Year One Self-Evaluation Report

College of Southern Idaho

March 2016

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Institutional Overview

The College of Southern Idaho (CSI), a comprehensive community college, represents a shared vision and a collaborative effort of the citizens of South-Central Idaho. 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, career technical training and certification, associate degrees, preparation for transfer to four-year colleges, and enrichment programs to its students and community members. CSI is funded by a two county community college district, student tuition and fees, and state allocations and is under the direction of a locally elected five member Board of Trustees in cooperation with the Idaho State Board of Education. The institution was initially accredited in 1968 and has had its accreditation continuously reaffirmed since then.

The Board of Trustees hired Dr. James L. Taylor as the first President of the College of Southern Idaho. He served as president until his death in November of 1982. Gerald R. Meyerhoeffer became president in 1983 and Dr. Gerald Beck became CSI's third president in 2005. On January 1, 2014, Dr. Jeff Fox became the College of Southern Idaho's fourth president.

In addition to its 315-acre main campus located in Twin Falls, CSI has off-campus centers in Burley, Gooding, Jerome, Hailey, and Idaho Falls. CSI offers a full range of degree and certificate programs that serve students in career technical and transfer education. The college also offers Adult Basic Education (ABE), English as a Second Language (ESL), and basic skills courses for students requiring pre-college-level work. Faculty teach in a variety of modalities including traditional classrooms, online, and hybrid courses, and on a telecommunication system. CSI partners with other public postsecondary institutions in Idaho to offer students the opportunity to earn more than 50 bachelors and master's degrees on the CSI campus. CSI's fall 2015 FTE was 3,702 with an unduplicated headcount of 7,570. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

CSI continues to partner with the College of Western Idaho (CWI) in order to assist CWI in meeting standards for accreditation and to allow CWI to offer certificates and degrees while seeking accredited status.

The College of Southern Idaho hosted its last full-scale Northwest Commission on Colleges and Universities visit in the spring of 2015. This Year One Report marks the beginning of the college's participation in a new seven year accreditation cycle.

Preface

Institutional Changes

The College of Southern Idaho has seen changes in a number of areas since its last report. These include the following:

- As was noted in the spring 2015 Year Seven Self-Study, the college has undergone significant administrative changes since 2012. In the summer of 2013, Dr. Gerald Beck retired from his position as president of the college. The college immediately began a nationwide search for a new president, and in late October 2013, Dr. Jeff Fox was selected by the Board of Trustees to serve as the fourth president of the College of Southern Idaho. Dr. Fox started his new position on January 1, 2014. At the same time, the college hired Dr. Todd Schwarz as its new Executive Vice President and Chief Academic Officer. Dr. Schwarz was an instructional dean at the college in 2012 and returned to assume his position as the Executive Vice President and Chief Academic Officer following time spent as the Director of the Idaho Division of Professional-Technical Education. The college also saw the departure of the former Vice President of Student Services/Planning and Development in 2014 and the former Dean of Students in spring 2015. The reclassified Associate Dean of Students position was filled in the fall of 2015 and the Vice President of Student Services/Planning and Development position was also reorganized. A new Associate Vice-President of Student Services began working at the college in July 2015. In December 2015, the college's Vice President of Administration and Director of Physical Plant both retired after a combined tenure of more than 40 years at the college. Jeff Harmon, the longtime Dean of Finance at the college was hired as the new Vice President of Administration after a national search. Allen Scherbinske, longtime Assistant Director of Physical Plant, was hired as the new Director of Physical Plant. Both began working in their new positions on January 1, 2016.

- In the spring of 2014, the college adopted a Student Success Initiative and Strategic Plan for Instruction and Academic Affairs. These documents have laid a foundation for the college's next round of institutional strategic planning and for the college's next Seven-Year Accreditation Cycle.

Response to Topics Previously Requested by the Commission

The College of Southern Idaho received the following Recommendations from the Northwest Commission on Colleges and Universities (NWCCU) Year-Seven Evaluation Team following an April 2015 visit:

Recommendation 1: It is recommended that the institution engage in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to the fulfillment of its mission and reflects the full integration of core themes. Such plans should be made available to appropriate constituencies both internal and external to the College. The institution should ensure core themes collectively encompass its mission; are accompanied by clear objectives; and are measured by meaningful, assessable, and verifiable indicators of achievement. (Standard 1.B.1, 1.B.2, 3.A.1, 3.A.3, and 3.A.4)

(As per correspondence from NWCCU dated July 2, 2015, this recommendation is being addressed in an expanded version of this report. This recommendation is addressed below as well as in the main body of the report.)

As was noted in the Year Seven Self-Evaluation Report, the college's past strategic planning and core theme development processes were completed independently and were never fully integrated. This became apparent at the conclusion of the first full assessment cycle which coincided with the development of the college's spring 2015 comprehensive self-study. Moreover, in the year leading up to the Year-Seven Self-Evaluation Report, the college was without a Vice President of Planning, and many of the college's planning activities were addressed in a reactive, rather than a proactive, manner.

In response to this discovery, and in acknowledgement of Recommendation 1, the college took intentional steps in the spring of 2015 to institutionalize a coordinated institutional planning, core theme, and data-driven assessment process with the creation of a new Office of Institutional Effectiveness, led by the Associate Dean of Institutional Effectiveness. This office oversees accreditation, strategic planning, institutional research, and grant development. Consolidating these important efforts into one office has allowed the college to better align processes and to better gather and use data for evaluating core theme fulfillment and institutional effectiveness. The college also added an additional research analyst in the spring of 2015 to better ensure that the institution is gathering and using data appropriately and effectively.

A new Strategic Planning Steering Committee was created in the summer of 2015 and was charged with addressing Recommendation 1 and establishing a new strategic plan and new core themes for the college. The new strategic plan, including new core themes and objectives, was created via a collaborative process with students and employees, and with the community. The college recognized that an adaptable and sustainable plan needed to value the insights and opinions of the people who have made CSI what it is for the last 50 years; its students, its employees, and the communities that it serves.

In order to gather input, the college conducted a college and community survey during the fall of 2015. The survey was administered in a manner designed to collect the maximum number of responses possible. College and community members were invited to participate in the survey in multiple ways:

- An invitation to complete the online survey was distributed by email to all College of Southern Idaho employees and students;
- Email invitations were distributed to groups affiliated with CSI (e.g. College of Southern Idaho Foundation Board, College of Southern Idaho Athletic Boosters), to business and economic groups throughout the service region (e.g. various chambers of commerce, Idaho Dairymen's Association) and to administrators from school districts throughout the region;
- A survey invitation was distributed via a story in the local newspaper (*Times-News)* and via a link on the College of Southern Idaho website.

The survey was open and available from September 21, 2015 through October 12, 2015. During that time more than 800 people completed at least some portion of the survey.

The results of the survey were used to form the basis of the 2016-2021 Strategic Plan. During the fall of 2015, the steering committee reviewed the survey results along with several drafts of the new strategic plan. Additional campus input was gathered from CSI employees and students through an email review of a draft of the plan and though campus meetings and presentations during January and February of 2016. The Steering Committee reviewed this feedback before forwarding a final draft of the plan to the Board of Trustees in February 2016. That plan was approved by the Board of Trustees on February 22,

2016. (A full detail and explanation of the plan, including mission, core themes, objectives, and indicators of success, is included in the *Mission, Core Themes, and Expectations* section of this report.)

Once approved by the Board of Trustees, the plan was disseminated to the campus via email and was posted on the college website. Additional methods of distribution will be implemented during the summer of 2016. The college is committed to sharing the plan as well as regular assessment reports with both internal and external constituents. This will primarily be accomplished through reports and assessments originating in the Office of Institutional Effectiveness including formal reports to the Board of Trustees, documents posted on the college website, and regular reports to the community.

While the creation of the new strategic plan and the adoption of new core themes and objectives was a significant milestone in the planning process, there is much work to be done. The college is committed to ensuring that this new process is ongoing, purposeful, systematic, integrated, and comprehensive.

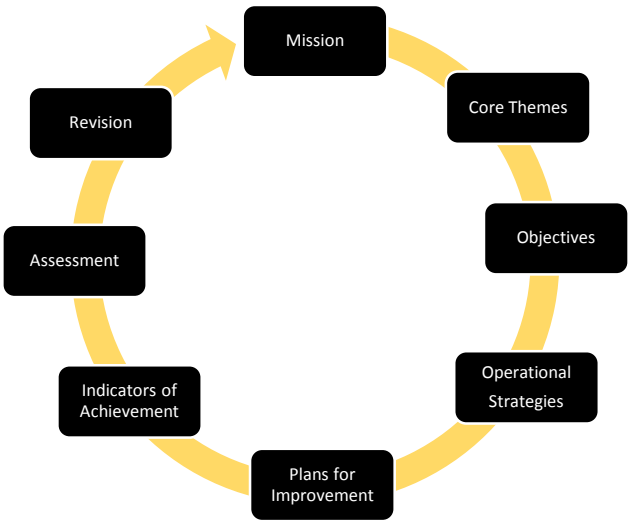
The college's planning system is designed to be an ongoing process that begins and ends with the strategic plan, including the mission, core themes, and core theme objectives. The plan and its components are reviewed by operational units of the college as they develop strategies to help the college meet objectives with each core theme. These strategies, along with the requests for the resources need to implement the strategies, are submitted via the Plan for Development process. As a part of this process, each employee at the institution is given the opportunity to submit an Individual Development Plan (IDP) to his or her supervisor outlining plans that the employee has to address specific needs or goals over the coming year. These strategies connect to the objectives contained within the strategic plan and within the specific operational units of the college.

Supervisors then compile requests from their operational areas into a Unit Development Plan (UDP) which is also aligned with the core themes and objectives of the strategic plan. Information from UDPs is used to create prioritized budget requests that aid in the establishment of the institutional budget for the upcoming year by serving as a plan driven budgeting tool. Ongoing assessment of the indicators of achievement tied to each core theme objective also aid with the planning process. These indicators allow for the entire plan to be assessed and altered as needed, before being used to start the next cycle of planning and resource development. This connection between the elements of the strategic plan (mission, core themes, core theme objectives, strategies, indicators of achievement), resource allocation, assessment, and plan revision, lends a clear purpose to the plan. (Figure 1)

The systemic nature of the planning process allows all parties to be aware of the planning cycle and its current state of implementation. The college is constantly working to integrate the planning process into the texture of daily campus life. The plan is designed to be the interface between the operational units and systems of the college and the strategic vision that guides the college.

