



COLLEGE OF
SOUTHERN IDAHO

POLICIES, REGULATIONS,
AND FINANCIAL REVIEW
(PRFR) REPORT

COLLEGE OF SOUTHERN
IDAHO

MARCH 2021

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Introduction

Institutional Overview

Introduction Video: <https://www.youtube.com/watch?v=HtKlpZvov4g&feature=youtu.be>

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. The institution was initially accredited in 1968 and has had its accreditation continuously reaffirmed since then.

Located in South-Central Idaho, CSI serves an eight-county region known as the Magic Valley. CSI is funded by a two-county (Jerome and Twin Falls) 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 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. Dr. Jeff Fox was selected as the College of Southern Idaho's fourth president in 2014, and Dr. L. Dean Fisher became the fifth president of the College of Southern Idaho in June of 2020.

In addition to its 315-acre main campus located in Twin Falls, CSI has educational centers in the nearby cities of Burley, Gooding, Jerome, and Hailey. CSI's fall 2020 FTE was 3,476 with an unduplicated headcount of 7,585. Almost half of those students were still in high school and were taking college courses through the college's Early College program. The college offers more than 110 completion options within over 80 associate degree and certificate programs, serving students in both career-technical and transfer education. In 2019, the college launched the first community college Bachelor of Applied Science (BAS) degree in the state of Idaho, a BAS in Advanced Food Technology. 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 in traditional face-to-face classrooms, hybrid courses, online (both synchronously and asynchronously), and on the college's two-way microwave television system. CSI partners with sister public post-secondary institutions in Idaho, which offer over 50 bachelors, masters, and terminal degrees for students on the CSI campus or online. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

CSI hosted its last full-scale NWCCU visit in 2015. The college has submitted Year One, Mid-Cycle, and Ad-Hoc reports around its BAS and outstanding recommendations during its current accreditation cycle. CSI has no outstanding recommendations. This Policies, Regulations, and Financial Review (PRFR) Report marks the college's continued participation in the seven year accreditation cycle and is submitted in preparation for an upcoming Evaluation of Institutional Effectiveness (EIE) report and visit in spring 2022.

Mission Fulfillment

The mission of the College of Southern Idaho is “to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.” (Adopted by the College of Southern Idaho Board of Trustees on January 19, 2016)

The College of Southern Idaho’s institutional assessment process, used for measuring mission fulfillment, is grounded in the institution’s strategic plan which is comprised of the college’s mission and core themes, core theme objectives, performance measures, and comparison benchmarks.

The College’s current plan is built around three core themes of Community Success, Student Success, and Institutional Stability. Individually, these core themes manifest the essential elements of the college’s mission and collectively they encompass that mission.

- 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 improving the quality of life of the members of those communities.
- 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.
- 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.

The college’s planning and assessment processes, integrated with these core themes, ensure that the college is able to meet its vision of improving the lives of those impacted by its services and is able to meet its mission as a comprehensive community college. Assessment is measured through comparison of data against benchmarks established for performance measures tied to each objective within the college’s strategic plan. These performance measures are a combination of direct measures, indirect measures, and, in some cases, are simply an acknowledgement of having accomplished activities critical to the objective. Results are reported to the campus annually via a [Mission Fulfillment Scorecard](#). In each case, 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.

Eligibility Requirements

The College of Southern Idaho attests that it meets the 2020 Eligibility Requirements for Accredited Higher Education Institutions.

Standard Two – Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

2.A Governance

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

The College of Southern Idaho is governed by a volunteer five-member Board of Trustees elected from within Twin Falls and Jerome Counties for staggered, four-year terms. Each Board member represents one of five specific zones within the Community College District and has legal residence in the Zone in which they represent. Additional information about the current College of Southern Idaho Board of Trustees Members can be found on the [Board of Trustees webpage](#).

Trustees derive their authority from and hold office in accordance with the general powers outlined in [State of Idaho Code](#). The Board of Trustees is subject to the provisions of the [Constitution of the State of Idaho](#), the rules and regulations of the [Idaho State Board of Education](#) as they apply to community colleges, and compliance with [Idaho's Open Meeting Law](#). Board practice is governed by the [CSI Board of Trustees Policies](#) which are published on the college's public webpage. Policy BP.04 states that employees of the college cannot serve as a member of the Board and policy BP.10 states that no Board member shall use their position on the Board of Trustees to acquire any personal gain from dealings with the college. The responsibilities of the Board and individual Board members are clearly articulated in Board of Trustees Policy BP.08. The Board meets monthly on the third Monday of the month. [Agendas](#) and [minutes](#) are posted publicly online and in a public space of the Taylor Administration Building on the main campus. The Board's role in the formal approval of institutional policies and procedures, as well as the annual review of existing policies and procedures, is outlined in Section 1.03 of the CSI Employee Policies and Procedures Manual.

While the College of Southern Idaho is subject to general oversight by the [Idaho State Board of Education](#), the leadership role of the locally elected Board of Trustees is clearly delineated in [Idaho State Board of Education Policy I.A.I](#) which states that, "North Idaho College, College of Eastern Idaho, College of Southern Idaho and College of Western Idaho operate in accordance with policies established by their respective boards of trustees, except for state appropriations requests and other matters governed by the State Board of Education. For the purposes of these governing policies and procedures, North Idaho College, College of Eastern Idaho, College of Southern Idaho and the College of Western Idaho are excluded from coverage unless included by reference." In order to stay abreast of actions

under consider or taken by the Idaho State Board of Education, the college President, Provost, and Vice President of Administration and Finance meet bimonthly with the Idaho State Board of Education and monthly with various Idaho State Board of Education subcommittees.

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The President leads the College of Southern Idaho. The President's Cabinet serves as the primary advisory body to the President and consists of the Provost, the Vice President of Student Services, the Vice President of Finance and Administration, the Chief Information Officer, the Director of Human Resources, the Athletic Director, the Executive Director of the CSI Foundation, the Public Information Officer, the Dean of Innovation and Success, the Dean of Institutional Effectiveness and Communication, and a rotating member of the Faculty Senate Executive Committee.

Name	Title	Education
Dr. L. Dean Fisher	President	Ed.D., Gwynedd Mercy University MA, University of Central Oklahoma BA, University of Central Oklahoma AA, Rose State College
Dr. Todd Schwarz	Provost	Ph.D., University of Idaho MS.Ed., Boise State University BS.Ed., University of Idaho AAS, College of Southern Idaho
Dr. Michelle Schutt	Vice President of Student Affairs	Ph.D., Colorado State University MS, St. Cloud State University MS, Emporia State University BS, Upper Iowa University
Jeff Harmon	Vice President of Administration	M.Ed., University of Idaho BBA, Boise State University AA, College of Southern Idaho CPA
Kevin Mark	Chief Information Officer	BA, Northwest Nazarene University
Eric Nielson	Director of Human Resources	BBA, Boise State University AA, College of Southern Idaho
Joel Bate	Athletic Director	MA, University of Idaho BS, Boise State University
Brandi Turnipseed	Executive Director of the CSI Foundation	MET, Boise State University BBA, Idaho State University AA, College of Southern Idaho
Kimberlee LaPray	Public Information Officer	MS, Idaho State University BS, Idaho State University AA, College of Southern Idaho AAS, College of Southern Idaho
John Hughes	Dean of Innovation and Success	Graduate Study, University of Idaho

		MS, University of Utah BS, University of Utah AA, College of Southern Idaho
Chris Bragg	Dean of Institutional Effectiveness and Communication	MA, Boise State University BA, Boise State University AA, College of Southern Idaho
Sarah Renaldi	Instructor, Allied Health Faculty Senate Executive Committee Representative	MS, University of Idaho BS, University of Idaho RDN, Idaho State Board of Medicine LD, Idaho State Board of Medicine

Additional levels of administration exist in various areas of the college as needed to ensure mission fulfillment (deans, directors, coordinators, and department chairs). Together, these individuals are responsible for planning, organizing, and managing the institution and assessing its achievement and effectiveness. That said, explicit authority for planning and general institutional assessment resides in the Office of Institutional Effectiveness and Communication. Responsibility for assessment of student learning resides with the Office of the Provost and the faculty of the college.

