

COLLEGE OF SOUTHERN IDAHO

BOARD OF TRUSTEES MEETING

MONDAY, NOVEMBER 15, 1993

AG LIBRARY, ROOM A-31, EVERGREEN BUILDING

5:30 p.m.

AGENDA

MINUTES

TREASURER'S REPORT:

Bid: Commercial Dishwasher-Taylor Cafe
Budget Adjustment
Request Support for RS 02879
Signature Authority on Student Assoc.
Checking Account

OLD AND NEW BUSINESS

Multimedia--Jim Wilson and Todd
Schwarz (A-20 Evergreen)
Ag/Russia Presentation: Bob Lowder
New Mission Statement--Dr. Joan Edwards
Permanent Building Fund/Library Request
REA--Dr. Joan Edwards
Nursing Department Admissions

COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES MEETING
NOVEMBER 15, 1993

CALL TO ORDER: 5:30 p.m. PRESIDING: LeRoy Craig

ATTENDING: Trustees: Leroy Craig, Dr. Charles Lehrman,
and Donna Brizee

College Administration: Gerald Meyerhoeffer, President
John M. Mason, Secretary/Treasurer
Robert Alexander, College Attorney
Dr. Joan Edwards, Vice President of Planning,
Research and Development
Dr. Orval Bradley, Vocational Dean
Dr. John Martin, Registrar
Ron Shopbell, Director of Continuing Education
Dick Sterling, Physical Plant Director
Annette Jenkins, Public Information Director

Visitors: CSI Staff: Karine Siplon, Rick Parker, Dave
White, Todd Schwarz, Jim Wilson, Jeff Duggan,
Bob Lowder, Nene Parrott, Bon Mauldin,

Times News: Kirk Mitchell

Visitors: Jody Craig, Kay Lowder

MINUTES OF OCTOBER 18, 1993, were approved as written on
MOTION by Dr. Charles Lehrman. Affirmative vote was
unanimous.

TREASURERS REPORT: Acceptance of the Treasurer's report was
approved on MOTION by Donna Brizee. Affirmative vote was
unanimous.

BIDS:

1. The Board accepted the low bid for a commercial
dishwasher for the Taylor Building cafeteria in the amount
of \$13,088 from Restaurant Store and Equipment of Salt Lake
City, Utah on MOTION by Dr. Chuck Lehrman. Affirmative vote
was unanimous.

The source of funding for the purchase is the Dormitory
Housing Commission Fund.

CSI Trustees

November 15, 1993

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PRESIDENT'S REPORT:

1. The Board approved the following budget adjustments:

a. An increase in Tuition Revenue of \$21,000 and an increase in Vocational service and supply expenditure accounts of \$21,000.

b. An increase in Tuition Revenue of \$20,000 for the Mini-Cassia Center and an increase in Mini-Cassia capital outlay expenditure account of \$20,000.

c. A budget shift of \$10,000 from Library personnel costs to the academic capital outlay account.

The above adjustments were approved on MOTION by Dr. Chuck Lehrman. Affirmative vote was unanimous.

2. The Board discussed RS 02879 concerning a guaranteed tuition payment plan proposed by State Treasurer Lydia Justice Edwards. The Board approved Resolution 9302 supporting the legislation on MOTION by Donna Brizee. Affirmative vote was unanimous.

3. The Board approved giving Graydon Stanley signature authority on the Student Association checking amount for checks of \$500 or less on MOTION by Dr. Chuck Lehrman. Affirmative vote was unanimous.

4. The President and Board recognized Dr. Jerry Beck, Dr. Joan Edwards, Dr. Karine Siplon, Ron Shopbell, Jody Craig, Bon Mauldin and Nene Parrott for their outstanding work on the Rural Electrification Administration Grant. The College of Southern Idaho was one of the 18 organizations out of 180 applicants to receive the \$500,000 grant.

This grant will be utilized to connect high schools, rural hospitals and medical centers via a two way interactive communications system. Doctors and health professionals will be able to communicate over this system bringing professional training and consultation to rural communities.

5. The Board adopted the following mission statement for the College of Southern Idaho:

"The College of Southern Idaho, a comprehensive community college, educates the diverse residents primarily of South Central Idaho and encourages them to lead full, effective lives in a changing world."

The mission statement was approved on MOTION by Donna Brizee. Affirmative vote was unanimous.

CSI Trustees

November 15, 1993

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6. Bob Lowder of the College of Southern Idaho Farm Management Program presented a slide show and information session on his four week trip to Russia. He assisted the Russian farmers with a record keeping system and participated in general information exchanges with them.

Bob was assisted in the presentation by his wife Kay.

7. Jim Wilson and Todd Schwarz provided the Board with a multi-media demonstration. The presentation utilized computers and projectors to demonstrate various teaching methods available with multi-media equipment.

ADJOURNMENT was declared at 7:00 p.m.



John M. Mason, Secretary-Treasurer

APPROVED December 20, 1993



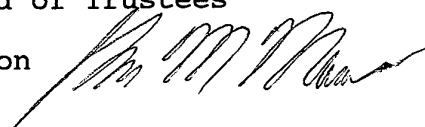
Chairman



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

November 15, 1993

To: President Meyerhoeffer and the College of Southern
Idaho Board of Trustees

From: Mike Mason 

Re: Bid for Commercial Dishwasher for Taylor Cafeteria

We received four bids for the specified dishwasher.
The bids are as follows:

Restaurant Store and Equipment	\$13,088
IFECO	13,360
BS & R	13,700
Intermountain Merchants Supply	14,351

Based upon the review of the bids by Dick Sterling and Don Buettner, I recommend we accept the low bid of Restaurant Store and Equipment of Salt Lake City, Utah for a Hobart Model CRS-66A in the amount of \$13,088.