Finally, the new planning process is designed to be a comprehensive planning and assessment system for the college. Because the core themes collectively encompass the mission, the plan provides guidance for all facets of the campus. Additionally, having the planning process reside in the Office of Institutional Effectiveness helps to ensure that it interfaces with all of the reporting and assessment requirements in which the college participates, so that it can truly be a comprehensive look at mission fulfillment. As with any circular planning process, there is no true beginning or end. Rather, there is a continuous cycle of planning, assessment, and improvement that is always a work in progress.

Figure 1: Institutional Planning Process



Support Resources:

Office of Institutional Effectiveness Website: http://www.csi.edu/institutionalEffectiveness/
Strategic Planning Steering Committee: Appendix A
Strategic Planning Input Survey and Results: Appendix B
New 2016-2021 College of Southern Idaho Strategic Plan: Appendix C
Unofficial February 22, 2016 Board Minutes (to be approved March 21, 2106): Appendix D
College of Southern Idaho Website: http://www.csi.edu/
Individual Development Plan (IDP): Appendix E
Unit Development Plan (UDP): Appendix F

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)

(As per correspondence from NWCCU dated July 2, 2015, this recommendation will be addressed in an addendum to the 2018 Mid-Cycle Self-Evaluation Report.)

Recommendation 3: It is recommended that the College continue to carefully and fully evaluate internal control processes to ensure adequate financial oversight, mitigating the potential for misappropriation of assets. (Standard 2.F.4)

(As per correspondence from NWCCU dated July 2, 2015, this recommendation has been addressed via the submission of a spring 2016 Ad Hoc Report to NWCCU. That report was submitted March 1, 2016.)

Mission, Core Themes, Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority
The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

In 1964 and 1965, the citizens of Jerome and Twin Falls counties voted to create a two county local taxing district per Idaho Statute. They also elected a five member Board of Trustees from the taxing district to govern the College of Southern Idaho. Trustees are elected at large from within Twin Falls and Jerome counties for staggered, four year terms. Trustees derive their authority from and hold office in accordance with State of Idaho Code, Title 33, Chapter 21, 33-2106 and 33-2107. The Board of Trustees is subject to the provision of the Constitution of the State of Idaho, the rules and regulations of the State Board of Education as they apply to community colleges, the Board's own policies and procedures, and compliance with Idaho's Open Meeting Law.

Support Resources:

CSI Board of Trustees Website: http://www.csi.edu/aboutCSI/board
Idaho Legislature Title 33, Chapter 21: http://www.legislature.idaho.gov/idstat/Title33/T33CH21.htm
CSI Board of Trustees Policies

Eligibility Requirement 3: Mission and Core Themes
The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The College of Southern Idaho's current mission statement was adopted by its Board of Trustees on January 19, 2016. The mission is reviewed annually as part of the college's strategic planning process. Based on broad input from the campus and the community, three core themes were adopted by the Board of Trustees on February 22, 2016. The college's mission and core themes are appropriate for an associate degree granting institution of higher education. The College of Southern Idaho's principal programs award the degrees of Associate of Arts, Associate of Science, and Associate of Applied Science, each of which is recognized as appropriate to a community college. The college also offers an Associate of Engineering degree. As is evidenced by the college's annual budget, its resources are devoted to supporting its educational mission and core themes and to fulfilling the college's purpose of meeting the educational interests of its students.

Support Resources:

CSI History and Mission: http://www.csi.edu/aboutCSI/history_mission.asp
2015-2016 CSI Catalog: http://www.csi.edu/catalog/
CSI Board of Trustees Meeting Minutes: http://www.csi.edu/aboutCSI/board/minutes.asp
Unofficial February 22, 2016 Board Minutes (to be approved March 21, 2106): Appendix D

Standard 1.A. – Mission

1.A.1 *The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

CSI Mission Statement

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

The current version of the CSI mission statement was adopted by the CSI Board of Trustees on January 19, 2016. The mission statement is reviewed by the Board annually as a part of the college's strategic planning process. The new mission statement is prominently displayed on the CSI website. Because the new mission was adopted so recently, it is still being updated in campus publications. These include the *CSI Catalog*, on posters throughout campus, and in a number of other institutional documents and publications. All of these will be updated by fall 2016.

The CSI mission provides purpose and direction for the college. CSI's three core themes of Community Success, Student Success, and Institutional Stability individually manifest the essential elements of the college's mission and collectively encompass that mission. (Figure 2) It is through attention to and achievement of these core themes that the college is able to meet its vision of improving the lives of those impacted by it services and is able to meet its mission as a comprehensive community college.

Figure 2: Core Theme and Mission Alignment

Mission Components	**Core Theme One: Community Success**		**Core Theme Two: Student Success**
Educational	•		•
Social	•		•
Cultural	•		•
Economic	•		
Workforce Development	•		
	Core Theme Three: Institutional Stability		
	Resources	**Capacity**	**Effectiveness**

1.A.2 *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

The purpose of the College of Southern Idaho is to improve the quality of life of those impacted by its services by providing quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves.

The expectations that the college has for itself are to positively impact quality of life in the communities it serves by providing the opportunities outlined in the college mission as defined below.

Mission Definitions

- ***"Provide quality…opportunities that meet…the diverse needs":*** *This phrase is operationally defined within the plan. Demonstration of mission fulfillment is based upon the ability to meet the performance indicators, benchmarks, and targets established in the plan. These have been created to establish standards of quality that can be regularly assessed to ensure that the college is providing quality opportunities that meet the diverse needs of the communities it serves.*
- ***"Educational":*** *Relating to activities typically encompassed by teaching and learning.*
- ***"Social":*** *Relating to the welfare of human beings as members of society.*
- ***"Cultural":*** *Relating to the customs, traditions, and values of a society.*
- ***"Economic":*** *Relating to economic development and economic welfare.*
- ***"Workforce Development":*** *Relating to the training of a qualified workforce.*
- ***"Communities we serve":*** *The communities we serve include the diverse populations of students, employees, and community members impacted by the college. These communities can be organized in many different ways. They include those living in our eight county service area as well as those who interact with the college from afar. They can also be organized by any number of demographic characteristics which transcend geographical boundaries.*

As noted in the definitions, the characteristics of the college are encompassed within the communities it serves. While communities are often thought of in geographical terms, in this case, communities take on a much broader scope. They include the populations of students, employees, and community members impacted by the college. The groups come from different cultural and ethnic backgrounds; arrive with varied levels of educational achievement; have both short-term and long-term goals; and rely on the college for a multitude of services. As the only institution of higher education for more than 100 miles in any direction, each of these groups bring diverse needs and desires to their interactions with CSI as it works to provide them the opportunity to improve their quality of life and the quality of life in the region.

Acceptable Threshold, Extent, or Degree of Mission Fulfillment

Mission fulfillment is an ongoing process rather than an end state. The College of Southern Idaho will continuously monitor mission fulfillment via a color coded scorecard based upon set quantitative and qualitative benchmarks. Success in meeting these benchmarks will be measured against targets set for each indicator of achievement within each objective. These performance measures are a combination of direct measures, indirect measures, and, in some cases, are simply an acknowledgement of having accomplished critical activities that serve as mileposts in the planning process. But in all cases the assessments collectively provide a snapshot of the health and vitality of the college and of its status in the continuous process of fulfilling its mission. Reports will be made to constituents using the color coded scorecard that will allow for a holistic view of the college's mission fulfillment process at any given point in time. This reporting dashboard will allow college constituents to visually note areas where benchmarks are being met, being exceeded, and areas where improvement is needed.

Because of this process-oriented approach to mission fulfillment, the college has not attempted to establish a specific percentage, or threshold, of benchmarks that must be met at any given point in time in order to delineate mission success from mission failure. Rather, an acceptable degree of mission fulfillment is defined as ensuring that all performance measure categories meet or exceed benchmarks, or that specific assessable strategies are in place targeted at improving any performance measures that do not meet benchmarks. As such, the college will be using a process that mirrors the regional accreditation process by monitoring where the college is meeting or exceeding expectations, and also noting where

improvement is needed. Much like the recommendation process in regional accreditation, in areas where the need for improvement is noted, specific plans will be adopted to assess and improve performance.

Support Resources:

Sample Scorecard: Appendix G

Standard 1.B: Core Themes

1.B.1 *The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

On February 22, 2016, the CSI Board of Trustees adopted three core themes that individually manifest the essential elements of its mission and collectively encompass its mission (Figure 3):

- **Community Success Core Theme:** As a community college, we are committed to responding to the diverse needs of the communities we serve and to improving the quality of life of the members of those communities.
- **Student Success Core Theme:** As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.
- **Institutional Stability Core Theme:** 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.

Figure 3: Mission and Core Themes

1.B.2 *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

The college's three Core Themes are outlined in this section along with specific objectives for each Core Theme. The tables in this section outline the link between specific objectives and the CSI mission. They also provide indicators of achievement including the performance measure indicators that will be used and a placeholder for the specific assessment measures that are currently being developed (e.g. benchmarks, targets, critical success activities). Eventually, additional columns will be added to score the objectives and to track strategies tied to improvement, as is indicated in Appendix G.

Core Theme One: 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.

The Community Success Core Theme encompasses areas where the college strives to improve quality of life in the communities it serves through community success efforts within the five components of the college mission:

- **Educational:** The educational component of the Community Success Core Theme, within the context of the CSI mission, primarily addresses enrichment and lifelong learning activities designed to enhance the quality of life of individuals who take advantage of those offerings. While these educational offerings do not typically lead to degrees or certificates, they do enhance the physical and mental well-being of participants.
- **Social:** The social component of the Community Success Core Theme, within the context of the CSI mission, primarily addresses the college's involvement with programs and partnerships that strengthen the social fabric of the communities it serves. CSI has a rich history of working alongside these organizations and agencies who fill important social roles in our communities.
- **Cultural:** The cultural component of the Community Success Core Theme, within the context of the CSI mission, primarily addresses the college's commitment to providing cultural opportunities that both honor the local cultural heritage and also provide exposure to diverse cultural viewpoints.
- **Economic:** The economic component of the Community Success Core Theme, within the context of the CSI mission, primarily addressed the college's efforts to work with the communities we serve to attract businesses to the area and to encourage economic development.
- **Workforce Development:** The workforce development component of the Community Success Core Theme, within the context of the CSI mission, primarily addresses the college's efforts to provide short-term training designed to increase the skills of individual workers and to help local businesses develop current and future employees.

