the Student Code of Conduct (CSI Catalog, pp. 34-36; online Student Handbook at [http://www.csipedu/student/Handbook/\(\(Topic\).asp\)](http://www.csipedu/student/Handbook/((Topic).asp)as) as well as Updates to (online) (6-21-08) and handbooks related to FERPA (CSI Catalog, pp. 29-30), the ASCSI Constitution, the Student Association, Clubs and Organizations, the Residence Hall, and Recreation Center safety.

PART B – CSI’S APPROACH TO NWCCU ACCREDITATION STANDARDS**STANDARD 1: INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS****ONGOING ACTION**

What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?

Starting the fall of 2007, the College engaged in an extensive strategic planning process. The plan was developed with broad opportunity for input and involvement from students, faculty, staff, administration, and community members. The mission of the College was revised and a new strategic plan was developed, including vision and values statements, new strategic initiatives, goals, and objectives, as well as performance measures and benchmarks (Exhibit B.1.1). For instance, including the word *quality* into our mission statement highlights our strong and ongoing commitment to excellence. We take very seriously our role economic and workforce development in our region. These roles have become important themes in our institutional mission as we play a crucial role in the vitality of and quality of life in southern Idaho. The updated mission and new strategic plan were approved by the CSI Board of Trustees on April 21, 2008.

Previous mission statement:

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 its students to lead enriched, productive, and responsible lives.

Updated 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*. (See also Exhibit B.1.1 – Core Values and Vision 2013 <http://planning.csi.edu/planning/strategicPlan/mission.asp#mission>)

The mission and strategic plan are published online and in print, and are widely distributed. The mission statement is displayed in most buildings and in many offices. New employees receive copies of the strategic plan as part of the new employee orientation.

Expanding Health Science and Human Services programs, including at state-of-the-art, LEED-certified building

Professional/technical programs in Wind Energy, Environmental Technology, Industrial Mechanics, Dental Hygiene, Culinary Arts and Baking, and Manufacturing

A multimillion-dollar upgrade to the Fine Arts Building which will positively affect performance and instruction

Currently planned are:

Expansion of renewable energy and environmental technology programs, including new facilities to house them.

Development of a Higher Education Center, part of the College's Capital Campaign. This Center will enhance the College's on campus partnership with four-year sister institutions in Idaho

Succinctly describe the institution's current status in meeting the requirements of Standard 1.B - Planning and Effectiveness.

CSI engages in a yearly institutional planning process, always looking ahead to the upcoming five years. These plans are driven by each unit's engagement with the consoli-

training for stakeholder business and industry, or short term professional development training for incumbent workers. Indeed, responsiveness is a core tenet of the institutional strategic plan. The College strives to recognize the need, then to design the best approach to solving the problem and addressing the need. As an example, the evolving need for Wind Turbine Technicians came to the forefront two years ago and it was determined that a program was necessary. Although federal grant funds were available to help start the program, it was important that a creative and sustainable approach be taken to support this program. An analysis of the program outcomes (according to national skill standards and industry input) revealed overlap with existing and developing areas of instruction, including Industrial Maintenance Apprenticeship. Incumbent worker training needs overlapped even further. The development of modular instructional components that form a curricular matrix for these programs soon followed. Today, the outcome is a vibrant Wind Energy Technician program, but a curriculum that is somewhat shared with Industrial Maintenance Apprenticeship, short term industrial training, Industrial Mechanics technology program, and a revolutionary Environmental Technology program which combines instructional components of the industrial curriculum matrix with renewable energy courses. This is one example of the expectations the College has set for creativity and efficiency of operations for instruction.

Lori Garnand, Department Chair of Information Technology writes,

The Information Technology Department has responded to the strategic goals in many different ways and has committed as a department to focus on goals that are most applicable to the mission of the department. We have increased our dual credit offerings both in class and online in an effort to provide access to our programs. We have incorporated a hybrid instructional modality for the Network Systems technician program to assist the already working student in meeting their educational goals. (Strategic Theme I).