Funding for this purchase is from the Dormitory Housing Commission Fund.



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

November 9, 1993

To: President Meyerhoeffer and the College of Southern
Idaho Board of Trustees

From: Mike Mason

A handwritten signature in black ink, appearing to read 'Mike Mason', is written over the printed name.

Re: Budget Adjustments

Based upon the operational needs of the College, I recommend that the following budget adjustments be made to the Fy 94 operating budget:

1. An increase in Vocational services and supply accounts budgets of \$21,000.

Due to increased enrollment and the lack of increase in Vocational funding, these funds are needed to maintain programs at prior year levels.

In order to fund these increases, we will increase our tuition and fee revenue budget by \$21,000.

2. An increase in the Mini-Cassia outreach center capital outlay budget of \$20,000.

This increase is needed to replace worn out, obsolete computers. The existing computers are not compatible with software used on campus and therefore cannot be used by our commuting Mini-Cassia students. Additionally, we can no longer teach new computer classes on them due to their inability to utilize new software. We project that we can recover this \$20,000 investment by offering additional classes over the next five semesters.

In order to fund this increase, we will increase our tuition and fee revenue budget by \$20,000.

3. A budget shift of \$10,000 out of library personnel costs to the academic capital outlay account.

Due to a retirement in mid-year, a savings will be realized in the Library personnel budget. Personnel are being shifted to avoid the total replacement of the retiring person. A need exists in the math department to upgrade current software and equipment.

If the current revenue trend continues through the spring semester, we will be able to meet our increased tuition and fee revenue budgets. We believe this positive trend will continue.



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

November 9, 1993

To: President Meyerhoeffer and the College of Southern
Idaho Board of Trustees

From: Mike Mason

A handwritten signature in black ink, appearing to read 'Mike Mason', is written over the printed name.

Re: Requested Support for RS 02879

In late September we received a request from State Treasurer Lydia Justice Edwards asking for support concerning RS 02879. This piece of proposed legislation would establish a fund managed by the State Treasurer for the purpose of guaranteeing Idaho students payment of tuition and fees at the Idaho college of their choice. Funds would come into the State Treasurer as annuities. A statement of purpose and the draft bill are attached.

A similar system was set up in Florida over four years ago and has been very successful. A similar bill was floated several years ago in Idaho but contained a state tax credit. This bill failed due to concern over the financial impact of the tax credit. The new bill has removed the tax credit. Both the old bill and this new bill have received support from Idaho institutions of higher education.

This bill will allow parents or interested parties to make annuity payments to a fund that will guarantee the payment of tuition and fees to an Idaho institution of higher education. The amount of the annuity payment will be set by the State Treasurer to ensure that funds are available to meet the costs of tuition. The funds withdrawn will become taxable to the student.

Based upon the information contained in the bill and my conversations with Ms. Edwards, I recommend that we support the bill. Ms. Edwards has requested a letter or resolution from the Board supporting the legislation.

The attached draft resolution is submitted for your consideration.

BY THE BOARD OF TRUSTEES OF THE COLLEGE OF SOUTHERN IDAHO
RESOLUTION NUMBER 9302

APPROVING SUPPORT FOR RS 02879 AS ORIGINALLY SUBMITTED
TO THE 1994 REGULAR SESSION OF THE LEGISLATURE OF THE
STATE OF IDAHO.

WHEREAS, the College of Southern Idaho supports alternatives
to lessen the financial hardship of students attending
institutions of higher education and

WHEREAS, there will be no fiscal impact on State funding of
higher education.

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE COLLEGE OF
SOUTHERN IDAHO, HEREBY RESOLVES AS FOLLOWS:

1. The Board of Trustees hereby supports the
introduction into the Legislature and passage into law of RS
02879.

ADOPTED by the Board of Trustees of the College of Southern
Idaho, this fifteenth day of November, 1993.

COLLEGE OF SOUTHERN IDAHO
BOARD OF TRUSTEES

BY _____

CHAIRMAN

ATTEST/AUTHENTICATED:

BY _____

SECRETARY

STATEMENT OF PURPOSE
RS 02879

The cost of a college education has increased by 45.42% in just five years which creates a financial hardship on parents and future students.

This bill will provide a vehicle for parents and students to plan for and fund higher education costs, keeping both the students and their money in Idaho. For instance, the average student attending the University of Idaho at Moscow will spend an additional \$6,844 per year into the Moscow economy for various living costs.

The Advance Payment of Higher Education Costs Act will allow relatives and community members to pre-purchase the opportunity of higher education for any Idaho resident. Purchasers may choose two (2) or four (4) years of education fees, guaranteed by the plan to cover applicable fees at any in-state public institution of higher learning, including Community Colleges.

The Act will also allow the student to attend any private institution in the state or any institution out of state, but without the guarantee. Various refund and termination provisions will be made available for purchasers and beneficiaries who may choose other options.

Funds will be collected through Idaho banks and invested by the State Treasurer. Contributions to the plan will be calculated on an actuarial basis, to underwrite the guarantee. Accrued interest will be tax-free to the student.

FISCAL IMPACT

Start-up costs, including staff, supplies, telephone, etc., are estimated to add \$40,000 to the State Treasurer's operating costs. After the first year, those costs will be paid from the plan's revenues.