Core Theme One has three objectives:

Objective #1: Strengthen the social fabric in the communities we serve

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measure**
Social	Level of community social partnerships	TBD
Social	Quality of community social partnerships	TBD
Educational Cultural	Participation levels in enrichment activities	TBD
Educational Social Cultural	Participant satisfaction rates	TBD
Educational Social Cultural	Level of community access to campus and services	TBD

Rationale: Strengthening the social fabric of the communities we serve is an objective that is difficult to assess quantitatively. Rather, it is a long-term objective that gets to the very core of the Community Success Core Theme and the CSI mission. It is best assessed by reviewing the level of commitment that the college has to this portion of its mission. This includes examining the level and quality of community partnerships in which the college is engaged and assessing the impacts of those partnerships on the community. It is also assessed by examining the levels of community participation in enrichment offerings and by reviewing college policies and participation levels to ensure that reasonable access to these services is maintained. Finally, it is critical to ask for feedback from the communities we serve as they are in the best position to assess the impact that the college is having in these areas.

Objective #2: Cultivate economic partnerships across the communities we serve

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measure**
Economic	Level of community economic partnerships	TBD
Economic	Quality of community economic partnerships	TBD
Economic	Satisfaction rates of economic partners	TBD

Rationale: The College of Southern Idaho has a long history of working with partners to bring economic development to the communities we serve. The impacts of these efforts can be difficult to measure and assess quantitatively. It often takes many attempts and years to see a significant impact. Additionally, many outside economic forces can derail even the best efforts by the college. Success in this objective is best measured by continuously reviewing CSI's level and quality of economic development partnerships. Gathering feedback from partners to gauge their perception of the impact of CSI's efforts is also critical.

Objective #3: Meet the workforce needs of the communities we serve

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measure**
Education Workforce Development	Number of annual completions in workforce development programs	TBD
Education Workforce Development	Number of industry recognized credentials awarded to workforce completers annually	TBD
Workforce Development	Post workforce program completion median wage growth	TBD
Workforce Development	Pre- and Post-completer earnings	TBD
Education Workforce Development	Annual number of degrees and certificates awarded in Career Technical Programs	TBD
Workforce Development	Job placement rates for Career Technical Program completers	TBD
Education Workforce Development	Student satisfaction rates	TBD
Education Workforce Development	Employer satisfaction rates	TBD

Rationale: The College of Southern Idaho is committed to supporting the workforce needs of the communities we serve. Our ability to meet this objective can be best measured by tracking participation and success in various workforce training and career technical education programs. The impacts of this training on job placement and wages is also a critical component of assessment. Finally, feedback from students and employers is a significant part of valid assessment.

Core Theme Two: Student Success

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

The Student Success Core Theme encompasses areas where the college works to improve quality of life in the communities it serves through student success efforts, primarily in these three components of the college mission:

- **Educational:** The educational component of the Student Success Core Theme, within the context of the CSI mission, primarily addresses credit based teaching and learning including both transfer and career technical education.
- **Social:** The social component of the Student Success Core Theme, within the context of the CSI mission, primarily addresses a commitment to providing students with the opportunities, skills, and knowledge necessary to be successful members of society.
- **Cultural:** The cultural component of the Student Success Core Theme, within the context of the CSI mission, primarily addresses the college's commitment to providing cultural opportunities that both honor the local cultural heritage and also expose students to viewpoints they might not otherwise encounter.

Core Theme Two has five objectives:

Objective #1: Foster participation in postsecondary education

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measure**
Educational	Institutional annual unduplicated headcount	TBD
Educational	Dual credit headcount	TBD
Educational	Enrollment rates of Hispanic students	TBD
Educational	Enrollment rates of adult reentry students	TBD
Educational	Enrollment rates of post ABE/GED students	TBD
Educational	Enrollment rates from regional high schools	TBD
Educational Social	Annual tuition and fee rates	TBD
Educational Social	Net price to attend CSI	TBD
Educational Social	Number of scholarships awarded	TBD

Rationale: The College of Southern Idaho is committed to providing access to quality higher education and to being proactive in encouraging our populations to pursue and succeed in postsecondary education. Success in meeting this objective is measured in a number of meaningful ways. The most obvious is counting the number of students attending the college from year-to-year. However, fluctuations in enrollment can be impacted by a number of different factors outside the control of the institution, such as local and regional unemployment rates. Therefore, it is important to look at enrollment numbers of specific groups being targeted by the college. For example, the State of Idaho is pursuing a strategy targeted at increasing the number of high school graduates who go on to postsecondary education. CSI is committed to this goal and to tracking the "go-on" rates of students from area high schools as a way to measure success in this area. Other current strategies aligned with this objective and core theme include targeting populations such as dual credit students, Hispanic students, and adult reentry students, among others. Finally, keeping college affordable is a major factor in access. Performance measures tied to tuition cost and net price are also important measures of success.

Objective #2: Reinforce a commitment to instructional excellence

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measure**
Educational	Number of courses meeting quality standards	TBD
Educational	Interactions with instructional designers	TBD
Educational	Fall-to-Fall retention of credential seeking students	TBD
Educational	Career Technical Education advisory committee input	TBD
Educational	Alignment with transfer institutions	TBD
Educational	Faculty satisfaction	TBD
Educational	Student evaluations of courses	TBD
Educational	Student feedback	TBD

Rationale: While access is important, it is also crucial that attention is paid to the quality of the educational offerings that are available to students when they enroll at CSI. The college is committed to reinforcing a tradition of instructional excellence. Direct measures of instructional excellence are difficult to quantify due to the wide variety of practices that can be included in a phrase like "instructional excellence." Rather than attempting to create these measures, the college is focused on ensuring that instructional faculty are given the pedagogical resources needed to create an excellent educational environment. This includes tracking the number of faculty who have engaged with the college's instructional designers and have worked to implement best practices in teaching and learning. And it includes faculty perceptions of how well they are being supported in these pursuits. Ensuring that curricula are aligned for transfer and that they meet industry expectations as determined by Career Technical Education advisory committees is also an important component of a quality educational program. Finally, student perceptions of their educational experience are a valuable indirect measure of quality. Through a review of student evaluations, along with responses to quality-based questions on the Community College of Survey of Student Engagement, the college can gain more insight into both strengths and weaknesses in this area. The college can also look to fall-to-fall retention as a marker of student satisfaction.

Objective #3: Support student progress toward achievement of educational goals

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measure**
Educational	Percentage of students who successfully complete the highest level of developmental coursework	TBD
Educational	Percentage of students who successfully complete their first post-remediation college-level course	TBD
Educational	Average number of credits completed by students at graduation	TBD
Educational	Percentage of degree-seeking students who reach credit threshold in two years	TBD
Educational	D, F, W percentage in loss point courses	TBD
Educational	Fall-to-Fall retention of credential seeking students	TBD
Educational	Number of six year cohort students who leave without earning a credential and do not transfer	TBD
Educational	PASS/SMART success rates	TBD
Educational	Credential attainment rates of credential seeking students	TBD
Educational	Number of degrees and certificates awarded	TBD
Educational	Graduation rates	TBD
Social	Average debt load at graduation	TBD
Educational Social	Number of post-associate degrees available at CSI	TBD
Educational	Transfer rates	TBD
Educational Social	Job placement rates	TBD
Educational	Student Engagement	TBD

Rationale: Once students are at CSI and are participating in quality programs, it is important to make sure they receive the support they need to reach their educational goals. This support can come in many ways including financial assistance, quality advising, and focused intervention, among others. The college has many strategies in place and many more being considered as it works to meet this objective. Qualitatively, success can be monitored by tracking completion rates at various waypoints and measuring efficiency of progress toward goals. Monitoring these at several points along the way allows the college to determine "loss-points" so that specific strategies can be created to address them. Completion rates and post-completion options are also important to track and assess to ensure that students are achieving their goals. Finally, student perceptions about their experiences at CSI, the obstacles they see, and the student support options they need and use, help the college better plan to support students in the future.

Objective #4: Provide evidence of achievement of student learning outcomes

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measure**
Educational	Publication of all degree and program level student learning outcomes	TBD
Educational	General Education program student learning outcome assessment	TBD
Educational	Transfer program student learning outcome assessment	TBD

Educational	Career Technical Education program student learning outcome assessment	TBD
Educational	National Occupational Competency Testing Institute (NOCTI) results assessment	TBD
Educational	Licensure pass rate of graduates	TBD

Rationale: Enrollment and completion mean little if the college cannot be sure that students are actually learning throughout their time in college and are leaving with knowledge and skills commensurate with their postsecondary credential. As with most institutions of higher education, the college is constantly working to establish clear student learning outcomes at all levels (degree, program, and classroom) and to implement assessment measures that are verifiable and that lead to the real opportunity for advancement in student learning. In some areas, like NOCTI testing, the college has long-standing processes that meet this objective. In others, there is still work to be done as is noted in Recommendation 2 at the start of this report. The college will continue to focus efforts in this area to ensure that student learning can be reliably assessed at all levels and in all credit-bearing areas.

Objective #5: Offer opportunities for student engagement that go beyond the classroom

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measure**
Educational Social Cultural	Service learning opportunities	TBD
Social Cultural	Student activity opportunities	TBD
Social Cultural	Performing arts opportunities	TBD
Social Cultural	Cultural program opportunities	TBD
Social	Athletic programs	TBD
Educational Social Cultural	Student satisfaction rates	TBD

Rationale: There is more to college than what happens in the classroom and CSI is working to ensure that its students have opportunities for meaningful college engagement throughout their educational experience. Because of the nature of this objective, qualitative measures are elusive. However, the college must monitor and evaluate the effectiveness of its efforts in this area. This will be done through an analysis of the quantity and quality of opportunities as well as student satisfaction with those opportunities.

Core Theme Three: 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.

In order for the college to achieve success within Core Theme One and Core Theme Two, it must operate from a strong foundation. The Institutional Stability Core Theme objectives ensure that the college has the capacity and resources necessary to effectively meet the educational, social, cultural, economic, and workforce development needs of the diverse communities that it serves.

Core Theme Three has six objectives:

Objective #1: Provide employees with a work environment that values employee success and satisfaction

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measures**
Educational	Employee professional development opportunities	TBD
Social Cultural	Employee enrichment opportunities	TBD
Social	Wellness program participation	TBD
Social	Employee satisfaction	TBD
Social	Employee compensation	TBD
Social	Employee benefits	TBD

Rationale: Employees are the lifeblood of the college and CSI is committed to providing a positive work environment. This is measured in a number of ways including monitoring and supporting the quantity and quality of professional development and enrichment opportunities, along with participation in the CSI Wellness program which interfaces with the college's health insurance plan. Monitoring employee satisfaction is also a critical component of measuring and assessing this objective. Finally, ensuring that CSI has a competitive compensation and benefits package helps to maintain a qualified workforce.