Faculty in the department have continued a commitment to learning (Strategic Theme II)

about the program and their goals. These surveys have assisted us in reaching out to students and removing any barriers that we can.

The department has continued to refine our Outcome and Assessment method and has incorporated the required Technical Skills Assessment as part of our program assessment. (Strategic Theme III) This program assessment is an ongoing process that utilizes the IDP/UDP process and aligns with the Strategic Plan.

The department has begun a battery recycling program for all batteries used in the department and has used online assignment submission to reduce printing of student work. (Strategic Theme IV goal 9)

Whitney Smith, Chair of English, Languages, and Philosophy writes,

First, some classes taught in our composition sequence reflect changes to the mission and goals of the institution in that faculty have included writing and research assignments that have both explicit and implicit focuses on Strategic Theme IV: Global Citizenship and Competitiveness. TopndETBT

The Social Science Department responded positively to the modification of mission and goals. In the mission statement we assumed that quality

Electronics Technology TC
Environmental Science (pre) AS

Horticulture AA
Horticulture AS

- late start fall courses which run during the intersession period (end of fall to beginning of spring semesters),
- expanded summer sessions,
- Saturday classes,
- increasing numbers of innovative and constantly improving online and hybrid courses,
- increased dual-enrollment courses offered at high schools throughout the state.

Additionally, the college continues to support and expand student travel programs. Some examples of these programs, which are also mentioned elsewhere in this report, include:

- Business, French, and Culinary Arts students and faculty traveled to France in the summer of 2009.
- In the summer of 2009 Spanish Professor Raquel Arenz traveled to Guanajuato, Mexico to explore and develop ties to the university there as a preparation for a summer study abroad program for CSI students. We are hopeful that CSI can also get students from Guanajuato who want to study here for the summer as well. This effort is currently advertised on the CSI website.
- Kim Prestwich, Coordinator of Multicultural Student Services, has been charged

In 2007 the student services division developed a new mission statement, vision, values, and strategic initiatives. The updated student services mission statement reads:

The College of Southern Idaho Student Services team promotes student learning, development, and success by providing future and current students with quality information, advice, support, and opportunities for social and cultural development.

The College has made significant progress towards the implementation and expansion of an online one-stop-shop for student services. Student services staff has made a concerted effort to make services accessible and user-friendly for students who cannot or prefer not to come to campus to take care of routine tasks that could be easily accomplished online. Four computer stations were added to the Matrix to help students with application for admission, FAFSA, registration, etc. Several netbooks were also purchased to accommodate peak times.

The College has implemented several significant changes designed to improve access and quality of services offered. Some of these include:

Moved from the FFELP Program to Direct Loan. The Financial Aid office had been closely following the recommendations of President Obama and Secretary of Education Arne Duncan.

The Financial Aid office expanded financial literacy training for our students.

Implemented NetPartner, an online system that students can use to track financial aid and scholarship applications, see what documents are missing, and accept or decline awards.

Implemented an online attendance verification system using MyCSI.

Implemented HigherOne financial aid credit balance/refund process, giving students more options.

Designed a First Year Advisor booklet that is available in print and online.

Implemented online transcript request process using the National Student Clearinghouse.

Implemented Judicial Action, an online student conduct management and tracking system.

more accurate identification and tracking of PTE students, along with the attendant performance metrics to meet federal Carl Perkins requirements. These in turn are folded into institutional outcomes assessment and continuous improvement practice.

Staff members and resources directly involved with the delivery of dual credit opportunities to high schools and students throughout Idaho have been mobilized for a grass roots effort to visit client high schools and the communities they serve in order to provide dual credit students, school personnel, parents, and other stake holders with information they need to better understand dual credit programs offered through the College of Southern Idaho. Specifically, these meetings take the form of school presentations, classroom presentations, and community Q and A forums. The idea is to provide high school students and the adults who mentor them in many different capacities with information relating to the applicability, availability, and transferability of dual credit coursework offered through the College of Southern Idaho.