LEGISLATURE OF THE STATE OF IDAHO
Fifty-second Legislature Second Regular Session - 1994

IN THE _____

BILL NO. _____

BY _____

AN ACT

RELATING TO ADVANCE PAYMENT OF HIGHER EDUCATION COSTS; AMENDING TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW CHAPTER 48, TITLE 33, IDAHO CODE, TO PROVIDE A DECLARATION OF PURPOSE, TO DEFINE TERMS, TO ESTABLISH AN ADVANCE FEE PAYMENT ACCOUNT, TO PROVIDE FOR POWERS OF THE TREASURER, TO PROVIDE FOR ADVANCE FEE PAYMENT CONTRACTS, TO PROVIDE THAT OBLIGATIONS OF THE TREASURER ARE GUARANTEED, TO ESTABLISH THAT A CONTRACT IS NOT A GUARANTEE OF ADMISSION TO OR GRADUATION FROM AN INSTITUTION, TO PROVIDE FOR ANNUAL ACCOUNTING AND AUDITS, TO PROVIDE FOR ACTUARIAL SOUNDNESS OF THE ACCOUNT, TO PROVIDE THAT ASSETS OF THE ACCOUNT MAY NOT BE USED FOR OTHER PURPOSES, TO PROVIDE FOR EXEMPTION FROM STATE SECURITIES LAWS, TO PROVIDE FOR EXEMPTION FROM STATE INCOME TAX, TO PROVIDE FOR TERMINATION OF THE PROGRAM, TO PROVIDE FOR JURISDICTION AND VENUE OF ACTIONS, AND TO PROVIDE SEVERABILITY.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW CHAPTER, to be known and designated as Chapter 48, Title 33, Idaho Code, and to read as follows:

CHAPTER 48

ADVANCE PAYMENT OF HIGHER EDUCATION COSTS

33-4801. DECLARATION OF PURPOSE. The legislature hereby finds and declares the following:

(1) It is an essential function of state government to encourage schools and the means of education.

(2) It is an essential function of state government to encourage attendance at institutions of higher education.

(3) The costs of attendance at public and private institutions of higher education are difficult for many to afford and are difficult to predict in order to enable individuals and families to plan.

(4) It is in the best interest of the people of this state to foster public and private higher education in order to produce well-educated citizens.

(5) Providing assistance to assure the higher education of the citizens of this state is necessary and desirable for the public health, safety and welfare.

33-4802. DEFINITIONS. As used in this chapter:

(1) "Account" means the advance fee payment account established in section 33-4803, Idaho Code.

(2) "Advance fee payment contract" means a contract entered into by the state treasurer and a purchaser pursuant to this chapter to provide for the higher education of a qualified beneficiary.

(3) "Fees" mean the total of all charges assessed and collected at the time of registration as a condition of enrollment.

1 (4) "Institution of higher education" means any public or private univer-
2 sity, college, vocational or technical school or community college.

3 (5) "Purchaser" means a person who makes or is obligated to make advance
4 fee payments pursuant to an advance fee payment contract.

5 (6) "Qualified beneficiary" means any resident of this state on whose
6 behalf a purchaser entered into an advance fee payment contract.

7 (7) "Treasurer" means the treasurer of the state of Idaho whose office
8 was created under the provisions of section 1, article IV of the constitution
9 of the state of Idaho.

10 33-4803. ADVANCE FEE PAYMENT ACCOUNT. (1) There is established, under the
11 jurisdiction and control of the treasurer, an advance fee payment account
12 within the agency asset fund of the state treasury. Payments received by the
13 treasurer from purchasers on behalf of qualified beneficiaries or from any
14 other source, public or private, shall be placed in the account. Interest
15 income accruing to the account shall increase the total funds available to the
16 account.

17 (2) Assets of the account shall not be considered state money, common
18 cash or revenue.

19 (3) Unless otherwise provided by administrative rule of the treasurer,
20 assets of the account shall be expended in the following order of priority:

21 (a) To make payments to institutions of higher education on behalf of
22 qualified beneficiaries.

23 (b) To make refunds upon cancellation of an advance fee payment contract.

24 (c) To pay the costs of administration and organization of the account.

25 (4) Assets of the account may be invested in any instrument, obligation,
26 security or property considered appropriate by the treasurer and may be pooled
27 for investment purposes with investments of the state on such terms and condi-
28 tions as are agreed upon. In making any investment, the treasurer shall be
29 governed by the provisions of section 67-1210, Idaho Code, and the prudent man
30 investment act, chapter 5, title 68, Idaho Code.

31 33-4804. POWERS OF THE TREASURER. The treasurer shall have the powers
32 necessary or convenient to carry out the provisions of this chapter including,
33 but not limited to, the power to:

34 (1) Invest any money of the account, at the treasurer's discretion, in
35 any instruments, obligations, securities or property determined proper by the
36 treasurer, and name and use depositories for money of the account.

37 (2) Pay money to institutions of higher education from the advance fee
38 payment account.

39 (3) Impose reasonable limits on the number of contracts issued.

40 (4) Segregate contributions and payments to the account into various
41 subaccounts.

42 (5) Contract for goods and services and engage personnel as is necessary
43 and engage the services of private consultants, actuaries, managers, legal
44 counsel through the office of the attorney general, and auditors for rendering
45 professional, management, administrative or technical assistance and advice,
46 payable out of any money of the account.

47 (6) Solicit and accept gifts, grants, loans, and other aids from any
48 source or participate in any other way in any government program to carry out
49 the purposes of this chapter.

50 (7) Charge, impose and collect administrative fees in connection with any
51 transaction and provide for reasonable penalties, including default, for
52 delinquent payment of fees or for fraud.

53 (8) Procure insurance against any loss in connection with the property,

1 assets or activities of the account.

2 (9) Enter into contracts.

3 (10) Administer the advance fee payment account.

4 (11) Impose reasonable time limits on use of the fee benefits provided
5 from the account, if the limits are not otherwise made a part of the contract.

6 (12) Define the terms and conditions under which money may be withdrawn
7 from the account and impose reasonable fees and charges for such withdrawal,
8 if such terms and conditions are not made part of the advance fee payment con-
9 tract.