Objective #2: Ensure that the college maintains the financial resources necessary to meet its mission

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measures**
All areas	Fall-to-Fall retention of credential seeking students	TBD
All areas	Institutional costs per credit hour	TBD
All areas	Grant revenue	TBD
All areas	Institutional efficiency	TBD
All areas	Meeting reporting requirements	TBD
All areas	Balanced budget	TBD
All areas	Enrollment	TBD

Rationale: In order for the college to function effectively it must be operated in a fiscally responsible and transparent manner while still allowing students to access college opportunities as inexpensively as possible. The College of Southern Idaho is primarily funded through a combination of State allocations, local property taxes, and student tuition and fees. CSI Board policy requires that the college present and meet a balanced budget annually. Grants are also an important part of institutional funding. Success tied to this objective is measured by ensuring that an annual audit is conducted, reported to the community, and that any noted concerns are addressed promptly. Affordability can best be measured by tracking student tuition and fee costs. The college also tracks efficiency via a cost per credit hour and efficiency

metric mandated by the State of Idaho. Finally, tracking enrollment and retention aid the college in planning for future revenue peaks and valleys.

Objective #3: Maintain a strong relationship with the CSI Foundation

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measures**
Educational Social	Total annual Foundation scholarship dollars awarded	TBD
Educational Social	Number of students awarded Foundation scholarships	TBD

Rationale: In 2015-2016, the CSI Foundation awarded more than $1.9 million is scholarships to CSI students. Without this support, many students would not be able to achieve their dream of higher education. CSI is committed to maintaining a strong and viable relationship with the CSI Foundation. This is tracked and assessed by monitoring the number of students served by CSI Foundation scholarships and the total amount awarded on an annual basis.

Objective #4: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measures**
All areas	Clery Report	TBD
All areas	Campus master plan implementation	TBD
All areas	Technology master plan implementation	TBD
All areas	Satisfaction Rates	TBD

Rationale: In 2015, the college contracted with CTA architects to create a new Campus Master Plan for the college. This plan will aid the college in meeting infrastructure needs as it moves into its next 50 years. Measuring and assessing this objective will be accomplished by tracking implementation of this plan. Safety is a priority at all colleges and CSI is no different. Tracking these statistics is an important part of assessing campus safety. Finally, this objective will be measured through feedback from students and faculty regarding satisfaction with safety, technology, and campus facilities.

Objective #5: Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measures**
All areas	Implementation of new strategic plan	TBD
All areas	Implementation best practices for data quality	TBD
All areas	Implementation of new plans for data sharing	TBD
All areas	Implementation of new plans for reporting	TBD
All areas	Federal, State, and Organizational reporting	TBD
All areas	Demonstration of mission fulfillment	TBD

Rationale: In response to a recognized need, and in concert with Recommendation 1 addressed earlier in this report, the college has refocused efforts in this area. Measurement and assessment is tracked by

monitoring the implementation of the newly approved strategic plan and the specific core themes, objectives, and strategies tied to each area. As noted in the response to Recommendation 1, the new planning process is cyclical and will need to be monitored and assessed on an ongoing basis.

Objective #6: Improve institutional effectiveness by focusing on both internal and external communication strategies and processes

	Indicators of Achievement	
Mission Link	**Performance Measure Indicators**	**Assessment Measures**
All areas	Number and quality of events/forums	TBD
All areas	Satisfaction rates	TBD

Rationale: During the 2015 Strategic Planning Survey, communication issues were noted as an area of institutional stability upon which the college needed to focus. Concerns were expressed about both internal communication on campus as well as communication between the college and the communities that it serves. This objective seeks to address these areas by devising and implementing strategies directly tied to these concerns. Success will be measured and assessed by monitoring the establishment and implementation of these strategies, as well as assessing their effectiveness through feedback from those constituents.

Conclusion

The College of Southern Idaho has a clear mission and plan as it moves into its first full seven year accreditation cycle. Completion of an abbreviated cycle between 2012 and 2016 helped the college better understand the symbiotic relationship that needs to exist between mission, core themes, objectives, strategies, indicators of success, and benchmarks and targets for improvement. The college also gained valuable insight into the process of establishing core themes that both individually manifest and collectively encompass the mission.

This Year One Report marks the start of a fresh look at what the College of Southern Idaho strives to be and how it plans to measure its success in reaching that goal. Going forward, the college will need to find the right balance of maintaining mission and core theme focus while remaining nimble and adapting to the ever changing climate of higher education, especially at the community college level. This will undoubtedly lead to revisions of indicators and targets, and quite possibly the addition and deletion of objectives. But regardless of the inability to predict the future, CSI is committed to the process of institutional planning, coupled with meaningful assessment of mission fulfillment.

APPENDIX A

STRATEGIC PLANNING STEERING COMMITTEE

PURPOSE

The purpose of the Steering Committee is to guide the planning process by providing vision and direction.

RESPONSIBILITIES

The Steering Committee's responsibilities include: 1) leading the strategic plan development and implementation process, 2) ensuring that all reasonable channels of communication are available to internal constituencies for planning idea development, 3) ensuring that the strategic initiatives, goals, and objectives drive the decision-making process and everyday operations, 4) allocating resources based on established strategic priorities, 5) ensuring that a collaborative "top-down, bottom-up" planning process results in coherency among the ideas and strategies that develop.

MEMBERS:

1. Jan Mittleider – Trustee, College of Southern Idaho Board of Trustees
2. Chris Bragg – Associate Dean of Institutional Effectiveness (Chair)
3. Curtis Eaton – Special Assistant to the President
4. Jeff Fox – President
5. Todd Schwarz – Executive Vice President/Chief Academic Officer
6. Jeff Harmon – Vice President of Administration
7. Michelle Schutt – Vice President of Student Services
8. John Hughes – Associate Dean of Student Success
9. Shonna Parsons – Executive Administrative Assistant (Professional Staff Representative)
10. Ansina Durham – Library Technician (Classified Staff Representative)
11. Teri Fattig – Director, Library and Herrett Museum; Department Chair, Library and Information Science
12. Michele McFarlane – Registrar
13. Ken Campbell – Senior Research Analyst
14. Allen Scherbinske – Director, Physical Plant
15. Doug Maughan – Public Information Officer
16. Kimberlee LaPray – Public Information Specialist
17. Deb Wilson – Executive Director, College of Southern Idaho Foundation
18. Kevin Mark – Chief Technology Officer
19. Eric Nielson – Director, Human Resources
20. Joel Bate – Athletic Director
21. Randy Simonson – Professor, Psychology (Transfer Faculty Representative)
22. Ben Hamlett – Associate Professor, Automation and Controls (Technical Faculty Representative)
23. Matt Ahrens – Associated Students of the College of Southern Idaho Representative

Appendix B: Strategic Planning Input and Survey Results

A REPORT OF THE RESULTS OF THE FALL 2015 COLLEGE OF SOUTHERN IDAHO STRATEGIC PLANNING COLLEGE AND COMMUNITY SURVEY

Introduction

As the College of Southern Idaho celebrates its 50th year, it is an opportune time to honor the history of the college while also looking to the future. As the college begins the second half of its first century, it must establish a roadmap for the future that is driven by the college's mission and is both adaptable and sustainable. CSI's current strategic plan was developed through an inclusive process that included community-wide input in 2009. While that plan has served the college well and has been continuously updated since its original creation, the college chose to begin the process of creating a new strategic plan in the summer of 2015. This new plan will chart a course for CSI for the next five years and beyond and the planning process aligns with the college's creation of a new campus master plan and the start of a new seven year accreditation cycle with the Northwest Commission on Colleges and Universities. The process of creating an adaptable and sustainable strategic plan must value the insights and opinions of the people who have made CSI what it is for the last 50 years; its students, its employees, and the communities that it serves. In order to gather this input, the college conducted a college and community survey during the fall of 2015. A description of that survey along with a summary of the results are included here.

Methodology and Response

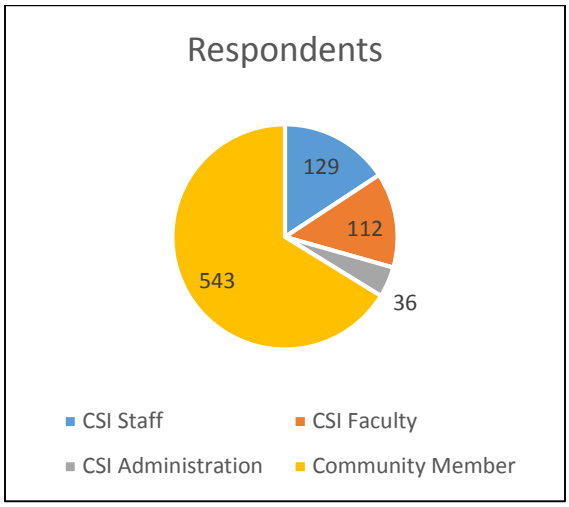
The survey was administered in a manner designed to collect the maximum number of responses possible. No attempt was made to control for a representative sample of respondents and that should be kept in mind as the results are interpreted. College and community members were invited to participate in the survey in three ways:

- An invitation to complete the online survey was distributed by email to all College of Southern Idaho employees and students;
- Email invitations were also distributed to groups affiliated with CSI (e.g. College of Southern Idaho Foundation Board, College of Southern Idaho Athletic Boosters), to business and economic groups throughout Region IV (e.g. various chambers of commerce, Idaho Dairymen's Association) and to administrators from school districts throughout the region;
- Finally, the survey invitation was distributed via a story in the *Times-News* with an accompanying link and via a link on the College of Southern Idaho website.

The survey was open and available from September 21, 2015 through October 12, 2015. During that time span, more than 800 people completed at least some portion of the survey.

Survey Results

In question #1, respondents were asked to answer, "Which of the following categories best describes your primary connection to the college?"