This initiative has been created in response to an ever-growing request for dual credit opportunities and an increasing number of questions associated with dual credit programs from parents and secondary school personnel. The College of Southern Idaho has experienced over a 25% increase in dual credit enrollment numbers over the past five years, and while outreach efforts in participating communities are not the sole reason for this growth, continuing efforts of college personnel to inform and engage high school students and their parents about accelerated learning opportunities supported through the College of Southern Idaho certainly factor into the equation.

CSI conducts the Community College Survey of Student Engagement annually as another measure of its effectiveness in meeting students' needs and completing its core mission to provide quality educational opportunities that meet the diverse needs of the communities it serves. (Exhibit B.3.2 http://reports.csi.edu/2009_InstitutionalProfile/StudentOpinion2009.htm)

Compare the current enrollment figures with those reported in the last institutional self-study report.

2005 (fall 2004 data)		
Students	Unduplicated Headcount	Full-Time Equivalent (FTE)
Undergraduate	7124	4106
2006 (fall 2005 data)		
Students	Unduplicated Headcount	Full-Time Equivalent (FTE)
Undergraduate	8125	4010
2007 (fall 2006 data)		
Students	Unduplicated Headcount	Full-Time Equivalent (FTE)
Undergraduate	7538	3915.84

2008 (fall 2007 data)		
Students	Unduplicated Headcount	Full-Time Equivalent (FTE)
Undergraduate	7182	3897.52
2009 (fall 2008 data)		
Students	Unduplicated Headcount	Full-Time Equivalent (FTE)
Undergraduate	7542	4049.6
2010 (fall 2009 data)		
Students	Unduplicated Headcount	Full-Time Equivalent (FTE)

January 2008

Reviewed a change in wording of sabbatical leave policy.

February 2008

Suggested a change in wording of the rank advancement eligibility policy.

January 2009

The Faculty Senate drafted and the administration approved an informational paragraph included in the Policies and Procedures Manual which recognizes the Faculty Senate and supports the position of the Senate itself that it is not subject to Idaho Open Meeting Law.

Fall 2009

Discussed college initiatives encouraging rapid development of multiple new online courses, online versions of existing courses and other expansions of the pedagogical uses of technology run headlong into limitations in capacity, versatility and reliability of technological tools.

The ratio of full-time to part-time faculty has shifted somewhat since 2005. See Exhibit B.4.3

How have faculty salaries and other benefits been improved?

In the face of state holdbacks amounting to some 19% of the college's budget over the last two years, across-the-board salary increases have been frozen this year and the college anticipates that they will be frozen next year as well. However, CSI has honored its ongoing commitment to the faculty rank advancement and degree advancement processes. Eligible full-time faculty members may apply for rank advancement. Successful completion of the process includes a significant increase in base salary for individuals. Additionally, full-time faculty members who achieve an additional degree receive an increase in salary to match their peers at the institution who hold similar degrees. Despite austerity with salary increases during this period of economic uncertainty, the college has experienced no reductions in force (RIF) nor firings. Full-time faculty members who leave the college due to retirement are typically replaced with full-time faculty rather than part-time or adjunct instructors. The college has also been able to temporarily ameliorate the exorbitant increase in health care costs.

How does the institution conduct a substantive performance evaluation of all faculty members?

representatives from various departments. Periodically, students are provided the opportunity to provide feedback through confidential online surveys about the quality and adequacy of library services and their satisfaction levels with the services offered.

Third, the Library has added several discipline-dedicated online databases. After talking to both the Life Science and the Physical Science faculty, Science Magazine Online and ProQuest Science Journals (which are now available via LiLI) were added to the online collection of databases. The English Department was surveyed and due to their responses, the MLA International Bibliography joined the list of online resources offered by the Library. For the Nursing Department, CINAHL and Micromedex® Healthcare databases have been added. The publisher Safari offers Tech Books as online resources for the Technology and Business departments. Valueline has also been added as an online business resource, replacing the print version. During the 2008-2009 academic year the Paramedic/EMT library resources were examined. Many older editions were discarded and replaced with newer resources.