10 (13) Provide for receiving contributions in lump sums or in periodic sums.

11 (14) Establish by administrative rule policies, procedures and eligibility
12 criteria to implement the provisions of this chapter.

13 33-4805. ADVANCE FEE PAYMENT CONTRACTS. (1) The treasurer, on behalf of
14 the state, may contract with a purchaser for the advance payment of fees by
15 the purchaser for a qualified beneficiary to attend any of the institutions of
16 higher education to which the qualified beneficiary is admitted. In addition,
17 an advance fee payment contract shall set forth in a clear, understandable
18 manner all of the following:

19 (a) The amount of the payment or payments required from the purchaser on
20 behalf of the qualified beneficiary.

21 (b) The terms and conditions for making the payment including, but not
22 limited to, the date or dates upon which the payment, or portions of the
23 payment, shall be due.

24 (c) Provisions for late payment charges and for default.

25 (d) The name and age of the qualified beneficiary under the contract. The
26 purchaser, with the approval of and on conditions determined by the trea-
27 surer, may subsequently substitute another person for the qualified bene-
28 ficiary originally named.

29 (e) The number of credit hours covered by the contract. Such fee guaran-
30 tee is applicable only to public institutions of higher education in
31 Idaho.

32 (f) The name of the person entitled to cancel the contract, which, as
33 provided by the contract, may be the purchaser, the qualified beneficiary,
34 or a person to act on behalf of the purchaser or qualified beneficiary, or
35 any combination of these persons.

36 (g) The terms and conditions under which the contract may be canceled and
37 the amount of the refund, if any, to which the person canceling the con-
38 tract, or specifically the purchaser or designated qualified beneficiary
39 if the contract so provides, shall be entitled upon cancellation.

40 (h) The period of time from the beginning to the end of which the quali-
41 fied beneficiary may receive the benefits under the contract.

42 (i) All other rights and obligations of the purchaser and the treasurer.

43 (2) The form of any advance fee payment contract to be entered into shall
44 first be approved by the state board of examiners.

45 (3) An advance fee payment contract may provide that, if after a number
46 of years specified in the contract the contract has not been canceled or the
47 qualified beneficiary's rights under the contract have not been exercised, the
48 treasurer, after making a reasonable effort to locate the purchaser and quali-
49 fied beneficiary or the agent of either, shall retain the amounts otherwise
50 payable and the rights of the qualified beneficiary, the purchaser or the
51 agent of either shall be considered terminated.

52 33-4806. OBLIGATIONS OF THE TREASURER GUARANTEED. The state shall agree
53 to meet the contractual obligations of the treasurer to qualified beneficia-

1 ries if moneys in the account fail to offset those obligations. The legisla-
2 ture shall appropriate to the advance fee payment account the amount necessary
3 to meet the contractual obligations of the treasurer to qualified beneficia-
4 ries.

5 33-4807. CONTRACT NOT A GUARANTEE OF ADMISSION OR GRADUATION. Nothing in
6 this chapter shall be construed as a promise or guarantee that a qualified
7 beneficiary will be admitted to a postsecondary institution or to a particular
8 state postsecondary institution, will be allowed to continue enrollment at a
9 postsecondary institution after admission, or will be graduated from a
10 postsecondary institution.

11 33-4808. ANNUAL ACCOUNTING -- AUDITS. The treasurer shall annually pre-
12 pare or cause to be prepared an accounting of the advance fee payment account
13 and shall transmit a copy of the accounting to the state board of examiners,
14 the president pro tempore of the senate and the speaker of the house of repre-
15 sentatives. The treasurer shall also make the accounting available to pur-
16 chasers of the contracts for inspection and copying. The accounts shall be
17 subject to audits by the state auditor and the legislative auditor.

18 33-4809. ACTUARIAL SOUNDNESS OF ACCOUNT. (1) The account shall be admin-
19 istered in a manner reasonably designed to be actuarially sound such that the
20 assets of the account will be sufficient to defray the contractual obligations
21 of the treasurer.

22 (2) In the audit of the account made pursuant to section 33-4808, Idaho
23 Code, the treasurer shall annually evaluate and cause to be evaluated by a
24 nationally recognized actuary the actuarial soundness of the account and
25 determine the additional assets needed, if any, to defray the obligations of
26 the contract. If there are not funds sufficient to ensure the actuarial sound-
27 ness of the account, the treasurer shall adjust payments of subsequent pur-
28 chasers to ensure its actuarial soundness. If there are insufficient numbers
29 of new purchasers to ensure the actuarial soundness of the account, the avail-
30 able assets of the account attributable to contract obligations shall be imme-
31 diately prorated among the then existing contracts, and these shares shall be
32 applied, at the option of the person to whom the refund is payable or would be
33 payable under the contract upon cancellation of the contract, either towards
34 the purposes of the contract for a qualified beneficiary or disbursed to the
35 person to whom the refund is payable or would be payable under the contract
36 upon cancellation of the contract.

37 33-4810. ASSETS MAY NOT BE USED FOR OTHER PURPOSES. The assets of the
38 account shall be preserved, invested and expended solely for the purposes set
39 forth in this chapter and shall not be loaned, transferred or otherwise used
40 by the state for any purpose other than the purposes of this chapter.

41 33-4811. EXEMPTION FROM STATE SECURITIES LAWS. An advance fee payment
42 contract shall be exempt from the securities laws of the state of Idaho. An
43 advance fee payment contract shall not be sold or otherwise transferred by the
44 purchaser or qualified beneficiary without the prior approval of the trea-
45 surer.

46 33-4812. TAX EXEMPTION. The property of the account and its income and
47 operation shall be exempt from all taxation by this state or any of its polit-
48 ical subdivisions.