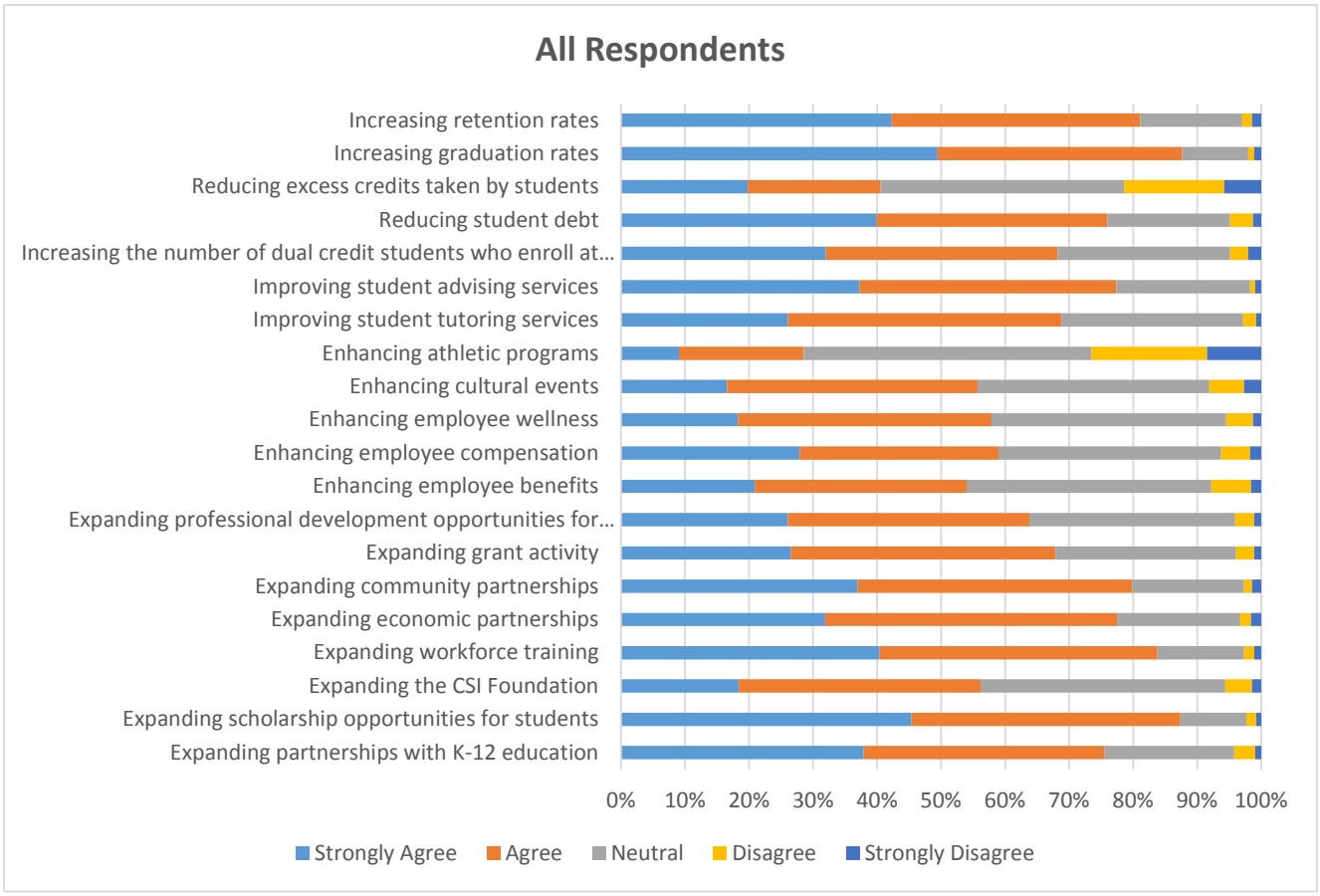


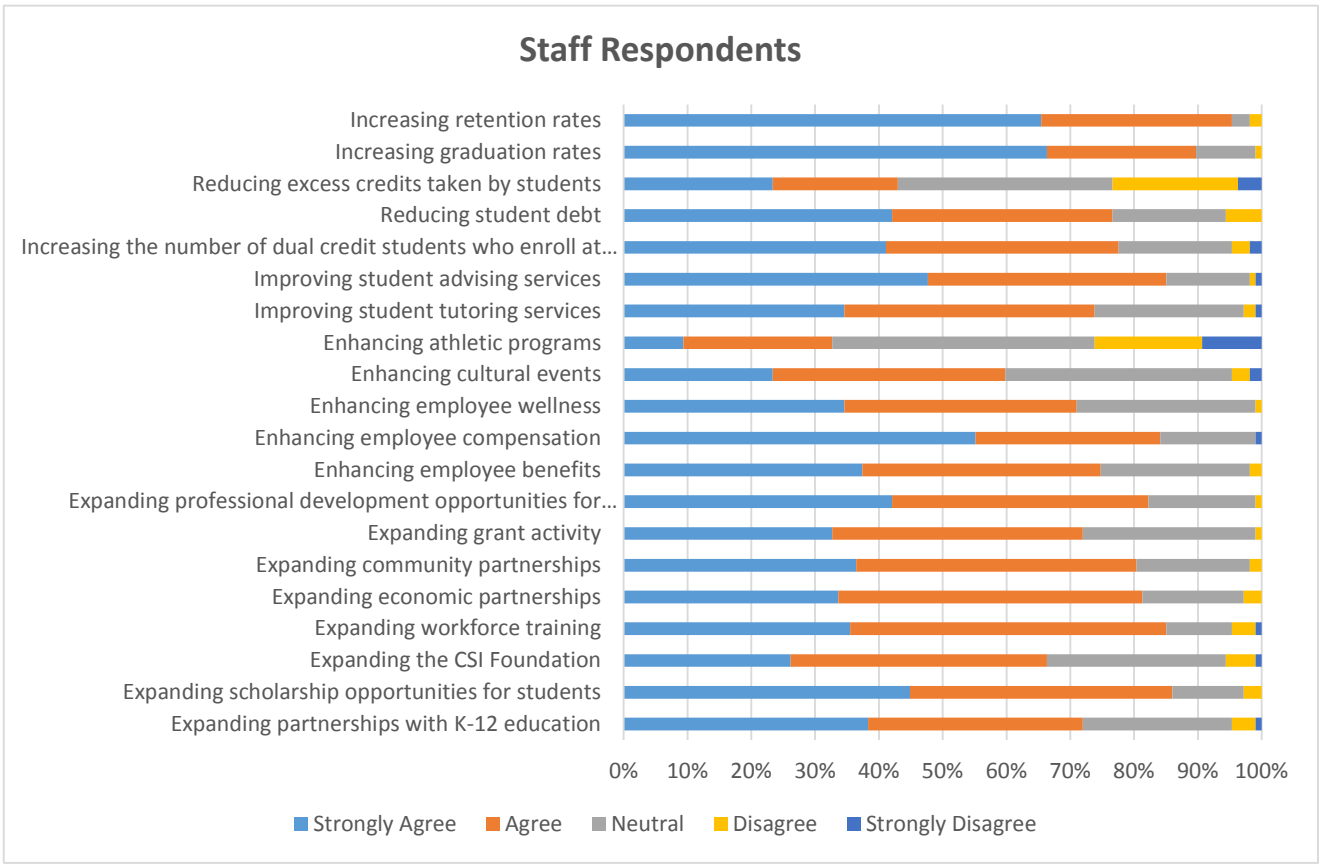
Of the 820 respondents, self-reported connections were categorized as follows:

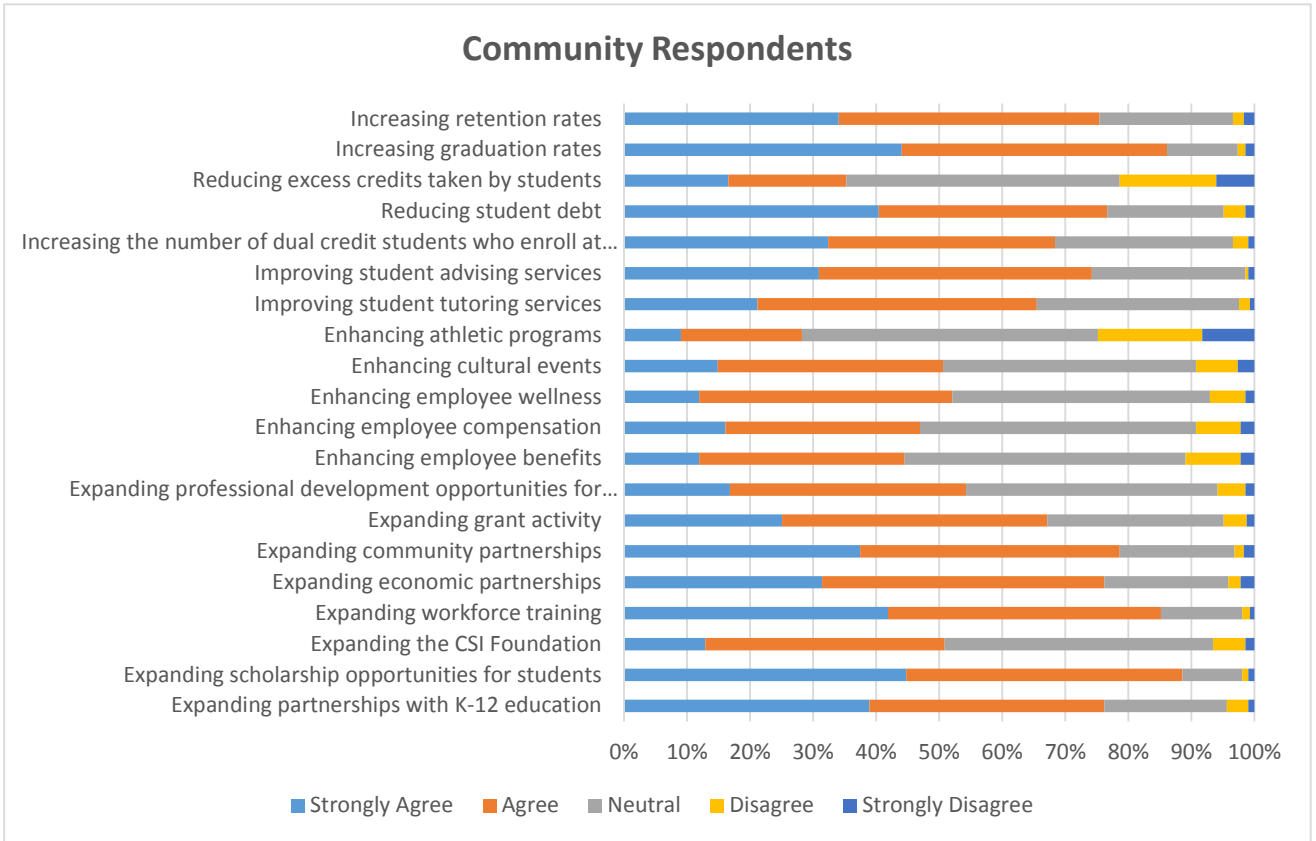
- **Community Member: 543 (66.2%)**
- **CSI Staff: 129 (15.7%)**
- **CSI Faculty: 112 (13.7%)**
- **CSI Administration: 36 (4.4%)**