The college participated in the Chronicle of Higher Education's Great College's To Work For campus survey during the spring of 2018 and again during the spring of 2019. Results from both survey periods indicated some dissatisfaction within the categories of Senior Leadership, and Faculty, Administration, and Staff relations, with results in both categories coming in below national averages on the survey instrument. In response to these results, an institution-wide call was made for volunteers to serve on a college task force that reviewed the survey data and submitted recommendations to college administration regarding how the effectiveness of senior leadership could be improved and how relations could be strengthened. Recommendations from the original 45-member task force were forwarded to President Jeff Fox in December of 2018 for review. Many of the concerns and recommendations revolved around a perceived lack of communication and shared decision making on campus. Some recommendations from the task force designed to provide more consistent communication were immediately adopted, including the recording and posting of President Fox's "First Friday" campus meetings, campus wide sharing of all press releases distributed by the college, and a renewed effort to acknowledge and celebrate positive accomplishment and "good news" at the college.

A smaller Shared Governance and Communication Task force was also created to deal specifically with the implementation of recommendations in those areas. That group met for several months and submitted its final recommendations in the spring of 2020, just as the college was shifting to remote work in light of the COVID-19 pandemic and just as President Fox was preparing to retire from the college. Upon his arrival, President Fisher was provided with the work that had been done by the various task forces and immediately adopted additional measures targeted at improving communication and transparency. These included the expansion of President's Cabinet to include a member of the Faculty Senate Executive Committee, the Athletic Director, the Public Information Officer, and the Executive Director of the CSI Foundation. President Fisher also began publishing "President's Notes," a presidential newsletter that is released campus wide on Friday of each week. President Fisher continues to work to respond to the remaining recommendations of the task forces. While the college has decided to wait for President Fisher's new policies and approaches to have time to become the norm before doing a general survey of the campus climate again, anecdotal information suggests that employees have appreciated

attempts by leadership to increase communication.

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

In July 2020, Dr. L. Dean Fisher was announced as the fifth president in the history of the College of Southern Idaho following the retirement of Dr. Jeff Fox. President Fisher was selected by the Board of Trustees at the conclusion of a national search. The Board engaged the services of the American Community College Trustees (ACCT) to conduct the search.

President Fisher has almost 40 years of experience in higher education and has served in multiple varied roles that have prepared him well to assume his first college presidency. He began his career working as a student loan analyst for the Oklahoma State Regents for Higher Education in 1983, before moving to Rose State College (OK) in 1981. That began a 28 year career at Rose where he served as the Associate Registrar/Director of Admissions, Director of Financial Aid and Scholarships, Associate Vice President for Enrollment Management, and, finally, as the Vice President for Student Affairs and Enrollment Management. President Fisher left Rose in 2015 to serve as the Chief of Staff for Oklahoma Congressman Steve Russell in Washington, DC., before returning to higher education in 2017 and serving as the Provost at SUNY Corning Community College in New York, a position he held from June 2017-June 2020. President Fisher holds and Ed.D. in Higher Education Administration from Gwynedd Mercy University, both an M.A. and a B.A. in History from the University of Central Oklahoma, and an A.A. in General Studies from Rose State College.

President Fisher has full-time responsibilities to the college and serves as an ex officio member of the College of Southern Idaho Board of Trustees.

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

As with any large institution, decision-making at the College of Southern Idaho occurs at various levels, depending on the scope and impact of the decision being considered. In the case of decisions having an institution-wide impact, various formal structures exist to ensure that faculty, staff, administrators, and students have the opportunity to provide input on matters in which they have a direct and reasonable interest.

Policy changes are generally initiated in response to institutional changes and to recommendations made by college staff. Any employee or group of employees may make recommendations for new or revised policies. The process for input primarily relies on a structure of committees and advisory groups that meet regularly to discuss issues, recommend policy, and establish or revise curriculum. These committees include:

- Instructional Council (Bylaws, sample agenda, sample set of minutes)
- Curriculum Committee (Bylaws, sample agenda, sample set of minutes)
- Professional and Classified Employees (PACE) (Bylaws, sample agenda, and sample set of minutes) and PACE Executive Committee (Sample agendas, sample minutes)

- Faculty Senate (Bylaws, sample agenda and sample set of minutes) and Faculty Senate Executive Committee (sample set of minutes)
- Associated Students of the College of Southern Idaho (ASCSI) (Constitution, sample agenda, and sample set of minutes)

Each of these organizations serves primarily as a representative advisory body which provides for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest. Each body meets at regular and consistent times throughout the year (primarily monthly) and conducts its business based upon a documented set of procedures and bylaws unique to each group. Recommendations from each group are forwarded to the appropriate administrative level for final approval.

Institution-level procedures and policies are finalized by the President with further approval and review by the College of Southern Idaho Board of Trustees, where appropriate. The Board of Trustees meets monthly as published in a [publicly available meeting schedule](#), and per the [CSI Board of Trustees Policies and Procedures Manual](#) which is also available on the college's public website. Each Board meeting has an open forum session where students, staff, and community members are allowed to address the Board directly. Following approval by the Board of Trustees, the approved policy is added or changed in the CSI Employee Policies and Procedures Manual.

The formal approval process for new institutional policies and procedures, as well as the annual review of existing policies and procedures, is outlined in Section 1.03 of the CSI Employee Policies and Procedures Manual. The Human Resource Department, in conjunction with campus departments, reviews and revises policies and procedures annually and recommends changes as necessary. All recommended revisions are available for consideration and input by the President's Cabinet, the Professional and Classified Employee association, and the Faculty Senate. Policy revisions are also considered by the Associated Students of the College of Southern Idaho as appropriate. Final revisions are forwarded to the President and the CSI Board of Trustees for approval. This process allows the Board of Trustees to regularly review and revise the policies and procedures of the College of Southern Idaho. The CSI Employee Policies and Procedures Manual was last reviewed by the CSI Board of Trustees in October 2019, with new and revised policies included. The annual review date has since been moved to June, and the next review by the Board of Trustees is set for its June 2021 meeting.

2.B Academic Freedom

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

AND

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test

and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

As declared in Section 2.01 of the College of Southern Idaho Faculty Handbook, the College of Southern Idaho subscribes to the following statement of the American Association of University Professors:

Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom of learning. It carries with it duties correlative with rights. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. (*Policy Documents & Reports*, 10th ed. Washington, D.C.: American Association of University Professors, 2006.)

In support of this statement, and in recognition of the fact that academic freedom is an essential component to fulfilling the ultimate objectives of an educational institution, the College of Southern Idaho Board of Trustees recognizes the principle of academic freedom within the same policy by noting that:

a. The faculty member is entitled to freedom in the classroom to utilize his or her own teaching methods and to discuss his or her own subject within the guidelines of the course syllabus and consistent with professional conduct.

b. The faculty member, as one of the employees of the College, enjoys all of the political rights of a citizen. However, he or she shall not solicit for, actively support, or proselytize for any political candidate within the classroom or on the campus and thereby abuse his or her special position of influence.

Implicit in the principles of academic freedom are corollary responsibilities of the faculty who enjoy that freedom. Incompetence, indolence, intellectual dishonesty, serious moral dereliction, arbitrary and capricious disregard of standards of professional conduct, and other shortcomings may constitute adequate grounds for dismissal or other disciplinary sanctions against faculty members.

All CSI instructional personnel are expected to be professional in their duties and to be loyal to the institution, its ideals, and its personnel. The college expects instructors to be willing to support administrative and group decisions and to work toward common goals. Instructors are expected to help preserve and protect college property and the college's reputation in every aspect of their professional endeavors.