1 33-4813. TERMINATION OF PROGRAM. In the event the state board of examin-
2 ers determines the program of advance fee payment contracts to be financially
3 unfeasible, the state may discontinue the program. Any qualified beneficiary
4 who has been accepted by and is enrolled or is within one (1) year of enroll-
5 ment in an institution of higher education shall be entitled to exercise the
6 complete benefits for which he has contracted. All other contract holders
7 shall be refunded; however, such refunds shall include actual interest earned
8 on the payments.

9 33-4814. JURISDICTION AND VENUE OF ACTIONS. Institutions of higher educa-
10 tion, purchasers, qualified beneficiaries or other interested parties may
11 enforce the provisions of this chapter and any contract entered into pursuant
12 to the provisions of this chapter, only by an action brought in the district
13 court of the fourth judicial district of the state of Idaho, in and for the
14 county of Ada.

15 33-4815. SEVERABILITY. The provisions of this act are hereby declared to
16 be severable and if any provision of this act or the application of such pro-
17 vision to any person or circumstance is declared invalid for any reason, such
18 declaration shall not affect the validity of remaining portions of this act.



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

November 9, 1993

To: President Meyerhoeffer and the College of Southern
Idaho Board of Trustees

From: Mike Mason

A handwritten signature in black ink, appearing to read 'Mike Mason', is written over the 'From:' line.

Re: Signature Authority on Student Association Checking
Account

We have moved all Student Association accounts to a subsidiary accounting system. This accounting system is run on a CYMA program through a personal computer in the Student Information office. This move has allowed students immediate and continuous accounting information related to all club and student activity accounts. It also allows them to get checks immediately without going through the business office.

The Student Association account is a separate checking account that is reconciled monthly by the business office.

This system is working very well for both the Business Office and the Student Information Office except for one item. Karen Christopherson, the Student Information Office Manager, has to leave the office and find either Jeff Harmon or me to sign the checks. This can involve several trips to the business office or dropping the checks off and calling to see when they are signed.

During the evolution of getting the checks signed, the Student Information Office is shorthanded. The nature of some of the checks that they write - emergency loans, reimbursement to students etc. - is very immediate. Students often wait in the office until they can get a check.

In order to better utilize Karen's time and to relieve some student frustration with our process, I propose adding Graydon Stanley to our check signing authorization for the Student Association checking account. This authorization would allow Graydon to sign checks for \$500 or less. Both Graydon and Karen would be responsible for ensuring that checks over \$500 came to the Business Office for signature.

The Business Office would continue to reconcile the Student Association bank account on a monthly basis. This involves an individual listing of all checks written and receipts deposited each month. In addition to this, a separate list of checks written and the vendor they are written to will be forwarded to the Business Office for Jeff Harmon or me to review and sign off on.

I spoke with Paul Neilson, our auditor, and he stated that the above procedures would provide adequate internal accounting controls.

I am requesting that the Board of Trustees pass a motion giving me authority to allow Graydon Stanley check signing authority for the Student Association checking account for amounts of \$500 or less.

If you have any questions or need further information, do not hesitate in contacting me.

cc: Graydon Stanley



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

BY THE BOARD OF TRUSTEES OF THE COLLEGE OF SOUTHERN IDAHO
RESOLUTION NUMBER 9302

APPROVING SUPPORT FOR RS 02879 AS ORIGINALLY SUBMITTED
TO THE 1994 REGULAR SESSION OF THE LEGISLATURE OF THE
STATE OF IDAHO.

WHEREAS, the College of Southern Idaho supports alternatives
to lessen the financial hardship of students attending
institutions of higher education and

WHEREAS, there will be no fiscal impact on State funding of
higher education.

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE COLLEGE OF
SOUTHERN IDAHO, HEREBY RESOLVES AS FOLLOWS:

1. The Board of Trustees hereby supports the
introduction into the Legislature and passage into law of RS
02879.

ADOPTED by the Board of Trustees of the College of Southern
Idaho, this fifteenth day of November, 1993.

COLLEGE OF SOUTHERN IDAHO
BOARD OF TRUSTEES

BY 

CHAIRMAN

ATTEST/AUTHENTICATED:

BY 

SECRETARY

STANDARD I - SELF STUDY REPORT

MISSION STATEMENT

The College of Southern Idaho, a comprehensive community college, educates the diverse residents primarily of South Central Idaho and encourages them to lead full, effective lives in a changing world. (Adopted November, 1993)

This mission statement was accepted by the Board of Trustees on November 15, 1993, after broad-based institutional involvement in its development. The College's mission is reviewed each year as the initial step in the strategic planning process. The model for that process is published in the Strategic Planning Handbook on file in the office of Planning, Research and Development.

The Planning Council involved in yearly consideration of the mission consists of the top administrators and representatives from each of the constituencies which make up the college community. This includes 8 administrators, 6 to 8 faculty, 2 from student services, a student, a trustee, a foundation board member, a representative from classified personnel, and 2 from plant facilities.

Some years the review includes confirmation of the existing mission, other years the planning assumptions presented as background information before the strategic planning retreat call for a more extensive review and rewriting of the mission.

The issues which called for the latest rewriting were diversity and outcomes assessment. With a campus initiative afoot to better address the changing student demographics, the word "diverse" was added to describe the population we serve. With measurement of institutional effectiveness also an issue, it was determined that the mission should be written in such a way as to lend itself to outcomes assessment.

Prior to the strategic planning retreat in the fall of 1993, a committee chaired by the Director of the Career Planning and Placement Office was formed in late 1992 to research mission development and make recommendations for a process to rewrite. Those to be involved in the strategic planning retreat September 28, 1993, were sent an analysis exercise which asked them to extract the most relevant elements from our more lengthy mission and determine what elements would need to be defined in order to measure our effectiveness in reaching our mission. The mission review exercise was taken from the book The Visionary Leader by Bob Wall, Robert Solum, and Mark Sobol, chapters 3, 4, and 5.