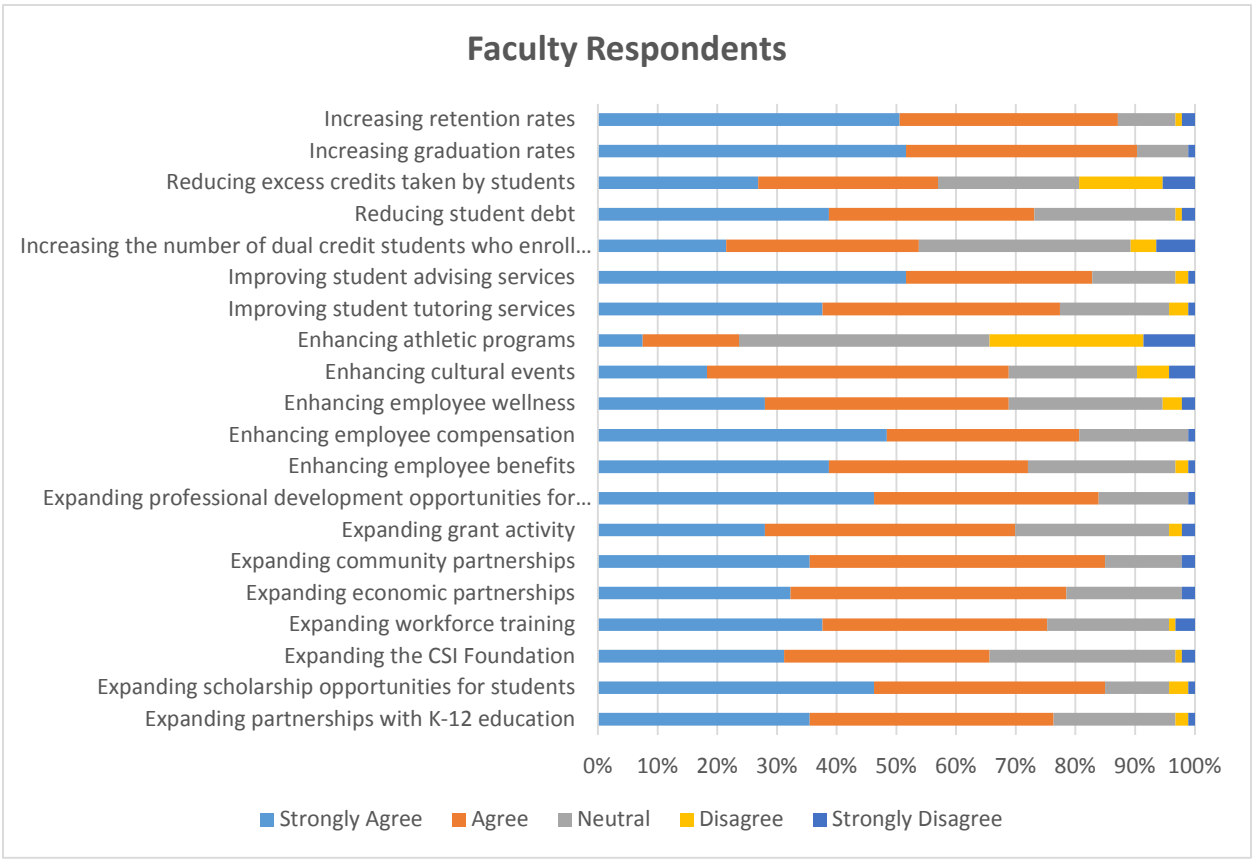
The distribution method resulted in community input being weighted heavily. However, CSI staff, faculty, and administration are more heavily represented on the Strategic Planning Steering Committee, ensuring that these groups have significant input into the final plan.

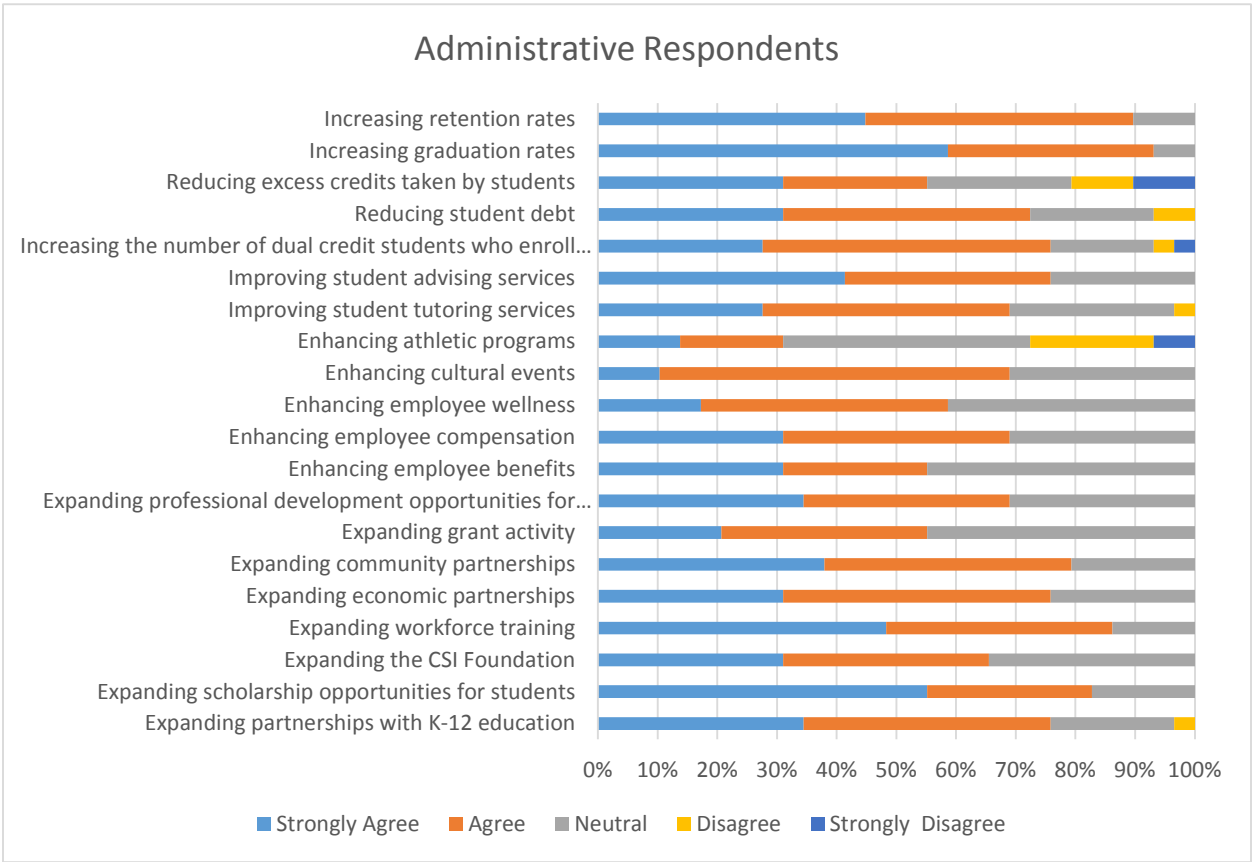
In question #2, respondents were asked to rank order 20 items in order of importance for the college to focus on over the next five years. Here are the results, for all respondents, and for each subgroup.




Staff Respondents
Increasing retention rates
Increasing graduation rates
Reducing excess credits taken by students
Reducing student debt
Increasing the number of dual credit students who enroll at...
Improving student advising services
Improving student tutoring services
Enhancing athletic programs
Enhancing cultural events
Enhancing employee wellness
Enhancing employee compensation
Enhancing employee benefits
Expanding professional development opportunities for...
Expanding grant activity
Expanding community partnerships
Expanding economic partnerships
Expanding workforce training
Expanding the CSI Foundation
Expanding scholarship opportunities for students
Expanding partnerships with K-12 education
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree


Community Respondents
Increasing retention rates
Increasing graduation rates
Reducing excess credits taken by students
Reducing student debt
Increasing the number of dual credit students who enroll at...
Improving student advising services
Improving student tutoring services
Enhancing athletic programs
Enhancing cultural events
Enhancing employee wellness
Enhancing employee compensation
Enhancing employee benefits
Expanding professional development opportunities for...
Expanding grant activity
Expanding community partnerships
Expanding economic partnerships
Expanding workforce training
Expanding the CSI Foundation
Expanding scholarship opportunities for students
Expanding partnerships with K-12 education
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree


Faculty Respondents
Increasing retention rates
Increasing graduation rates
Reducing excess credits taken by students
Reducing student debt
Increasing the number of dual credit students who enroll...
Improving student advising services
Improving student tutoring services
Enhancing athletic programs
Enhancing cultural events
Enhancing employee wellness
Enhancing employee compensation
Enhancing employee benefits
Expanding professional development opportunities for...
Expanding grant activity
Expanding community partnerships
Expanding economic partnerships
Expanding workforce training
Expanding the CSI Foundation
Expanding scholarship opportunities for students
Expanding partnerships with K-12 education
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree


Administrative Respondents
Increasing retention rates
Increasing graduation rates
Reducing excess credits taken by students
Reducing student debt
Increasing the number of dual credit students who enroll...
Improving student advising services
Improving student tutoring services
Enhancing athletic programs
Enhancing cultural events
Enhancing employee wellness
Enhancing employee compensation
Enhancing employee benefits
Expanding professional development opportunities for...
Expanding grant activity
Expanding community partnerships
Expanding economic partnerships
Expanding workforce training
Expanding the CSI Foundation
Expanding scholarship opportunities for students
Expanding partnerships with K-12 education
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

