

Mid-Cycle Evaluation
Peer Evaluation Report

College of Southern Idaho Mid-Cycle Evaluation Committee Report

Evaluators

The onsite evaluation committee for Mid-Cycle Evaluation College of Southern Idaho (CSI) consisted of Johnny Mack, Executive Dean of Career and Technical Education at Chemeketa College in Oregon and Gwendolyn James, Interim Dean of Arts and Science at Spokane Community College in Washington

Overview of the Mid-Cycle Evaluation Visit to College of Southern Idaho

The Mid-Cycle review onsite visit was conducted April 8-9, 2018. Logistics, including travel, lodging, and meeting schedule for the visit were coordinated by the Accreditation Liaison Officer, and all arrangements proceeded smoothly. Prior to the visit, digital and hard copy versions of the Mid-Cycle report were received with sufficient time for study and consultation by the evaluators.

The meetings scheduled for the onsite visit were consistent with the three main parts of the Mid-Cycle report and represented administrative, staff and faculty personnel either mentioned or associated with the report. All meetings were collegial and informative, allowing for quality conversation regarding the practices and evidence associated with the assessment of core themes and institution's efforts toward mission fulfillment. The interactions between college representatives including administrators, staff, faculty and board members with the evaluators was open, honest and responsive to the improvement and success of the institution. The visit focused on providing helpful feedback to CSI progress in preparation for a successful, year seven, comprehensive evaluation.

Overview of this Report

The report represents the primary questions/areas noted in NWCCU's Mid-Cycle guidelines. Such areas were addressed by CSI formal report and guided by the informative conversations of the onsite visit. Consistent with the outline presented during exit meeting, the onsite visit and this report reflects observations/strengths and suggestions associated with (1) an institutional assessment plan, (2) the representative examples of mission and core theme operationalization and (3) preparatory efforts toward the college's Year Seven review.

Part I: Overview of Institutional Assessment Plan

Overall, the evaluators found College of Southern Idaho making significant progress with the assessment and alignment of college resources to support and sustain mission fulfillment. Throughout all meetings and interviews, it was evident that the institution had a clear focus on its strategic priorities, had clearly articulated student learning outcomes and improved the clarity of learning outcomes consistent to program content and collegiate level degree achievement. These advancements in accreditation and mission fulfillment progress are supported by the following observations:

- The college's three year report clearly articulated that the college knows and understands where they currently are and what they need to do between now and the Year Seven review. The three year report was a great reflection of what has and is occurring at the college.

- The spirit of teamwork has successfully promoted structural alignment toward mission fulfillment. Administration, faculty, program chairs, deans, the foundation board, College Board and college committees shared a consistent focus on the strategic priorities of the institution. Student learning outcomes are clearly oriented at the course, program and degree level and incorporate input from CTE industry-based program advisory boards.
- The redevelopment of the Gen Ed Program outcomes, which were reviewed and updated by faculty and staff from all of the higher education institutions in Idaho have been implemented at the college. 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 occurred and assessment of these artifacts has created a reflective discussion on how to continually improve this process.

- Continue to develop the assessment process for the Gen Ed Program. One key component to this is communication. A theme we continuously heard was how the college should communicate the data and feedback to faculty, so they can use this information to make continuous improvements to their classes and programs. Also faculty that are not on the Twin Falls campus, mainly the dual credit faculty need additional communication to encourage more participation in the assessment process.
- College needs to continue to develop assessments in its transfer programs.
- Develop the Core Theme 2.D. 1 and 2 performance measures
- Include all program outcomes in the printed college catalog

Conclusion

College of Southern Idaho is well situated in its preparation for the Year Seven Evaluation. The institution's structural alignment focused on strategic priorities will help the college identify the resources supporting mission fulfillment. Faculty, staff, administrators and Board members who participated in the Mid-Cycle Evaluation were engaged in their roles and cognizant of college's priorities and the need for continual improvement. The various interviews/meetings were candid and represented a genuine interest for the college to be able to successfully move forward. Collectively, these efforts will allow the college to be successful in classifying and effectively utilizing the resources that support the institution's mission to produce a well-trained and highly educated workforce.