2.C. Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

The [College of Southern Idaho Articulation and Transfer Policy](#) is published in the CSI Catalog. CSI accepts college-level transfer credit from postsecondary institutions accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), the Western Association of Schools and Colleges, the Higher Learning Commission (HLC), the Middle States Association of Colleges and Schools (MSCHE), the New England Association of Schools and Colleges (NECHE), the Northwest Commission on Colleges and Universities (NWCCU), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the WASC Senior College and University Commission (WSCUC). Students may appeal for the acceptance of transfer credits from institutions not accredited by one of the associations listed above by submitting a Transfer Review Request to the Office of the Registrar. Transcripts are evaluated on a course-by-course basis to determine content and credit level equivalencies. Courses deemed as non-equivalent may be counted as electives toward the total hours required for graduation. Students transferring credits to the College of Southern Idaho and subsequently completing degree requirements are granted the appropriate degree or certificate as long as at least 20% of the required credits have been earned at the College of Southern Idaho.

The College of Southern Idaho also adheres to [Idaho State Board of Education Policy III.V](#), which outlines intrastate articulation and transfer. Courses at each of Idaho's public colleges and universities meeting the requirements of Policy III.V are accepted as meeting a student's general education requirements at any other college in state. Students who receive an Associate of Arts (AA) or an Associate of Science (AS) degree and transfer to another of Idaho's public colleges or universities are considered to have satisfied lower division general education core requirements and are granted junior standing upon transfer. Additionally, the college provides a [Transfer Guide](#) on the College of Southern Idaho website. The CSI Transfer Guide is designed to assist students in navigating the transfer process from CSI to another college or university. The Transfer Guide provides a direct link to the [State of Idaho Course Transfer website](#), a calendar of transfer events, guidelines on how to transfer, links and contact information for area colleges and universities, and other relevant information regarding transfer.

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Institutional policies and procedures related to student rights and responsibilities are primarily outlined in the [College of Southern Idaho Student Handbook](#). Major provisions within the Student Handbook include those related to academic integrity, student conduct, appeals, grievances, and accommodations for persons with disabilities, in addition to provisions related to discrimination and harassment, mandatory withdrawal, the college's smoke free campus policy, substance abuse, and the possession of weapons on campus.

The College of Southern Idaho adopted an Academic Integrity Disciplinary Policy in September 2018. The policy is intended to guide faculty, staff, and administration through appropriate steps once a violation is suspected. It focuses on proactive, preventative, and positive actions regarding academic integrity. The process affords faculty a high degree of discretion and grants students appropriate due process

guarantees. It creates consistency and accountability for students and employees. The Academic Integrity Disciplinary Policy is accessible through the [CSI Student Handbook](#).

The CSI Student Code of Conduct outlines student behavioral standards and expectations, disciplinary process, applicable sanctions, and appeals procedures. The CSI Student Code of Conduct was last revised and updated in September 2019. It is the intent of the college to treat all students with equal care, concern, dignity, and fairness. Policies and procedures regarding students' rights and responsibilities are clearly stated and readily available in the [CSI Student Handbook](#), and in the "Being a Student" section of the [CSI College Catalog](#).

Student appeals and grievances are handled by the appropriate department and college personnel. For example, [financial aid appeals](#) go to the Financial Aid Office, [grade appeals](#) and [appeals related to the students' academic record](#) are submitted to the Office of the Registrar, and [student disability grievances](#) are submitted to the Student Disabilities Services Office. Student conduct-related appeals are handled by the Dean of Students, while appeals or grievances related to academic issues generally begin with an instructor or department chair, before escalating to appropriate instructional dean if necessary, or to the Provost.

[Maxient](#), an online conduct management and tracking system, is used to submit, record, and track all concerns expressed by students and employees and can be accessed through a link at the bottom of the [College of Southern Idaho Homepage](#), as well as through numerous webpages located throughout the college website, by clicking on a *Report a Concern* link.

[Title IX compliance](#) is managed by the Vice President of Student Services. During the past year, individuals from Counseling Services, Campus Safety, Human Resources, and the Dean of Students office have been certified through the Association of Title IX Administrators (ATIXA). In partnership with United Educators, CSI also requires all employees to complete annual Title IX training, delivered on-line through the Canvas learning management system platform.

The College of Southern Idaho is sensitive to and understanding of its responsibilities to the equal access, accommodation, and support of individuals with disabilities. Students seeking accommodations begin the process by completing an [intake form](#). Staff and faculty alike provide resources, advocacy, and collaboration across campus. [Student Disability Services](#) builds and maintains partnerships with students, faculty, staff, and administrators to promote an accessible, non-discriminatory learning, teaching, and working environment meeting the needs and abilities of students with disabilities. As recommended by the Office of Civil Rights, an informal complaint procedure is used and is designed to resolve issues related to disability discrimination and/or obstacles around access to services, programs, and activities. This collaborative approach provides timely and effective intervention to resolve issues. CSI works to keep the complainant and other key persons central to the resolution focused on achieving a positive change.

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

General academic policies can be found in the [CSI College Catalog](#). Academic policies specific to faculty are published in the CSI Faculty Handbook which is accessible to all faculty, administrators, and staff. In addition to the [CSI College Catalog](#), academic policies related to instruction (academic integrity, attendance, grading, etc.) are also found on individual course syllabi and in the [CSI Student Handbook](#).

The College of Southern Idaho is an open-door, equal opportunity institution, committed to providing all eligible students access to appropriate educational offerings. To that end, the college admits all students who meet minimum age and education requirements. [Admissions Policies](#) are clearly outlined in the [CSI College Catalog](#) as well as on the website for the [Office of Admissions](#). The institution recruits and admits students with the potential to benefit from its educational offerings. The Admissions Office disseminates information about post-secondary educational opportunities broadly throughout the region. The Office of Admissions staff, along with a group of approximately 20 student ambassadors, regularly visit middle and high schools in CSI's service area as well as other organizations and groups with an interest in higher education opportunities. The office provides tours and, with other student services departments and instructional staff, offers informational programs for various majors throughout the year. Staff members from the Advising Center and the Financial Aid Office meet frequently with prospective students visiting campus and provide programs for area education counselors and referring agencies.

The college requires that all applicants to Career-Technical Education programs fill out additional program-specific admission materials and receive approval from the Program Director for program-specific admission. This aids in the advising process and increases the likelihood of student success. Admission steps and application forms for each CTE program are available on the specific program website. The website for the college's [Diesel Technology Program](#) provides a representative example of the admission and application materials that are provided to students in each CTE program.

The College of Southern Idaho uses a variety of placement information as part of a holistic focus on student success, including high school GPA, The Write Class Writing Assessment, Directed Self-Assessment Math Placement, American College Testing (ACT) scores, Scholastic Aptitude Test (SAT) scores, credit for prior learning, alternative credit, and transfer credit. As outlined in [Idaho State Board of Education Policy III.Q](#), the college is committed to ensuring that students admitted to the college are placed into coursework at a level where they have a reasonable probability of success.

Drawing upon best practice placement research, CSI uses high school GPA in conjunction with self-directed assessments in both math and English to assist students in choosing appropriate courses. English Placement offers students the Write Class self-assessment system and student Math Placement starts with a GPA discussion followed by a self-assessment model that considers previous math experiences and success. When available, advisors also draw upon [SAT and ACT scores](#) to help in creating a complete pathway for student success. The results are used during the educational planning process to assist students in selecting appropriate level courses in which there is a reasonable probability that they will be successful. [Advising Center](#) staff and major content-area advisors work closely with students as they receive their placement information and provide advice for appropriate course selection.

Policies regarding continuation and termination from educational programs due to [Unsatisfactory Academic Performance](#) are clearly defined and published in the [CSI College Catalog](#). In some areas, such

as a number of health sciences programs, there are additional program specific admission and dismissal policies which are outlined for students upon acceptance into the specific program. Students are notified of their [Right to Appeal](#) any college decision in the *CSI College Catalog* and in the CSI Student Code of Conduct.

2.C.4 The institution’s policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

The College of Southern Idaho adheres to clear policies and procedures regarding confidentiality and the release of student records in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). CSI’s [FERPA guidelines](#) are published on the college website, in the *College Catalog*, and in the Student Code of Conduct. All college employees are required to complete FERPA compliance training annually.

Students are required to provide valid photo identification when needing in-person services involving student records and are required to correctly answer multiple identity verification questions when being assisted remotely. Students can access their own records via their student account (MyCSI) which requires a unique username and password.