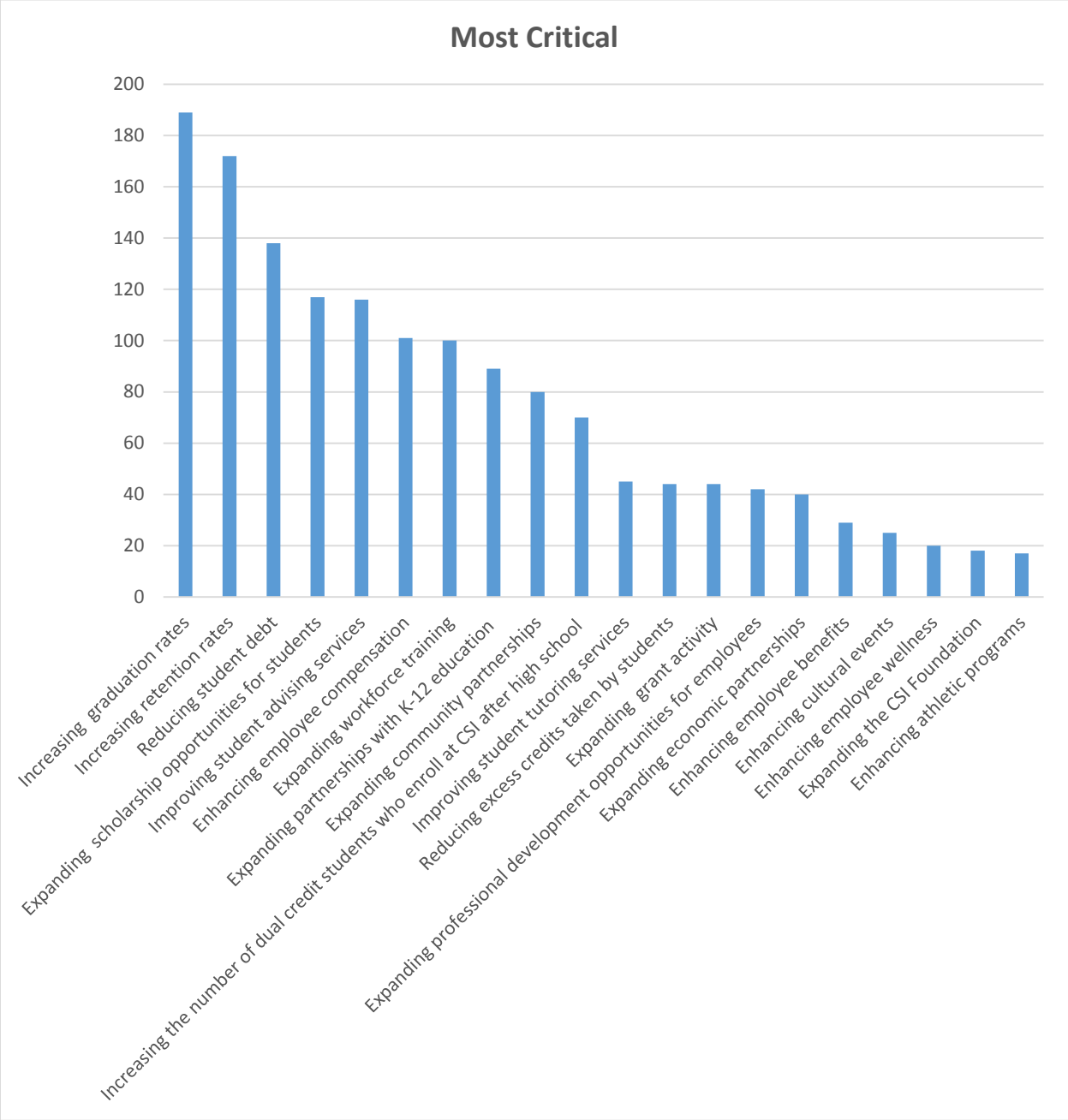
1/28/16

Analysis of Question #2 Data:

When examining data from all respondents, **increasing graduation rates** (87.7%), **expanding scholarship opportunities for students** (87.4%), **expanding workforce training** (83.8%), and **increasing retention rates** (81.1%) were most often selected as the top priorities for the college over the next five years, with more than 80% of respondents selecting agree or strongly agree. The next five priorities, each garnering a selection of agree or strongly agree from more than 70% of respondents were, **expanding community partnerships** (79.9%), **expanding economic partnerships** (77.5**%**), **improving student advising services** (77.4%), **reducing student debt** (76%) and **expanding partnerships with K-12 education** (75.5%). Moreover, more than 70% of respondents in each subcategory (broken out below) also selected agree or strongly agree in each of these nine categories.

Other areas receiving responses of strongly agree and agree from more than 70% of respondents from at least two subcategories of respondents included **increasing the number of dual credit students who enroll at CSI after high school graduation** (77.6% of staff and 75.9% of administration); **improving student tutoring services** (73.8% of staff and 77.4% of faculty); **enhancing employee compensation** (84.1% of staff and 80.6% of faculty); **enhancing employee benefits** (74.8% of staff and 72% of faculty); and **expanding professional development opportunities for employees** (82.2% of staff and 83.9% of faculty). It should also be noted that 69% of administrators marked agree or strongly agree regarding **improving student tutoring services, enhancing employee compensation, and expanding professional development opportunities for employees**, just missing the 70% threshold.

Question #3 asked respondents to rank which three items listed above they felt were the most critical for CSI to address in the next five years.



Analysis of Question #3 Data:

When asked which areas are the most critical for CSI to address in the next five years, respondents chose **increasing graduation rates, increasing retention rates, reducing student debt, expanding scholarship opportunities for students, improving student advising services, enhancing employee compensation, expanding workforce training, expanding partnerships with K-12 education, and expanding community partnerships** as the 10 most critical areas of focus. These selections closely parallel those found in the responses to question #2.

NOTE: Questions 4-10 were open-ended questions, where respondents were asked to share their thoughts regarding general questions about the institution. Because of this question format and the lack of a representative sample of respondents, a statistical summary of responses is not appropriate. Rather, survey results were assessed qualitatively and are presented in a narrative format designed to recognize trends and to group answers into general categories.

Question #4 asked respondents which other items CSI should focus on in the next five year.

Many respondents noted the need for CSI to focus on **quality** in all areas of the institution. Comments includes references to **recruiting and maintaining quality employees**; focusing **on high quality programs and instruction at all levels and via all modalities**; and improving and maintaining the **quality of campus infrastructure, including technology.**

Increasing the four-year degree options available at CSI was also mentioned by several respondents. Some indicated a desire to see more options for completing bachelor's degrees offered by other institution at the CSI campus, while others indicated that CSI should begin offering its own four-year degree programs.

Another theme revolved around **community outreach and involvement.** Comments included a desire to see CSI offer **more enrichment courses and events for the broader community**, and specifically for seniors; **more access to campus facilities** for non-students and for community groups; increased involvement in **workforce training and pre-college education**; and the potential for expanding community ties to the college through **athletics and the arts**. Concerns were also expressed about the need for CSI to **rebuild trust with the community** following recent negative events through **transparency and better communication**; the impact that the **controversy over resettlement of refugees** is having on public perceptions of the college; and the perceived threat that the refugee resettlement program has on **community safety.**

Variety and affordability in instructional offerings were seen as an important focus over the next five years. Specific comments included **increasing flexibility in the times and locations of course offerings**; **focusing on career-technical education** that leads to job placement; and **maintaining low tuition rates** for students.

Question #5 asked respondents to list what they saw as CSI's current strengths.

A significant number of respondents noted that a strength of the college is that it is **centered around and engaged with the communities that it serves**. Specific examples included the college's **off-campus centers** and its **commitment to economic development. Flexibility and responsiveness to meeting community needs** was also a common theme as was the **positive reputation** that the college has throughout the community.

Caring, dedicated, and quality employees were all strengths that were mentioned repeatedly. These qualities were seen as creating an inviting and "family" atmosphere for employees, students, and visiting community members alike.

Affordability and location were frequently cited as strengths of the college. The opportunity for students to stay close to home and get a quality education at a low cost was cited as a strength as was

the opportunity for students get a head start on their post-secondary education through **dual credit course offerings.**

Quality was also a theme of responses to this question. Quality was mentioned in reference to all of the instructional areas of the institution including **transfer programs, professional-technical programs, community education** and **workforce training**. The quality of the **campus buildings and grounds** was also praised as was the quality of **artistic and cultural offerings** and the college's **athletic programs.**

Question #6 asked respondents to list what they saw as CSI's current weaknesses.

Several issues that can be categorize under the broad heading of **communication** were frequently noted. These included concerns about both internal and external communication.

Internal communication issues noted were concerns about communication **between different branches** of the college (e.g. off-campus centers and the main campus); **different departments** within the main campus (e.g. getting different answers to the same question from different areas within the college); not being kept informed of all of the recent **changes on campus** (e.g. unsure of who to contact for needed services); lack of communication regarding **why internal changes were being made or why information was being requested** (e.g. a feeling of doing projects with no clear purpose); and difficulty in **reliably communicating with students**, especially with regard to the college's use of technology (e.g. text messaging, e-mail).

External communication issues were broken into two broad categories. The first expressed concerns about a perceived **lack of marketing for non-credit bearing activities** (e.g. scholarships opportunities, community education offerings, various events on campus). The second group of concerns centered on **perceptions of CSI in the community.** Some indicated a feeling that the college has not been responsive to input from the community and has not allowed for open dialog. Others indicated that CSI has not been forceful enough in telling its story and defending its actions. For example, respondents indicated that CSI is harmed by a perception that community colleges are **of inferior quality** when compared to their four-year counterparts.

Concerns were expressed that the college is **spread too thin** and is trying to focus on too many issues at the same time. Specifically, respondents indicated that the college is trying to implement **too much change too quickly**. Others felt that the college places **too much emphasis on athletics** and **too much emphasis on dual credit course offerings** rather than focusing on a core post-secondary educational mission.

The college's involvement with the **Refugee Center** was mentioned frequently as a weakness. Some respondents felt that the college should not be involved with the Refugee Center at all and saw any involvement as a weakness. Other expressed concerns about the impact that the refugee controversy may be having on the college's public image and on its ability to focus on other parts of its mission.

Cost was noted as a weakness by several respondents. While some expressed a concern about direct costs at CSI, most comments referred to the cost of higher education in general. Several respondents indicated that they felt that low **faculty and staff compensation levels** weaken CSI's ability to attract and retain top employees.

Question #7 asked respondents what opportunities they see on the horizon for CSI in the next five years.

Responses tied to **growth** were frequently mentioned in response to this question. Respondents saw projected population growth in the Magic Valley as a significant opportunity for the college in the upcoming years. This population growth was referred to as a catalyst for growth opportunities in **workforce training, economic development, educational offerings,** and the potential for **more four-year degrees to be offered at CSI** or for CSI to become a **baccalaureate granting institution.** An expansion of **outreach to K-12 partners** was also seen as an opportunity for both growth and an opportunity to focus on quality in **dual credit offerings** and on **student preparation for college.**

An opportunity to **increase community connections** was also mentioned with several examples offered including **focusing on non-traditional college populations** and working to become a **leader in the community.**

Question #8 asked respondents what challenges or threats they see on the horizon for CSI in the next five years.

While responses to this question varied widely, many of the challenges and threats cited by respondents revolved around **funding.** Concerns were expressed about a lack government funding inhibiting the college's efforts to **keep costs down and provide competitive compensation packages.** The financial impacts of **declining enrollment** and **rising student debt** were also mentioned. The challenges of **marketing and competition** in the new educational environment which includes competition from dual credit, online courses, and additional community colleges in the state were also mentioned. Other respondents noted the challenge of **balancing security, safety, and limited funding** when looking at the physical campus environment.

While growth was seen as an opportunity in Question #7, **fast-paced growth** was also seen as a challenge for the institution moving forward.

Concerns were also expressed about the challenge of functioning in what is perceived as an **anti-education political climate** and the potential for the **loss of community support** due to the college's involvement in controversial issues.