Fourth, in order to better serve our online and distance students, the Library has also increased its number of NetLibrary e-

The college administration has asked everyone to do more during these difficult times and they have responded. There are challenges but attitudes are positive and morale is high.

What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?

As of this writing (January 2010), the governor has recommended \$886,600 (7.5%) in permanent holdbacks for the College of Southern Idaho. The college will be funding this

STANDARD 8: PHYSICAL FACILITIES

ONGOING ACTION

What changes, if any, have been made in the institution's physical resources, both on and off-campus since the last full-scale evaluation? Why have they been made? What effect have these changes had on the institution? What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?

The College of Southern Idaho's facilities are in outstanding condition. Over the last 5 years we have received over 3.8 million dollars in preventative maintenance funds from the State of Idaho. These are in addition to the 1.0 million dollars annually appropriated to our Plant Facility Fund. CSI has virtually no deferred maintenance. Facilities are a major focus of our

Some of these changes are provided in the response to Standard Four. The Faculty Handbook is found at <http://hr.csi.edu/facultyHandbook/>. The Employee Policies and Procedures manual is found at <http://hr.csi.edu/handbook/tofcmanual.htm>.

Professional and Classified Employees (PACE), who are represented by the PACE committee, also maintain a handbook for members which is updated and maintained regularly.

in January 2009. The technical support personnel for each institution played a large role in modifying the CSI student software to meet the needs of CWI and allow CWI to have its own identity. During this time CWI was also implementing their student accounting software. CWI currently keeps student records using their own software system as a pilot. The official records are located at CSI.

The CSI Financial Aid office now provides oversight for financial aid services to all CWI students as established by the Department of Education rules and regulations. The coordination between the Financial Aid Offices at CSI and CWI took significant amounts of time but were accomplished very effectively by both institutions. The awarding of financial aid has had an impact on the staff in the CSI Business Office since they assumed the responsibility of making sure students received their financial aid at the same time CSI students received their checks. CWI has been successful in receiving its own Title IV code from the Department of Education; however, until CWI receives its own accreditation, CSI will continue to distribute financial aid for CWI's students.

Effective July 1, 2009, the College of Western Idaho assumed the role of delivering professional-technical programs in Region III. This required the CSI Curriculum Committee to approve over thirty certificate and degree technical programs that were relocated from the Larry Selland College of Technology at Boise State University to the College of Western Idaho. During the curriculum approval process, the faculty and staff who were employed by Boise State University became employees of CWI July 1, 2009. The cooperation between CWI, BSU and CSI faculty and staff was very effective in getting the curricula approved by the Idaho Division of Professional-Technical Education, and subsequently the State Board of Education in a timely manner to ensure there was not any delay in the transfer of the programs from BSU to CWI. Part of this transfer included negotiated teach-out agreements between the three institutions to ensure that students currently enrolled in programs and who are transferring from BSU to CWI would be served.

Virtually every aspect of the CSI campus community has been involved in the partnership in one way or another. The demands on staff time and energy have been significant, but all CSI personnel are very committed to assisting the College of Western Idaho to develop a strong foundation as a community college in Idaho.

2. ACADEMIC INFRASTRUCTURE

How has the College of Western Idaho's academic infrastructure been provided for?

The College of Western Idaho is utilizing the College of Southern Idaho's course syllabi, textbooks, and outcome assessment measures for all general education/transfer courses.

The professional technical education programs that were relocated from Boise State University were approved by the CSI Curriculum Committee prior to being offered by CWI. The general education credits for the Associate of Applied Science Degree and technical certificates have been modified from Applied Academic courses to transferable general education courses as required by the College of Southern Idaho for graduation.