The records retention policy at the College of Southern Idaho follows the [American Association of Collegiate Registrars and Admissions Officers \(AACRAO\) guidelines](#). The institution performs regular and recurring backups of all business-critical systems and enterprise software applications including the primary campus operations software systems that house all of CSI’s student, financial, academic, employee, and other essential data. The college’s primary cloud infrastructure provider is setup with triple redundancy on a global scale and is encrypted using RSA 2048 keys.

Access to the college ERP system is controlled with network level access using “Access Control Lists”, which restricts access to only specifically-allowed devices controlled by the physical device address (MAC address) which is a unique device global identifier. In addition, all enterprise software systems managed and supported by the institution’s Office of Information Technology utilize NTFS permissions to manage and govern access to domain and network resources. CSI also has a robust document management ecosystem (leveraging cloud and on-premise technologies) to find, store, organize, share, archive, and retrieve all forms of electronic files, videos, photos, and document artifacts. Backups are created and stored in digital format using multiple locations (secure cloud repositories, on-premise servers, and secure physical locations) to increase protection of the information from both digital and physical disasters, theft, and unintentional or intentional harm.

2.D. Institutional Integrity

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

The College of Southern Idaho represents itself clearly, accurately, and consistently through its announcements, statements, and publications. The [College Catalog](#), which is updated annually, and the

continuously updated [CSI website](#) communicate the details pertaining to the requirements for degree completion, program descriptions, and graduation information. The Office of the Registrar oversees the content of the *College Catalog*, while department chairs and directors are responsible for the accuracy of their individual webpages, serving to ensure integrity in all representations about mission, programs, and services.

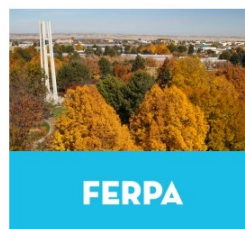
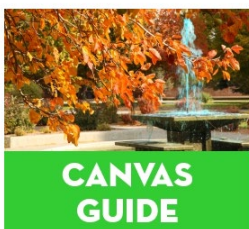
The [CSI Public Information Office](#) ensures that accurate and timely information is made available to the community. The office is in frequent contact with, and continually available to, local reporters and editors. The office serves as a central location for the production of general information, campus updates, and a calendar of events. The Public Information Office also ensures that the college uses best practices for the distribution of social media and the use of digital information, and follows the requirements of the [CSI Visual Identity Guide](#). The guide was created to assist employees, students, and community members to properly use the CSI brand. Public Information Office staff regularly attend internal and external meetings and serve on committees to ensure that they are well informed regarding changes to college operations.

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

The College of Southern Idaho strives to meet high ethical standards in dealing with all constituents. CSI proactively addresses this standard by requiring all employees to complete Canvas-based compliance training annually that addresses unlawful workplace discrimination and harassment, along with FERPA compliance.



[Please Begin by Reading the Course Instructions](#)



[Maxient](#), an online conduct management and tracking system, is used to submit, record, and track all concerns expressed by students and employees and can be accessed at the bottom of the [College of Southern Idaho Homepage](#), as well as through numerous webpages located throughout the college website, by clicking on a *Report a Concern* link.

When concerns do arise, CSI follows the practice of due process as outlined in Policy 6.05 of the Employee Policies and Procedures Manual. The college protects the rights of the accused to be heard in their own defense and provides equitable methods for the administrative resolution of complaints. This right is secured without coercion, restraint, or reprisal against any employee for filing or for involvement in a complaint and is used to establish a uniform method for filing a complaint. The CSI Student Code of Conduct addresses the fair and equitable treatment of students by defining procedures for academic or conduct-related appeals and grievance procedures. CSI also adheres to all Federal and State employment mandates.

The college is transparent in its [interactions with the Northwest Commission on Colleges and Universities](#), and openly communicates with the public about the college's accreditation status and actions taken by the Commission through the college's public website.

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Members of the CSI Board of Trustees, administrators, and employees serve a public interest and have a clear obligation to conduct all affairs of the institution in a manner consistent with that role. All decisions of the CSI Board of Trustees, administrators, and employees are to be made solely based on a desire to promote the best interests of the institution, agencies, and public good.

Policy 2.17 in the College of Southern Idaho Employee and Procedures Manual clearly defines the policies and procedures around conflicts of interest as they apply to members to the CSI Board of Trustees and to all other employees. Those holding the positions of CSI Trustee, President, Vice President, Dean, Department Chair, Director, Coordinator, and Grant Manager/Principle Investigator are required to complete an annual Conflict of Interest and Ethical Conduct Disclosure Statement. All other employees are required to submit an ad hoc notification within 30 days of becoming aware of an actual or potential conflict of interest. References to the College of Southern Idaho Conflict of Interest Policy and Ethical Conduct Disclosure Statement are also included in the College of Southern Idaho Board of Trustees Policies and Procedures Manual in section BP.10.

2.E Financial Resources

2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

The College of Southern Idaho demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Maintaining a dedicated reserve balance is a long-term institutional practice. Both the annual General Fund Budget and the annual outside, independent audit record current stability and cash flow over three months, and demonstrate a healthy Composite Financial Index

(CFI) of 4.40. College budget procedures follow guidelines and risk management policies that conform to all relevant areas of Idaho Code.

The College of Southern Idaho annual external financial audit is conducted according to the Government Auditing Standards issued by the Comptroller General of the United States. The external auditor is reviewed periodically and requests for proposals are solicited before contracts are issued in five-year increments. The auditor reports directly to the CSI Board of Trustees. Each October, the audit is presented to the Board for review and approval. The most recent presentation to the Board took place on [October 19, 2020](#). One member of the Board of Trustees serves as a liaison between the external auditor and the CSI administration. The Vice President of Finance and Administration, the Office of the Controller, and the Business Office provide information to the auditor as requested. Historically, CSI has received unqualified audits. Historical annual audit reports are available for public review in the CSI Business Office.

2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Financial planning at the College of Southern Idaho is an ongoing process that is directly tied to the mission and goals of the institution. This planning process originates at the department level, where budget requests are developed by individuals using Individual Development Plans (IDP) during the fall and early spring of each year. During the spring semester, these budget requests are combined into Unit Development Plans (UDP), which represent the budget needs of an entire unit or department.

These UDPs are then reviewed by the appropriate administrative offices to determine the anticipated resource needs of each department and unit for the upcoming fiscal year. Subsequently, the Provost, Vice President of Student Services, and Vice President of Finance and Administration meet with the President to aid in the development of a proposed budget which is presented to the Board of Trustees shortly after budget allocations are announced at the end of each legislative session. The most recent presentation of the budget to the Board took place on [July 20, 2020](#). This “ground up” process provides a meaningful opportunity for stakeholders throughout the college community to have a say in resource allocation. Due to the fluid nature of the budgeting process, the Board of Trustees traditionally passes a continuing budget resolution to allow the college to operate into the next fiscal year until the detailed budget is solidified and presented at the July board meeting. Departmental budgets are traditionally distributed near the beginning of each academic year.

Resource planning and development includes realistic budgeting based on a five-year rolling budget plan, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources. Revenue is projected using historical enrollment growth trends, current federal regulation changes in financial aid eligibility and academic progress requirements, and local enrollment policies. Other non-tuition resources such as state appropriations, county property tax revenue, and grant management revenue are tightly budgeted and projected using realistic and conservative numbers that conform to Department of Education standards and are based on two-year projections.

When budget reallocation or revision is necessary, changes are handled in one of two ways. Simple reallocation of funds among departments does not require Board of Trustee approval and the vice-

presidents each work with deans, directors, and department chairs as appropriate to handle any reallocations. When major budget revisions are necessary, those revisions are distributed to affected groups after approval by the President and the Board of Trustees.

In addition to approving the institution's annual budget, the Board also oversees major capital outlay, with purchases exceeding \$100,000 requiring Board of Trustee approval. The College of Southern Idaho does not currently have any long-term debt. Any future long-term debt would require approval by the Board of Trustees.