One of the results of the discussion during the strategic planning retreat was a confirmation of the College's philosophy from which the mission is drawn. The College's philosophy is as follows:

The College recognizes all individuals as having value in a democratic society. The primary purpose of the college is to assist students with varying levels of ability and diverse backgrounds in developing skills, values, and attitudes necessary for effective living.

SHARING THE MISSION

The mission stated at the beginning of this section is the result of the strategic planning committee's work and the resultant exercise which took place preceding and during the strategic planning retreat. Words within the mission which needed to be defined in order to measure outcomes were also discussed in small groups at the retreat. The polished (for grammar and parallel construction) definitions were sent back to the Planning Council members who participated in the exercise with the charge to share the results with the constituencies they represent. An all-college discussion of the new mission and definitions took place in January during the back-to-school orientation for faculty, and February and March for other small groups of staff. The practice of a yearly review of the mission allows for input from these sessions to be considered again in the fall of 1994.

DEFINITIONS

The definitions of terms within the mission which will be published with the mission include the following:

Comprehensive Community College--has as its purpose, both as a result of state statute and community need, the following:

To provide a program of general education through instruction which embodies knowledge, skills, and values needed by each individual in a democratic society.

To provide university parallel curriculum which offers the first two years of a baccalaureate education in preparation for entrance into the junior year of any college or university.

To provide a program of vocational-technical education which prepares students for immediate gainful employment upon successful completion.

To provide a continuing program of adult education for lifelong learning opportunities.

To provide guidance services and coordinate with college and community resources to assist individuals in developing and meeting their educational and career goals through financial, personal, and educational support.

To provide resources and services to the community by making physical facilities and the unique abilities of the staff available.

To provide a cultural center to focus on appreciation for the arts and humanities.

Educates: (Definition of "Educates" still in a state of active campus dialogue, but the basis for discussion follows)

Provides creative, cultural, economic, intellectual, recreational, and personal development

Creative development- Encourages students in a non-threatening, focused environment to use their imagination in unique self-expression and communication activities for the purpose of:

- a. Gaining self-worth.
- b. Feeding the soul.
- c. Appreciating the creativity of others.
- d. Attaining the self-confidence necessary for contributing to society in a positive way.

Cultural development- Develops in individuals an appreciation for their cultural heritage and that of other cultures to build a sense of community.

Economic development- Teaches individuals the skills and knowledge necessary to support themselves in a changing economy

Intellectual development- Challenges students to research, analyze interpret and apply knowledge.

Recreational development- Provides opportunities for recreation at a variety of participation levels and to a wide variety of interests.

Personal- Provides opportunities and the interactive environment for students to discover, grow, and realize their potential for social interaction, and effective mental and physical health.

Diverse Residents:

Individuals who belong to groups or subgroups which are labeled by age, gender, religion, ethnicity, race and other belief systems.

Residents primarily of south-central Idaho:

By Idaho code, the College's district is the eight counties of south-central Idaho, including: Twin Falls, Jerome, Minidoka, Cassia, Blaine, Gooding, Camas and part of Owyhee. "Primarily" indicates that the highest percent come from these counties, but there are also a growing number of out-of-district, out-of-state, and foreign students.

PUBLICATION OF THE MISSION AND DEFINITIONS

The latest mission statement and accompanying definitions is ready for inclusion in the new 1995-1997 catalogue which is in the developmental stages in the summer and fall of 1994. The mission statement which is published in the current 1992-1994 catalogue is as follows:

The mission of the College of Southern Idaho is to educate through creative, cultural, economic, intellectual, and recreational development among the eight counties of South Central Idaho by helping individuals understand past and present knowledge; interpret the world through analysis, synthesis, and insight; and apply what they have learned by leading full, effective lives as citizens of their world.

This earlier mission was re-written and approved in much the same manner as the current mission. It was adopted by the Board of Trustees in 1989 at their planning retreat in early winter.

Although the 1993 mission statement is currently being published in major documents which have a year-plus shelf life, an effort is being made to change to the new mission statement in a majority of the college's publications simultaneous to the publication of the next catalogue. To reduce the possibility of a minor confusion to those outside the institution in knowing which mission statement is most current, the date of board approval will be published with the statement.

Publications in which the 1989 mission are still published include the CSI Catalogue, the 1992-93 Annual Report, the Student Handbook, the Employee Handbook, and other CSI brochures and appropriate literature. The 1993 mission statement will be included in the same publications.

CHANGES IN THE MISSION STATEMENT

As stated earlier, the changes in the mission were driven by a need to address two issues: diversity and measures of institutional effectiveness. The institutional effectiveness issue

called more for a change in structure and format than philosophy. Another change was driven by input from the community. The method for gathering that input will be discussed later under analysis and appraisal, but the result of input from the business community to include more problem solving skills in the curriculum prompted the inclusion of the words "for a changing world."

MEASUREMENT OF EFFECTIVENESS

The College has always been aware of its need to know the measures of its effectiveness. The College did not, however, always have the resources to effectively measure that effectiveness. Efforts to seek those resources began in 1984 when CSI developed an application for a U.S. Department of Education Title III grant requesting resources to develop a Management Information System. That office was established in the fall of 1985 when the grant was funded. Thus began a developmental process with some false starts and growing pains until the current office of Institutional Research was formed under the leadership of Ken Campbell and the inclusion of computer services under his guidance.

The result has been the development of a plan to determine institutional effectiveness. That plan can be obtained from the Office of Institutional Research and is titled: "College of Southern Idaho Performance Report: Institutional Effectiveness and Student Success". Elements of that plan are included herein to demonstrate the College's efforts to determine if the mission statement is consistent with the current educational programs offered.