Faculty members of the College of Western Idaho meet the same degree standards and experience criteria as the faculty of the College of Southern Idaho. The faculty are evaluated in accordance with CWI policies and procedures, which adhere to the NWCCU accreditation standards.

Due to the transfer of the Professional-Technical programs from Boise State University to the College of Western Idaho a teach-out agreement (Exhibit C.2.1) was developed with Boise State University. This agreement provides students who had completed their technical education courses the opportunity to complete the general education requirements as previously offered by Boise State University and receive their Associate of Applied Science Degree or Technical Certificate from Boise State University. In July 2009, Dr. Jeff Fox, Chief Academic Officer of College of Southern Idaho, collaborated with BSU Provost Dr. Sona Andrews to compose a comprehensive document outlining CSI's response and resolution the teach out agreement between Boise State University and CSI. One issue for CSI was residency for transferring students. CSI made a one-time provision in their admission policy allowing the BSU transfer students to be treated as being CWI students and having met residency.

The College of Western Idaho formed a Curriculum Committee that serves as a recommending body of curriculum changes for approval by CSI's Curriculum Committee. CWI had a Curriculum Committee in place as of September 2009. It constituted the committee with a Curriculum Chair from PTE, and eight voting members made up of Department Chairs from both PTE and General Education. Ex-officio members include: Associate VP Instruction, Registrar, Dean of PTE, Dean of General Education, Librarian, Financial Aid Director, and IT representative. Meetings are held monthly, prior to the CSI Curriculum Committee meetings.

CWI utilized the degree requirements established by CSI to include the general education requirements for all degrees and numbers of credit hours for completion. These degree requirements include a requirement for computer literacy.

CWI has adopted Board of Trustee policies and procedures that ensure academic freedom and student achievement. These policies and procedures are found in the CWI Faculty Handbook (Exhibit C.2.2, <http://cwidaho.cc/employee-tools/downloads/Faculty%20Handbook.pdf>) and were approved by the CWI Board of Trustees on May 4, 2009.

The number of full-time faculty employed by CWI has increased significantly with the transfer of the professional technical programs from Boise State University. The number of full-time to part-time faculty ratio is appropriate for the number of students being served. The expected ratios of FT to PT faculty for spring 2010 after fall hires include: 37 FT Gen Ed: 190 PT Gen Ed. 67 FT PTE: 20 PT PTE. Overall ratio for CWI is 104 full-time: 210 part-time faculty.

The College of Western Idaho provides excellent instructional facilities at several locations in the Treasure Valley. The College offers instructional programs on the primary Nampa Campus (General Education offerings), Canyon County Center (General Education, ABE/GED/ESL and Health related PTE Programs), Ada County Center (leased building located south of BSU offering PTE and General Education Programs), Oak Park Center (leased building also south of BSU in Ada County offering Workforce Development and ABE/GED/ESL), the Horticulture Center (located East of BSU in Ada County with PTE Horticulture) and four High School facilities located in both Ada and Canyon Counties (delivering General Education evening courses). Many of Professional Technical programs are still located on the Boise State University campus with plans of relocation within the next two years.

CWI has established appropriate admission policies (Exhibit C.3.1, http://www.cwidaho.cc/programs-and-degrees/downloads/2009_2010%20Catalog_Master.pdf) which specify the characteristics and qualifications appropriate for each program. These standards are located in the College Catalog and on the College web site and provide students the specific criteria needed for admission. CWI is an open admission institution which offers affordable education programs and welcomes students from all education backgrounds.

CSI provides library services to CWI students through the interlibrary loan system. CWI has also developed agreements with local higher education libraries so that students can access library services through those facilities, and, more significantly, has allocated \$200,000 to provide a core library physical collection.

CSI is managing the CWI bookstore at the CWI main campus location. This management allows CSI to order the needed textbooks and course materials as a bulk order for both CWI and CSI.