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

The college strives to manage financial resources in a transparent manner. The Vice President of Finance and Administration provides a monthly update to the Board of Trustees that outlines the college's financial situation in comparison to previous years. During this presentation in the Board's open meeting, Board members are able to ask questions of the Vice President of Finance and Administration in order to clarify any questions they have about the college's financial resources.

Business policies and procedures have been established to provide structure, guidance, and consistency in the general business operations of the college. Business Office policies can be found in Section 8 of the CSI Employee Policies and Procedures Manual. While many policies are based upon specific laws or regulations, most simply reflect good business practices. In all cases, the Business Office operates in accordance with State and Federal laws and regulations. The Vice President of Finance and Administration and the President, with the assistance of legal counsel, are responsible for the interpretations of laws and regulations and how they apply to the college.

The institution ensures that employees have timely and accurate financial information through the use of the college's accounting system (JENZABAR EX, JICS), governed by an effective system of internal controls as outlined in Section 8 of the CSI Employee Policies and Procedures Manual. Authorized users have immediate access to budget information through both a Trial Balance and a General Ledger program down to detailed transaction level.

2.F Human Resources

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

The [CSI Human Resource Department](#) delivers a new hire orientation and review of benefits for all new full-time employees upon hiring. This orientation covers matters contained within the CSI Employee Policies and Procedures Manual such as employment rights and responsibilities (including procedures for evaluation, retention, and termination), compensation, benefits, and leave. Additional criteria for evaluation, retention, and promotion that are specific to faculty are outlined in the CSI Faculty Handbook (3.10). The Human Resources Department and supervisors also maintain job descriptions that accurately reflect the duties, responsibilities, and authority of all faculty and support staff. They are updated as necessary and are reviewed by the hiring authority for accuracy before open positions are added to the online application system.

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

The college provides \$800 per year, per full-time faculty to support professional development in instructional departments. Faculty work with their department chair to apply these funds toward professional development opportunities such as workshops, seminars, and conferences. Educational release time, sabbatical leave, and professional leave are also available to faculty as outlined in the CSI Faculty Handbook (3.14.01-3.14.03). During the COVID-19 pandemic, out-of-state travel for college business has been suspended, as have most in-person professional development opportunities. Therefore, faculty have primarily relied on virtual conferences for professional development.

All full-time regular employees, their spouses, and their children are eligible to take credit-bearing classes at CSI at no cost, as outlined in Section 4.11 of the CSI Employee Policies and Procedures Manual. Moreover, reciprocal agreements (Section 4.12) have also been negotiated between, Idaho State University, Lewis-Clark State College, North Idaho College, College of Western Idaho and the College of Southern Idaho that entitle full-time regular employees to register for select courses at these institutions at a substantially reduced fee. As outlined in Section 5.11 of the CSI Employee Policies and Procedures Manual, release time for classes that directly benefit the employee in performing their current duties may also be granted during regular working hours.

Administrators and staff in key positions (e.g., Financial Aid Director, Accreditation Liaison Officer, Provost) attend trainings regularly to ensure they are knowledgeable of current best practices and changing legal and policy requirements related to their individual positions.

Internally, all CSI employees have free unlimited access to the [LinkedIn Learning](#) platform which offers training in more than 16,000 short training courses in areas ranging from technology, to education, to relationship building.

Finally, CSI employees also have access to a number of grant opportunities sponsored by the [College of Southern Idaho Foundation](#) that can be used to apply for professional growth and development funds, including [Foundation Mini-Grants](#) and [Professional Development Grants](#).

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

The College of Southern Idaho employs a sufficient number of qualified personnel to fulfill its mission as a comprehensive community college serving more than 7,000 students and 4,000 FTE each semester.

The academic unit of the college is clearly organized into discrete academic departments. In the fall of 2019, CSI employed 143 full-time faculty (including department chairs with a teaching role), 215 part-time faculty primarily serving the college's non-dual credit students, and 224 part-time faculty exclusively serving the college's dual credit students. It is important to note that many full-time faculty and primarily non-dual credit faculty still work with dual credit students in some capacity. CSI's IPEDS official student to teacher ratio was 19:1 in the fall of 2019.

As noted in Section 2.04 of the CSI Employee Policies and Procedures Manual, full-time faculty are generally required to possess a master's degree in the field in which they teach, with the exception of some career-technical education fields where a combination of a bachelor's degree, industry certifications, and/or work experience demonstrate a similar level of expertise. While the college is desirous of having part-time instructors who meet the same qualifications as those of full-time faculty, the rural location of the college can make that impractical. Therefore, part-time faculty qualifications are established and enforced by each individual department at the college to ensure that qualified adjunct faculty are being hired and that student needs in specific disciplines are being met. These qualifications apply to all part-time faculty, including those who work exclusively with dual credit students, and are most readily codified in the CSI Minimum Requirements to be Considered to Teach Dual Credit document posted on the college's website. As noted, these are minimum qualifications for consideration. Applicants must still be approved by the specific department before teaching.

College of Southern Idaho faculty workload expectations are published in Section 3.11 of the Faculty Handbook and responsibilities and work expectations are also included in faculty job descriptions. Responsibilities and work expectations are designed to meet the educational needs of students by establishing guidelines for the teaching of credit hours and office hour availability for meeting with students.

The college also employs 258 full-time staff, and 114 part-time staff who ensure that the college's organizational responsibilities and educational objectives are met, and who establish and oversee academic policies and ensure the integrity and continuity of academic programs. Included among the 258 full-time staff are the administrative staff of the college, a well-qualified group of 18 individuals committed to the student needs of the college.

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Designated supervisors evaluate all CSI administrators and staff at least once annually. This formal process results in a written record kept on file in the Human Resource (HR) Office. The HR Office provides an Annual Performance Review form for this purpose which is based upon the college's Employee Performance Standards. The form also provides the supervisor and employee the opportunity to set goals and develop an action plan that supports the continuous improvement philosophy of the college. The college provides ongoing monthly training and resources to supervisors to help ensure that the evaluation process is effective.

Upper-tier administrators are included in the annual evaluation process although it typically is modified in a manner that reflects the more extensive job descriptions of these positions. For example, instructional deans working in the Office of the Provost may select a peer evaluation one year and a survey of the faculty/staff under their management the next. The President evaluates vice presidents while the appropriate vice president or dean evaluates directors and department chairs. Regardless of the precise mechanism used, a written record of the evaluation for each administrator is produced and stored in the HR Office. The Board of Trustees evaluates the President annually utilizing the Association

of Community College Trustee's Presidential Evaluation process. The results are reviewed by the Board and discussed with the President in Executive Session.

All faculty members at the College of Southern Idaho are evaluated in a regular, systematic, substantive, and collegial manner with the intent of contributing to the continuous improvement of instruction at CSI. Evaluations of full-time faculty are completed annually for the first three years of employment and then once every three years thereafter. As is set forth in the Faculty Handbook (3.08) the evaluation is a four-part process and includes self, peer, student, and supervisor evaluations. These multiple indices of effectiveness are used to evaluate the faculty member's roles and responsibilities and to provide evidence of teaching effectiveness.

Part time faculty are evaluated at the department level by the department chair or designee. Evaluations typically consist of some portion or portions of the four-part evaluation system that is used for full-time faculty.

2.G. Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

As an open access, comprehensive community college, CSI is committed to the creation and maintenance of effective learning environments that meet the needs of all students. Moreover, the college is committed to providing student support services that promote student learning and success.

Physical Learning Environments

The college strives to design facilities and create physical environments that support student learning. Facilities and services are added or changed frequently to address current and emerging needs. Classrooms are equipped with technology that supports delivery of instruction in several modalities. The college invested several hundred thousand dollars during the summer of 2020 to equip classrooms with technology allowing courses to be taught simultaneously in face-to-face and synchronous online formats.

Study spaces and open computer labs are located throughout the campus in an effort to provide students with accessible and reliable access to technology and study spaces that meet the individual needs of students. Computer labs and wireless networks are available to students in most instructional and support buildings on campus and in the off-campus centers. The Student Union Building, Library, Residence Hall, and Learning Assistance Center are available to students for extended hours and days.