The Institutional Effectiveness Assessment Model addresses several levels of accountability within the institution:

- Institutional accountability
- Strategic Planning Effectiveness
- Program/student Outcomes

The program/student outcomes measurements are discussed later in this document under the instructional standard. The effort to define "educates" in our mission statement has begun an exercise which will develop consensus on a definition which can be measured. These recent actions demonstrate efforts to ensure that the mission statement is consistent with the current educational programs offered. Prior to this exercise, there has been no formal tie between the mission statement and the education program goals, although the programs themselves have always had clear-cut goals.

The institutional accountability and the measurements used to determine effectiveness of strategic planning are summarized below. There is an overlap with strategic planning measures and measures of program/student outcomes.

The institution measures its effectiveness in meeting the terms defined in its mission using the data sources in the following examples:

Comprehensive Community College:

Program of General Education:

- Persistence and completion rates
- Student satisfaction
- Licenser/certification exams

University Parallel Curriculum

- Articulation agreements
- Transfer success

Vocational-technical education

- Employer satisfaction
- Student follow-up surveys
- Employment wage-data

Adult education

- Service utilization
- Persistence and completion rates

Program of Guidance

- Service Utilization
- Customer satisfaction

Community service

- Community surveys
- Inclusion in faculty evaluations questions on involvement in community

Focus for cultural development

- Inventory of campus events
- Booking schedules of campus facilities

Diversity and residents of primarily South Central Idaho

- analysis of ethnic origins, age, gender, first generation college
- reports of residence
- enrollment data in contrast with local, regional and state data

MISSION ATTAINMENT THROUGH STRATEGIC PLANNING

The institution's strategic goals were drawn to assure that the College is meeting its mission and responding to the threats and opportunities in the environment by addressing its weaknesses and capitalizing on its strengths. The goals also address the college's

philosophy of access. Examples of the measures to determine the success in addressing these strategic initiatives are summarized following the statement of the strategic goals:

Quality: The institution will continuously seek to offer programs relevant to student and community needs with effective instruction and services by highly qualified faculty and staff utilizing up-to-date instructional and management technology.

- Student follow-up of perception of quality
- Self study reports
- Special topic committee reports analyzing internal strengths and weaknesses
- Personnel evaluations

This goal permeates all of the critical success factors addressing the remaining goals.

Accountability: The institution will develop a system to evaluate institutional effectiveness on an ongoing basis to be accountable to accrediting agencies and funding sources.

- An approved plan to measure institutional effectiveness

Student Success: The institution will improve its capability to serve the growing diversity among students (increased number requiring remedial work and more highly able students) through effective classroom instructions, improve student advising and comprehensive learning assistance programs, with the goal of improved academic success, retention, transfer and post-enrollment success.

- Enrollment and completion data broken down by student sub-groups
- Assessment measures broken down for student sub-groups
- Service utilization data
- Attrition and retention reports
- Measures of remedial effectiveness
- Transfer rates
- Job placement rates

Faculty and Staff Development: The institution will seek to provide increased opportunities for participation of all employees in staff development activities to enable faculty and staff to meet changing student and community needs and utilize new technology.

- Survey of faculty and staff development needs
- Survey of faculty perceptions of institutional effectiveness

Adequate Funding: The institution will seek alternative ways to expand their resource base by developing potential sources of grants and foundation funding.

- Foundation annual report
- Quarterly reviews of progress/funding of strategic initiatives
- Grants management reports from business office and grants managers

Comprehensive Mission: The institution will ensure the educational needs of the community and business are responded to within available resources to foster economic growth.

Local Employment shift comparisons with program offerings

Facilities and Resources: The institution will plan and utilize the facilities and resources in a manner consistent with our student-success centered philosophy.

Facilities usage reports
Budget reports and requests

Analysis and Appraisal

CHANGES MADE IN MISSION

The most apparent change in the current mission is extracting words that were meant to define "educate" and including them in the definitions. The discussion of the previous mission statement revealed that the college was to educate through creative, cultural, economic, intellectual, and recreational development. The mission then proceeded to define the method only for intellectual development: "by helping individuals understand past and present knowledge; interpret the world through analysis, synthesis, and insight." Although this is an important and central part of the mission, it was felt that other aspects of each persons development should be defined as an important part of "educate," thus the expanded definition of terms rather than trying to encompass everything in the mission statement itself. It was also felt that the more concise mission statement would lead to more individuals being able to learn the statement.

The other element which was dropped were the words "as citizens of their world" and in its place were added the words "in a changing world." A lengthy discussion revealed how difficult it is to determine what an individual must do to be a "citizen of the world" and how those definitions are changing so rapidly. The term "changing world" was meant to embrace being a participant in the solutions facing us in a rapidly changing world and thus also address being a "citizen."

MISSION UNDERSTOOD AND SUPPORTED

Involvement of the Strategic Planning Council in the review and development of the mission assures that a broad constituency understands and embraces the mission. That Council has representation from faculty, administration, students, the governing board, and the Foundation. Providing forums for its discussion also creates opportunities for input and therefore ownership in the mission. Because the community college field prides itself in being the education arena which responds quickest to change, it is important for the mission to be responsive.

The mission is also discussed in new employee orientation sessions and is printed in the employee handbook.

Messages in our recruitment materials also belie our mission. Rather than rely on the printed mission statement to tell the story, the printed material and audio/visual presentations to potential students make the mission a living reality. The students chosen to be pictured on the Viewbook, a recruiting piece, shows the wide diversity of ages, gender, ethnic origin and interests. The video presentation used in high schools depicts students engaged in a wide variety of academic and vocational/technical majors. Opportunities for recreational, social, personal, cultural, and creative development are depicted as well as intellectual endeavors. Sessions with counselors and advisors are pictured to give confidence that there will be help adjusting to the changes facing our students.