CWI has implemented a student satisfaction survey which provides feedback on the various student services and processes. During the fourth and fifth week of the fall 2009 semester, the College of Western Idaho administered the Survey of Entering Student Engagement (SENSE). Available in late February, 2010, the SENSE survey results will help the college to discover why some entering students from its service area persist and succeed and others do not. It will provide information and data about what is working and what needs improvement. Evidence regarding the college's intake processes and students' earliest classroom experiences will help to direct investment and improvements directed toward entering student retention and outcomes.

4. OFF-SITE ACADEMIC PROGRAMMING

How has the quality of CWI's academic programming off-site in the college's service district (including Ada and Canyon Counties) been assured?

CWI requires that all faculty members meet the same credentialed and experience levels regardless of their teaching location.

CWI provides faculty with a syllabus template (Exhibit C.4.1) which includes required and optional sections to ensure consistency in the application of college policies and to standardize the objectives and assessments used in measuring student success.

Each primary teaching location has administrative support for faculty housed at that location.

5. DISCLOSURE

Describe how the relationship between the College of Western Idaho and the College of Southern Idaho has been disclosed accurately through CWI documents (in other words, student transcripts, catalogs, and announcements)

The following statement appears on all College of Western Idaho publications including the catalog, College web site, student transcripts, admission materials, and announcements.

The College of Western Idaho delivers college credit instruction, certificates and degrees through its memorandum of understanding [Accreditation Agreement] with the College of Southern Idaho (CSI). CSI is accredited through the Northwest Commission on Colleges and Universities (NWCCU). Credits, certificates and degrees earned at CWI appear on CSI transcripts and are transferable to four-year institutions, subject to the specific policies of those institutions.

6.

8. ACADEMIC AND ADMINISTRATIVE ASSESSMENT

Describe how the adequacy of academic and administrative assessment procedures have been assured at CWI.

The College of Western Idaho has adopted the academic assessment tools utilized by the

art planning and design to create a self-sustaining campus that is integrated into the local community. The facilities plan will also take into account adjacent land uses and open space, and will meet the intent of the mission and goals of CWI.

The College conducts an annual audit to ensure the financial well-being of the institution.

9. COMMUNICATION BETWEEN CSI AND CWI

Describe the overall quality of communication between C

10. GRIEVANCES

Describe the grievance procedures for CWI administrators, faculty, staff and students.

The current CWI Student Handbook contains the official grade appeal process on pages 13 and 14. At CWI, grade appeals not resolved between student and faculty move to the Dean of Enrollment and Student Services. (Exhibit C.10.1)

CWI's Employee Handbook contains the current Discipline and Performance Policy which outlines the purpose and framework of the disciplinary process and the disciplinary actions available to supervisors. It also spells out a detailed Opportunity to Be Heard policy which includes employees' rights to submit written allegations of discrimination, name-clearing hearings, full recording of such hearings and meetings, and representation by legal counsel. (Exhibit C.10.2)

SUMMARY OF SECTION C

From its inception, the relationship between CSI and CWI has been extraordinarily beneficial to both organizations. During a time of tremendous growth and economic uncertainty for both schools, faculty members, staff members, and administrators have worked in tandem to facilitate registration and enrollment of students, development of robust curricula, administration of rigorous and helpful Outcomes Assessment procedures, and the overall success of each student –whether enrolled in CSI or her satellite locations or one of CWI's several Treasure Valley locations. Considering the growth in enrollment at both campuses, the total number of students served under the auspices of CSI's outstanding institutional history has more than doubled since 2007.

CONCLUSION

The hallmarks of CSI's involvement with its various stakeholders, including students, faculty, staff, community members, and its accrediting bodies—not to mention the newly created College of Western Idaho—have always been rigorous self study, continuous improvement, and cordial, effective collaboration. We believe that tradition continues unabated. Though the current economic situation has created fiscal challenges for the college, it has also resulted in booming enrollment. Because of sound fiscal management over the whole of its history, and solid collegiality, even in the midst of change and uncertainty, the College of Southern Idaho continues to be well situated to meet the needs of students and community members throughout its service area.