The library houses the main open computer lab on campus with 62 student-use computers. Students have no-cost access to black/white and color printers as well as several flatbed scanners. Copy machines (both black/white and color) and a 3D printer are also available for student use. Six small study rooms are used extensively by students for studying in groups and for interaction with online courses. To meet students' changing needs during COVID-19, web cameras and microphones were added to each study room to assist students with the many courses utilizing Zoom. To accommodate larger groups, two student conference rooms are available for students to collaborate with their peers. Each room has two

computers connected to a projection unit, a whiteboard, a conference table, a Microsoft Hub, and accommodates 12 students. A Quiet Room accommodates those students who require an unobtrusive place in which to study. The Eagles' Perch is a student lounge where students can play board games and relax. With the open computer lab, group study rooms, the Quiet Room, and the Eagles' Perch students are able to find the atmosphere that best suits their style of study.

Learning and Tutoring Commons

Located in the college's [Innovation and Success Center](#), the [Learning and Tutoring Commons](#) provides all students with educational support including face-to-face and online drop-in peer tutoring. Tutoring assistance is available in a number of academic disciplines including business, nursing, science, math, psychology, English, and communication. Face-to-face math tutoring is also available at the Mini-Cassia off-campus center. Collaborative study tables, movable whiteboards, large monitors, and a computer lab with webcams are all available in the Learning and Tutoring Commons. During the 2019-2020 academic year, more than 600 unique students visited the center to gain access to learning assistance.

Bridge to Success

The [Bridge to Success](#) program provides degree-seeking students support from their first step on campus to their last step across the graduation stage. Beginning with an intensive eight-week summer program or a fall start all the way through certification/degree completion, Bridge to Success is designed to develop academic and 21st Century skills that are essential in the classroom and in the workplace, promote community-engaged learning, identify valuable resources to increase student success, and foster social and academic relationships with peers, faculty, and staff. The goals of the program are to increase the "go on to college" rate for Idaho high school graduates, and particularly for underserved student; to increase participation rates for adult learners/returning adult students; to increase math completion rates; to increase retention in degree and certificate programs; to increase the number of students (particularly underserved students) earning a degree or certificate; and, to increase graduation rates for the college. Since 2016, the Bridge to Success program has served approximately 250 students, retaining 78% of those, with nearly 70% graduating on time or within 150% of time. When compared to all CSI students, Bridge to Success students have a higher semester GPA, have a higher likelihood of completing 30 or more credits per academic year, have a higher percentage of success in a college-level math course after taking a remedial math course, and have a higher likelihood of completing a gateway math course within two years of enrollment. Due to the success of the Bridge program, the college is seeking ways to expand enrollment in Bridge to Success beginning in the summer of 2021.

Testing Center

The [CSI Testing Centers](#) offer professional and secure testing environments for students, faculty, and the community. Testing services are available on the main campus and at each of the off-campus centers. Knowledgeable proctors are available to administer faculty exams at all centers.

Counseling Services

The college's [Counseling Services](#) office provides students with on-campus access to professional counseling services, free of charge. The college has three full-time licensed counselors also uses masters-level counseling interns through a partnership with Idaho State University when such interns

are available. The office also provides access to crisis management services and connections to local providers of counseling and mental health emergency services.

Student Health

Student Health Services are provided through a contract with a local provider, Physicians Immediate Care Center. Basic health services are provided to students enrolled in credit-bearing coursework. The college also supports student health through the Campus Well program, which is managed by the CSI Counseling Services office.

Childcare

The college offers several Child Care options to CSI students and employees for children ranging from 12 months of age through kindergarten. CSI Early Childhood programs are taught by educators who are specially trained to teach children ages 0-8 and are supported by the CSI Early Childhood Education students who are working toward becoming educators. This provides CSI students with hands-on training while giving children in the programs a quality educational experience and low teacher to student ratio.

Equity

The College of Southern Idaho is in the early stages of working to identify equity gaps in achievement and to strategically direct learning services to begin to mitigate those gaps. The college has recently crossed the eligibility threshold for Hispanic Serving Institution designation, with more than 25% of CSI student self-identifying as Hispanic. Historical efforts have been made to address perceived inequities among students populations, including establishing a Multicultural Student Affairs unit as part of a Title III grant that was awarded in 2017, the establishing of a the Bridge to Success Program as outlined above, and the creation of a Weekend College program designed to serve working adults. While these efforts have shown some success, particularly in serving first-generation Hispanic students, the college is cognizant of the need to ensure that more granular data is used going forward in order to provide more focused supports that can be assessed in more actionable ways.

In light of these realizations, the college has recently taken a number of steps, including, but not limited to:

- The creation of a campus-wide Diversity and Inclusion Committee
- The spring 2021 administering of a HEDS Diversity and Equity Campus Climate Survey
- A new Strategic Plan built upon the shared values of equity, quality, and innovation
- Participation in the National Student Clearinghouses Postsecondary Data Partnership (PDP) and the Northwest Commission on Colleges and Universities PDP Accelerator program
- The exploration of grants available to the college under the United States Department of Education Title IV Hispanic Serving Institution Program

The College of Southern Idaho's commitment to providing an equitable education to all students is ongoing and will be further updated in next year's Evaluation of Institutional Effectiveness Report.

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The College of Southern Idaho publishes an annual catalog in print and online. Current and accurate information includes the [institutional mission](#) and [core themes; admission requirements and procedures for degree-seeking students, non-degree students, and international students; grading policies;](#) information on [academic programs and courses, including degree and program completion requirements, expected learning outcomes \(sample\), required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings \(sample\), names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities and goals and outcomes of programs; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid;](#) and the [academic calendar](#).

The [College Catalog](#) is reviewed and updated annually to ensure that the information included is current and accurate.

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for individual programs are published on the on the college's [Licensure and Certification](#) website in compliance with the National Council of State Authorization of Reciprocity Agreements (NC-SARA) guidelines. Individual Career and Technical Education program websites also contain specific program information about [licensure and certification](#) (sample).

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The College of Southern Idaho provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. To meet the needs of its students, CSI offers federal, state, and institutional aid. Aid types include grants, loans, scholarships, and work study. The Financial Aid Office also certifies all Veterans Affairs Education benefits. Information about the different categories of aid is provided to students on the [CSI Financial Aid website](#) and in the [College Catalog](#).

New students also have an opportunity to learn about financial aid through CSI's online ["Next Steps for New Students."](#)

Students who seek federal student financial aid complete the [Free Application for Federal Student Aid \(FAFSA\)](#) and their eligibility for federal student financial aid is determined based on U.S. Department of Education regulations and college policy. Students can receive assistance by visiting the Financial Aid Office where a computer room exists for the main purpose of allowing staff to assist students with applications for admission, applications for financial aid/scholarships, and course registration.

CSI utilizes PowerFAIDS as its financial aid software to award, communicate, report, and track financial aid. The Financial Aid and Scholarship Office also utilizes [Net Partner](#), an auxiliary program to PowerFAIDS, which creates a web portal for students providing them convenient 24/7 online password-protected access to their financial aid and scholarship information. Students can accept and decline awards, see what documents are missing, determine the status of their financial aid and scholarships, and download documents in Net Partner. In order to improve access to documents and workflow, the Financial Aid Office also uses an Electronic Content Management (ECM) system that allows Financial Aid staff to scan, index, store, organize, and retrieve documents, improving the efficiency and effectiveness of various workflows.

CSI students may also be eligible for institutional scholarships. Through the [CSI Foundation](#), CSI awarded over \$2.27 million dollars in institutional scholarships to students in 2019-2020.

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

CSI participates in the U.S. Department of Education's Direct Loan Program. The [Financial Aid website](#) explains the difference between [grants and loans](#). Students who borrow through the Direct Loan Program are informed of their repayment obligations at several points in the process and students are required to complete an Entrance Counseling session and a Master Promissory Note which informs students of their repayment obligations and their rights and responsibilities as a student borrower. Financial Aid advisors counsel students about limiting the amount of loans they assume.

CSI monitors its loan program and loan default rate. The Financial Aid Office partners with the [Utah Higher Education Assistance Authority](#) (UHEAA) as part of its default aversion program. UHEAA works with students nearing delinquency status of their loans to find a repayment plan that fits their needs and avoid going into default. The college's [cohort loan default rate](#) (10.7%) is published on college's Financial Aid webpage.