These themes are also carried out in the energies expended by campus committees in seeking to improve CSI. The strategic planning committee on "Teaching the High-Risk Student" and the campus standing committee on "Diversity" are examples of those efforts to address our mission. The "Outcomes Assessment" standing committee also attests to dedication to the mission by seeking to improve our understanding of our effectiveness.

MEASUREMENT OF EFFECTIVENESS IN REACHING GOALS AND OBJECTIVES

Examples of the broad range of measures of institutional effectiveness were summarized earlier. Perhaps the best assurances that an institution is effectively measuring its outcomes are examples of changes which have been made as a result of those measures. For that reason examples of program changes which were made as a result of investigation of CSI's effectiveness are as follows:

Changes in advisement practices--As a result of a student perception survey conducted by the Institutional Researcher in 1987, the strategic planning retreat considered solutions to respond to the perception by past students that they were not effectively advised. A study group made recommendations for improvement of the advising system and external funds were sought to improve practices. Title III funds were obtained in 1988 to improve our response to re-entry adults and to all students in the advisement process. The result was an improvement in the student orientation process and with assignment of new responsibilities to faculty and counseling staff. Further, a need for better degree audit information to be available for faculty was determined and external resources are again being sought to provide the technology to provide this information on-line to faculty and relevant staff.

Changes in curriculum content--As a result of a survey of employers of our students, it was determined that for the most part they were very pleased with our "products." The one suggestion they had for improvement was increased emphasis on graduates abilities to be flexible and learn new skills on the job. The advised more instruction in problem solving. At the same time the internal environment scan revealed that faculty wanted help in altering their curriculum to include more critical thinking and problem solving. Resources which are set aside to address strategic initiatives were used to send several

faculty to conferences on the topic and to bring a nationally known speaker to campus. A group was formed on campus to meet occasionally and to share their successes in including some of the techniques in their instructional methodology.

Response to 1984 Self Study--The A.S. Degree now has an emphasis on math and science to address general education requirements. In addition, several academic or academic related subjects have been added to the vocational-technical programs.

The Professional Vocational Certificate (PVC) has been added for students that successfully complete a vocational program with at least a 2.0 grade point average.

The Technical Certificate (TC) has been added and is also conferred to students that successfully complete a vocational program with at least a 2.0 grade point average.

Programs added--Several new programs have been added to meet the needs of students and the community. One program is the Criminal Justice Administration degree. This degree is designed for students planning to transfer to Boise State University, where the program is fully matriculated. The Culinary Arts program offers both a one-year technical certificate and the Associate of Applied Science degree. Through an articulation agreement with the University of Idaho, students in the Agribusiness program will soon be able to obtain the bachelors degree in Agribusiness on campus.

Changes in delivery method--Analysis of the education needs of communities outside of Twin Falls and Jerome drove the development of a method to deliver education to rural areas. The telecommunications system was installed in three outreach centers with the help of a federal Title III grant and the enrollment levels of individuals in those areas has reached 14% of the total enrollment of the college. The centers are located in Burley, Wendell, and Hailey, Idaho.

ADDITIONAL OUTCOMES AND ASSESSMENT MEASURES

The Colleges Institutional Effectiveness Assessment Model contains a plan and timelines for collecting information in addition to what is already used. Although there has been a dramatic improvement in the availability of information since 1990, there are still some weak areas which we plan to remediate. Those include gathering improved information on _____ . The slowness of the state to mandate sharing of information is one reason that we are somewhat slow in our acquisition of important information. The other situation which has slowed acquisition of accurate information has been the status of our computing capabilities. After several attempts to develop our own student data programs, a commercially developed program was purchased in 1992 and is now producing much of the data need to asses not only the effectiveness of our instructional programs, but also our use of resources.



COLLEGE OF
SOUTHERN
IDAHO

COLLEGE OF SOUTHERN IDAHO

EXECUTIVE SESSION

BOARD OF TRUSTEES

DECEMBER 8, 1993

12 NOON

TAYLOR ADMINISTRATION BUILDING

There will be an Executive Session held in accordance with Idaho Code 67-2345 for the purpose of discussing real property.

John M. Mason
Secretary-Treasurer



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SOUTHERN
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POSTED IN TAYLOR WEST ENTRY
TAYLOR BUS OFF BULLETIN BOARD
FIVE P.M. EAST ENTRY
SHERIDAN SUMMIT CENTER

12-7-93

COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES MEETING
TAYLOR ADMINISTRATION BUILDING
EXECUTIVE SESSION
DECEMBER 8, 1993

CALL TO ORDER: 12:00 p.m. PRESIDING: LeRoy Craig

ATTENDING: Trustees: Leroy Craig, Dr. Charles Lehrman,
Dr. Thad Scholes and Bill Babcock

College Administration: Gerald Meyerhoeffer, President
John M. Mason, Secretary/Treasurer
Robert Alexander, College Attorney
Dr. Michael Glenn, Executive Vice President
Jeff Harmon, Assistant Dean of Finance

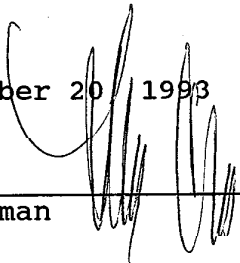
The Board of Trustees entered into Executive Session in
accordance with Idaho Code 67-2345 for the purpose of
discussing real property on MOTION by Dr. Thad Scholes.
Affirmative vote was unanimous.

ADJOURNMENT was declared at 12:50 p.m.



John M. Mason, Secretary-Treasurer

APPROVED December 20, 1993



Chairman