Finally, in question #9, respondents were asked if they had any other comments that would help CSI during this planning process.

A significant number of respondents noted that CSI should **stay the course** and **keep up the good work** that it is already doing.

Other topics, most of which had been mentioned elsewhere in the survey and have already been elaborate on in this document included **improving connections with employees and the community**, **staying focused on an educational mission**, **adding four-year programs, increasing transparency, focusing on the quality of all offerings, and addressing concerns about the college's connection with the Refugee Center.**

Conclusion

The information outlined above is being used to help establish priorities in CSI's new strategic plan. The College of Southern Idaho Office of Institutional Effectiveness would like to thank everyone who participated in the survey and encourages you to continue to be involved in this important process. For questions about this survey or the strategic planning process please contact:

Chris Bragg
College of Southern Idaho
Associate Dean of Institutional Effectiveness
208-732-6775
cbragg@csi.edu

1/28/16

Survey Text

The College of Southern Idaho is seeking your input as we develop a new strategic plan for the institution. Your answers to the questions in this survey will help guide the process of establishing strategic priorities at the college from 2016 through 2020 and beyond.

The survey should take less than 15 minutes to complete. Your participation is voluntary and your answers will be completely anonymous. Survey results will be shared on the CSI website once the survey is complete.

The survey will remain open through Friday, October 9th.

You can access the survey at this link:

If you have questions or concerns, please contact the College of Southern Idaho Office of Institutional Effectiveness at cbragg@csi.edu or 208-732-6775.

Thank you for your participation in this important project!

Survey Questions

Which of the following categories best describes your primary connection to the college?

A. CSI Faculty
B. CSI Staff
C. CSI Administration
D. Community Member

This is the college's existing mission statement:

The College of Southern Idaho provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves.

With the college's mission in mind, please rate your level of agreement with the following statements:

Over the next five years, CSI should focus on:

(All measured on the following scale: A. Strongly agree; B. Agree; C. Disagree; D. Strongly disagree)

Increasing retention rates
Increasing graduation rates
Reducing excess credits taken by students
Reducing student debt
Increasing the number of dual credit students who enroll at CSI after high school graduation
Improving student advising services
Improving student tutoring services
Enhancing athletic programs
Enhancing cultural events
Enhancing employee wellness
Enhancing employee compensation
Enhancing employee benefits

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Expanding professional development opportunities for employees
Expanding grant activity
Expanding community partnerships
Expanding economic partnerships
Expanding workforce training
Expanding the CSI Foundation
Expanding scholarship opportunities for students
Expanding partnerships with K-12 education

Which three items listed above do you feel are the most critical for CSI to address in the next five years?

Which other items should CSI focus on in the next five years?

What do you see as CSI's current strengths?

What do you see as CSI's current weakness?

What opportunities do you see on the horizon for CSI in the next five years?

What challenges or threats do you see on the horizon for CSI in the next five years?

Do you have any other comments that would help CSI during this planning process?

Thank you for your participation!

(Approved by CSI Board of Trustees; 2/2016)

Appendix C: New 2016-2021 College of Southern Idaho Strategic Plan

COLLEGE OF SOUTHERN IDAHO STRATEGIC PLAN 2016-2021

(Approved by CSI Board of Trustees; 2/2016)

OUR VISION

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

OUR MISSION

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

(Approved by CSI Board of Trustees; 2/2016)

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, and targets established in this document. These have been created to establish standards of quality that can be regularly assessed to ensure that we are providing quality opportunities that meet the diverse needs of the communities we serve.**

"Educational": **Relating to activities typically encompassed by teaching and learning.**

"Social": **Relating to the welfare of human beings as members of society.**

"Cultural": **Relating to the customs, traditions, and values of a society.**

"Economic": **Relating to economic development and economic welfare.**

"Workforce Development": **Relating to the training of a qualified workforce.**

"Communities we serve": **The communities we serve include the diverse populations of students, employees, and community members impacted by the college. These communities can be organized in many different ways. They include those living in our eight county service area as well as those who interact with the college from afar. They can also be organized by any number of demographic characteristics which transcend geographical boundaries.**

DEFINITIONS OF PLAN TERMS

Core Themes: **Individually, core themes manifest the essential elements of our mission and collectively they encompass the mission. They represent the broad themes that guide planning processes designed to lead to mission fulfillment.**

Objectives: **Planning goals contained within each core theme that collectively lead to fulfillment of the core theme.**

Strategies: **Specific action items contained within each objective that guide the college toward fulfillment of the objective.**

Performance Measure Indicator: **A quantitative or qualitative indicator used to measure progress in meeting strategies, objectives, core themes, and ultimately, mission fulfillment.**

Critical Success Activity: **A specific action item that must be completed in order to reach fulfillment of a strategy, objective, or core theme.**

Benchmarks/Targets: **Targets established by the college in an effort to assess achievement, track progress over time, and set goals for improvement.**

(Approved by CSI Board of Trustees; 2/2016)

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 #1: Strengthen the social fabric in the communities we serve**
- **Objective #2: Cultivate economic partnerships across the communities we serve**
- **Objective #3: Meet the workforce needs of the communities we serve**

Core Theme 2: Student Success

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

- **Objective #1: Foster participation in post-secondary education**
- **Objective #2: Reinforce a commitment to instructional excellence**
- **Objective #3: Support student progress toward achievement of educational goals**
- **Objective #4: Provide evidence of achievement of student learning outcomes**
- **Objective #5: Offer opportunities for student engagement that go beyond the classroom**

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 #1: Provide employees with a work environment that values employee success and satisfaction**
- **Objective #2: Ensure that the college maintains the financial resources necessary to meet its mission**
- **Objective #3: Maintain a strong relationship with the CSI Foundation**
- **Objective #4: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities**
- **Objective #5: Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment**
- **Objective #6: Improve institutional effectiveness by focusing on both internal and external communication strategies and processes**

Appendix D: Unofficial February 22, 2016 Board Minutes (to be approved March 21, 2106)

CSI Board of Trustees meeting notes 2/22/16

This afternoon's meeting was relatively brief. No one came to speak in open forum. In addition to the approval of previous meeting minutes and the Treasurer's report, the board heard several reports:

- Head Start Director Mancole Fedder gave the board an update on his agency's budget. He and his staff are not sure why but Head Start has received approximately $200,000 more for the rest of this fiscal year (their fiscal year will match CSI's starting this July) than they expected. He will return next month to report to the board what the plan is for that funding. Early Head Start, on the other hand, received somewhat less than they were expecting. Fortunately, Fedder said, that program typically runs pretty lean so it shouldn't present a big problem.
- Vice President Jeff Harmon asked the board to give new Chief Financial Officer Christy Carpenter authority to be a second signer for CSI's bank accounts (along with Jeff). The board unanimously approved.
- Chris Bragg brought the board up to date on the progress of CSI's 2016-2021 Strategic Planning process, which started last April with a site visit from the Northwest Commission on Accreditation. One of their recommendations was that we align our planning processes more efficiently, something Chris said actually became clear to us as we did the self-study leading up to the site visit. Since that time, CSI employees representing many campus constituencies began meeting as a Strategic Planning Steering Committee, a strategic planning survey garnered more than 800 responses from staff, students, and the community, and several drafts have been approved which greatly help clarify and define CSI's mission statement, vision statement, goals, and objectives. Chris not only received unanimous approval of the progress so far and the plan to move forward, but also kudos from several board members who said the plan is shaping up to be much clearer and more understandable than any previous versions. Chris said the accreditation cycle 'year one report' is due March 1. This report asks us to set the next seven years of vision for our core themes along with how we measure progress on those themes to determine whether CSI is being successful.
- Trustee Jan Mittleider recommended that the board create an official liaison for the Herrett Center for Arts and Science. Jan served as interim liaison during the Herrett's recent accreditation process and said there needs to be a closer, ongoing association between the board and the Herrett. The board voted unanimously to allow Jan to create a plan they can vote on.
- President Fox recapped what has been a very busy month of appearances and presentations to Idaho lawmakers. Board members commended him on his presentations to the Joint Finance Appropriations Committee, House and Senate Education committees, and others. President Fox thanked Laird Stone and Curtis Eaton for their recent help in writing modifications to the bill which will require the boards of all three Idaho community colleges to zone their taxing districts and require future board members to live in those zones.
- Trustee Stone, the board's liaison to the CSI Student Senate, said CSI senators are very active and enthusiastic. Public Safety Director Jim Munn recently presented the Active Shooter program to the senate, which Stone said should be shown to everyone. The Senate is also working on a plan to install video monitors throughout the campus that

would keep students up to date on important information. He also commended everyone organizing and taking part in the brown bag luncheons.

The next regular board meeting is scheduled for 4 p.m. Monday, March 21 in room 277 of the Taylor building.

College of Southern Idaho

INDIVIDUAL DEVELOPMENT PLAN*

Name: _____ **Dept/Unit:** _____ **Year**: _____

Individual Goal/Objective	Strategy	Link to Core Theme Objective	Resources Required (include budget where applicable)	Time Frame	Assessment of Outcome (to be completed after individual goal/objective has been completed)

*Other items may be included in this basic plan at the discretion of the unit leader (i.e. items related to outcomes assessment, etc.)

Appendix F: Unit Development Plan

College of Southern Idaho

UNIT DEVELOPMENT PLAN

FOR:_____**Year**_____

(Department/Unit)

Unit Goal/Objective	Strategy	Link to Core Theme Objective	Resources Required (include budget where applicable)	Person(s) Responsible	Time Frame	Assessment of Outcome (to be completed after individual goal/objective has been completed)

Appendix G: Sample Scorecard

The success scorecard is still being developed. This is simply an example of how it might look when completed and fully implmented.

Core Theme Two: Student Success					
Objective #1: Foster participation in post-secondary education					
Mission Link	**Performance Measure Indicator**	**Assessment Measure**	**Outcome**	**Score**	**Follow Up Action Strategy**
Educational	Institutional Annual Unduplicated Headcount	2015 Benchmark: 10,686 2016 Target: 10,700-11,000	2016 Unduplicated Headcount: 11,213	Metric being exceeded	
Educational	Dual Credit Headcount	2015 Benchmark: 3,178 2016 Target: 3,800-4,000	2016 Dual Credit Headcount: 3,872	Metric being met	
Educational	Enrollment rates of Hispanic Students	2015 Benchmark: 19% 2015 Benchmark: 21-23%	2016 Hispanic Enrollment: 19%	Metric not being met; needs improvement	
NOTE: Numbers in this sample scorecard are for illustrative purposes only and do not necessarily reflect accurate data.					