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

The College of Southern Idaho and the [CSI Advising Center](#) recognize that advising is a cornerstone of educational planning success. CSI utilizes a proactive advising approach, endorsed by the [National Academic Advising Association \(NACADA\)](#), which embraces an advisor/student relationship where

advisors listen, explore options, encourage, and teach. This scenario promotes student responsibility, the clarification of values, and development of the decision-making skills needed to create and meet educational, career, and personal goals.

All first-semester, degree-seeking students are required to be advised and are informed of the importance of getting advised via the college's [New Students: Next Steps](#) portal and First Year Advisor booklet. Students are expected to discuss their goals and educational plans with their assigned advisor before registering for courses, thus making the student advising process a shared responsibility between the student and their assigned advisor. The college's program of academic advisement relies on seven full-time [Student Success Advisors](#) as well as faculty advisors. Student Success Advisors provide advising services to prospective, current, and returning students. First-semester, degree-seeking students are assigned to a Student Success Advisor for assistance with items such as degree planning, placement, and course selection. Each Student Success Advisor has one or more [areas of focus](#), and caseloads are assigned accordingly. Once students have completed 15 college-level credits, most are transferred from their Student Success Advisor to their major faculty advisor. These faculty advisors are selected by their respective department chair to advise students in their program. Exceptions include Health Science and Liberal Arts majors who continue to work with their Student Success Advisor for guidance throughout their time at the college. The Advising Center also serves students beyond the 15-credit threshold during time periods when major advisors are not on employment contracts. Most Student Success Advisors are housed in the Advising Center though individual Student Success Advisors are also housed in the Canyon Building (for Career and Technical Education students), in the Health Science Building for Health Science majors, and at the Mini-Cassia off-campus center. Advising is also conducted via email, phone, and Zoom meetings.

Advising Center staff work closely with department chairs and faculty to ensure that advisors are knowledgeable and have the most current information available regarding the curriculum, program, and graduation requirements. Staff from the Advising Center also participate on the college's Curriculum Committee and Instruction Council providing them a voice in and immediate access to curricular and instructional policy changes. Advising Center staff also provide training for new faculty members as well as provide the faculty and staff with useful resources on the CSI Advising webpage.

The Advising Center incorporates guidelines established by the Council for the Advancement of Standards in Higher Education and NACADA in its evaluation processes. The college's focus on academic advising has proven to be effective for both dual credit and non-dual credit students attending CSI. Since 2016, the median number of credits earned at graduation for CSI students has dropped from 76 to 71. Moreover, the median number of credits earned at graduation for students entering with dual credits has dropped from 82.5 to 71 over the same time period. While these reductions can be attributed to a number of efforts made by the college, more frequent and focused advising, both at CSI and in the high schools, has been instrumental in helping students to pick the courses that move them toward degree completion in the most efficient manner possible.

Advising Center staff also engage in assessment of effectiveness by tracking data tied to students who have been placed on academic probation. These students are required to fill out a Student Academic Success Plan (SASP) in order to continue to enroll in courses at the college and are required to meet with a Student Success Advisor approximately four times per semester which provides support services for students to repair their academic standing. A SASP is considered successful if the student completes the

agreed upon activities and obtains at least a 2.0 semester grade point average. Upon achieving a status of Academic Good Standing, students are released from the SASP process. In the time CSI has required SASPs (Summer of 2017 to present), a total of 813 students have participated in the SASP process, with 574 (70.6%) successfully completing their SASP contracts.

Finally, the Advising Center evaluates the feedback provided by students on the Community College Survey of Student Engagement (CCSSE). Data from the spring 2020 CCSSE survey indicated that students are more likely to use academic advising two or more time at CSI when compared to students at similarly sized community colleges (63.9% to 60.37%) and report being more satisfied with their advising experience (82.6% to 79.5%) than students at similarly sized colleges.

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

The College of Southern Idaho seeks to maintain an effective identity verification process for students enrolled in distance education courses. Students participating in online or hybrid courses access their coursework through Canvas, the college's Learning Management System, via a secure login provided by the college. Student coursework is also submitted through Canvas or through the college's email system. CSI uses a single sign-on system wherein students use the same username and password to access most electronic systems, including the college's Student Information System (MyCSI), Canvas, e-mail, etc.

Many online and hybrid courses use video monitored testing capabilities embedded within Canvas or face-to-face testing at one of the CSI Testing Centers to enforce identity management. Online students who are unable to use CSI Testing Centers are required to make arrangements with their instructors to find a suitable local site and proctor, such as at a public library, public school, or other college testing center as needed. The instructors authorize proctors at those sites, and tests and student verification forms are sent directly (via mail, fax, or email) to the authorized proctor. Paper tests and student verification forms are mailed to the proctor with an instructor-addressed, stamped return envelope. The proctor verifies the student's identity before proctoring the test and, once testing is completed, the proctor sends the completed test and student verification form back to the instructor.

While identity verification is taken seriously by the college, the preparation of this report revealed that the college does not have a comprehensive, college-wide policy tied to identify verification in distance education courses. A draft policy has been developed and is now being vetted by the appropriate campus constituencies, with plans to implement the policy in time for the fall 2021 semester.

2. H Library and Information Resources

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The [mission](#) of the [CSI Library](#) is to provide information resources and services that meet the needs of the college community and support the teaching, lifelong learning, and service functions of the college.

Providing resources across the spectrum of courses taught at CSI has been central to the development of the library's holdings and training modules. In order to carry out its mission, the library regularly seeks input and feedback from the entire campus community.

The staff is core to the development of the library. The CSI Library employs [nine full-time staff members](#). The Library Director has both a Master of Library Science and a Doctor of Education degree. Of the two Reference Librarians, one has a Master of Library Science degree and the other has a Master of History in Art. The Head Cataloger holds a Master's degree in Library Science and the Public Services Manager holds a Master's degree in Human Resources. The Office Manager holds Associate Degrees in both Computerized Bookkeeping and Library Science. The Interlibrary Loan Technician, Assistant Public Services Manager, and the Outreach Technician all hold Bachelor's degrees.

The library [develops collections](#) in several ways. First, the library seeks and honors requests from faculty. These requests are the backbone of acquiring the most useful resources for students. Second, the [Library Advisory Committee](#) serves as a conduit between the library and the rest of the institution. This group, comprised of a cross-section of the campus with representatives from various departments, meets once each semester to discuss what the library has accomplished in the previous semester and, more importantly, what the library needs to accomplish in the coming semester. The Library Director also attends monthly campus meetings, including Department Chair Council, Instructional Council, and Curriculum Committee, to gain advance notice of new courses, programs, and college interests, that might need library informational support. This allows the library time to acquire essential library materials.

In order to better serve online and distance students, the library has also increased its number of [electronic books](#). All subscription databases are accessed through a proxy server, which provides authentication to allow secure access to specific resources adhering to licensing requirements. Students and off-campus faculty have 24/7 access from any location. The library also has access to several [discipline-dedicated online databases](#) such as the Cumulative Index to Nursing and Allied Health Literature (CINAHL) and Science Magazine Online.

In addition to providing informational resources, the library provides instructional support for many courses on campus and for all library users. Librarians, particularly the two reference librarians, are available to coach users, students, patrons, instructors, and community members in the use of the catalog, library databases, and other library resources. ["Your Guide to Research"](#) is an online Canvas-based course in which students, faculty, and staff are able to self-enroll. The modules in this course help to build a foundation in information literacy and research. With this training course the full resources of the library are explained and access to them is facilitated. A reference librarian monitors and provides feedback for the course.

Evaluation tools used by the CSI Library are integral to improving service and enhancing value at the college. The library professional staff annually reviews each of the library collections and notes where obsolete materials should be removed, and where new materials and topics should be added. As of January 2021, the library's physical collection consisted of 54,767 titles, and 4,320 DVDs and CDs, a reduction of 984 titles from January 2020. This reduction was due to a massive weeding of outdated materials as well as a heavier reliance on digital resources.

Periodically, students are provided the opportunity to provide feedback through confidential online surveys about the quality and adequacy of library services and their satisfaction levels with the services offered. Eighty-six students participated in the fall 2020 online student survey. The students were asked to rate the adequacy of the library's physical collections, returning an average rating of 4.45 out of 5. When asked to rate the adequacy of the library's online resources a rating of 4.58 out of 5 was returned. The adequacy of the library facilities earned an average rating of 4.60 out of 5. Recommendations from individual students for improving the collections are welcomed. The reference and public service staff who work directly with students also note areas and topics for which new materials are needed, and these needs are translated into specific acquisitions.

With the use of annual surveys, to both the student population and faculty, the staff is able to assess the needs of patrons for development and use growth. Additional tools used to gather feedback include the use of monthly circulation statistics generated by the library's integrated library system to drive resource acquisitions and monthly review of online usage statistical data to determine usage and relevancy for database renewal. The total circulation usage for FY2020 dropped by 1,549, from 78,477 in FY2019 to 76,898 in FY2020. The annual gate count of visitors for FY2020 dropped from 75,186 in FY2019 to 63,087. Both of these reductions were largely the result of COVID-19. In 2020, results from the college's administration of the Community College Survey of Student Engagement (Question 12.2k) indicated that 97% of students who used the CSI library reported being "somewhat or very satisfied" with the resources and services provided.

The [interlibrary loan office](#) compiles a weekly list of items borrowed from other libraries. This is used to note items that the library does not have, some of which are determined to be of wider interest and are purchased for addition to the collection. The library does not purchase items that are of very specialized interest and are unlikely to have broader value to the college library clientele. The interlibrary loan service is the appropriate means for providing access to materials that are only rarely needed. Evaluation tools work to improve, validate, and create forward-thinking work and purposes through library needs assessments, performance improvements, benchmarks for best practices, improved library standards and policies, and strengthened outcome measurements.

Physical and Technology Infrastructure

2.1.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Physical Infrastructure

The [College of Southern Idaho's Main Campus](#) was established in 1965. Originally developed in the middle of more than 315 acres of farmland, the main campus now includes fourteen large academic facilities serving students, faculty, and staff (including a student residence hall), and several dozen smaller office/shop type facilities. College owned buildings total approximately 1 million square feet under roof. CSI also has [four off-campus centers](#) providing access to learning and services across South-Central Idaho. These facilities include leased space in Gooding and Hailey, and college-owned buildings housing the Jerome and Mini-Cassia off campus centers.

The College of Southern Idaho's [Physical Plant Department](#) currently employs sixty-six full time maintenance employees and employs additional temporary part-time employees as needed throughout the year. The Physical Plant Department is staffed with personnel that have the knowledge and skills to perform work ranging from minor maintenance to large remodels. Physical Plant disciplines include groundskeeping, custodial services, carpentry, plumbing, electrical, painting, welding, concrete, HVAC, locksmithing, mechanics, and performing arts audio and lighting. Overall supervision is provided by the Physical Plant Director. The team is further organized into groups according to discipline with a supervisor managing each group. Physical Plant has designated staff on call 24 hours per day for critical systems.

The adequacy of the physical infrastructure is tracked and maintained via a web-based asset planning tool. All CSI employees are also able to submit work requests by utilizing the same tool as issues arrive. Maintenance staff then uses the asset planner to organize, assign, and track the progress of work requests. A capital asset database is also hosted through the asset planning tool. Physical Plant personnel evaluate and input the condition of each item in the database which is continually updated by staff. Additionally, statistics from work orders and preventive maintenance tasks are easily gathered and tracked in the database. Further, the system provides tools to prioritize and budget capital needs according to safety risks, energy efficiency, long-term maintenance costs, code compliance issues, ADA accessibility, and most importantly, instructional needs. Every year, the Idaho Division of Building Safety performs a complete advisory inspection of all facilities operated by the College of Southern Idaho. Inspection forms are specific to each building and the advisory inspection report is kept in the office of the Physical Plant Director. The Twin Falls Fire Department also conducts inspections periodically throughout the year. Forms are filled out on each building inspected, and copies are left with the Physical Plant Director.

In 2015, the college engaged in a 20 year update to its Campus Master Plan, a process that included community, faculty, staff, administrators, and the Board of Trustees input. One notable conclusion of the update was that additional buildings and space would not be needed in the immediate future. Trends including an increase in distance learning and early college programs for high school students are generally reducing the number students on campus and altering the types of spaces that are needed. Therefore, the college is primarily focused on upgrading and increase the functionality of existing spaces before increasing the net "under-roof" square footage of campus buildings. The college has already acted on this philosophy of renovation, with some projects having already been completed and others currently underway. A remodel of the Canyon Building was recently completed for the Information Technology Services Department. This remodel enables the college to provide improved technology support and services to students, faculty, and staff. Another remodel is underway in the Canyon Building to make more efficient use of existing space for Accounting/Bookkeeping, Information Technology, and Digital Media classes. All projects are designed with the intent to be able to allow flexible use of spaces in the future as educational needs change. One notable exception to the decision not to invest in adding campus square footage can be seen in the new Veterinary Technology Building slated to open in spring 2021. This new building will allow the program to be located on the main campus, rather than in off-campus leased space, making it easier to maintain, and safer for students and staff.

As stewards of public funds, accessibility, energy efficiency, and waste reduction are top priorities in design and operation decisions. CSI has a long tradition of practicing resource management, recycling, using alternative energy sources, and other green building initiatives. Two recent additions to campus,

the Health Sciences & Human Services Building and the Applied Technology and Innovation Center are both LEED certified buildings. Other examples include CSI's use of a building automation system (BAS) to control and monitor all exterior lights, some interior lights, HVAC systems, certain kitchen equipment, flood sensors, irrigation systems, door locks, and critical fire alarm functions. Most campus heating energy is provided by geothermal water controlled by the building automation system creating a minimal need for reliance on natural gas and electrical power for heating.

As noted in the CSI Employee Policies and Procedures Manual (8.30), hazardous materials are handled responsibly. Further, the college minimizes the amount of potentially hazardous refuse created to the extent possible.

Campus Safety

The College of Southern Idaho makes adequate provision for the safety and security of its students and their property at all locations, including at its off-campus sites through campus resources and through agreements with respective law enforcement agencies. [Campus Safety](#) is staffed by seven full-time officers and a varying number of part-time officers depending on specific needs for special events and activities. Campus Safety Officers are present on campus 24 hours per day, 365 days per year and all officers are First Aid/AED/CPR Certified. The Director of Campus Safety supervises Campus Safety personnel and is also responsible for managing the college's [emergency management response](#) which consists of campus-wide emergency warning systems, coordination with local and state law enforcement and emergency management agencies, conducting vulnerability/threat assessments and remediation, preparation of all emergency policy and procedural documentation, and conducting drills and exercises. Every major building on campus houses an Automated External Defibrillator (AED) and a Stop the Bleed Trauma Kit.

The college complies with the reporting requirements of the Clery Act by producing an [Annual Security Report](#) which provides campus crime statistics and security policies to faculty and staff, and to potential and new students, through the college's security website and through direct distribution to students and employees via campus email. All campus safety and security incidents are tracked through the [Maxient](#) database which is accessible to appropriate campus personnel including the Campus Safety Director, Dean of Students, Human Resource Director, Residence Hall Supervisor, and the Vice President of Student Services.

The college also relies on the [College of Southern Idaho Campus Assessment Resource and Evaluation \(CARE\) Team](#), a multidisciplinary campus threat assessment and behavioral intervention team that assesses and addresses threatening and/or concerning behaviors that arise. The CARE Team is composed of the Dean of Students, Coordinator of the Career and Counseling Center, Vice President of Student Services, Director of Human Resources, Associate Dean of Students, and the Campus Safety Director. Recently, the CARE team has been expanded to include an Instructional Dean and faculty representation. The CARE Team provides a central point of contact for faculty and staff to share any concerns related to health and safety and has also developed an Emergency Procedures Manual which provides employees with suggested strategies and resources in the event of a variety of different incidents. The college also uses a mass distribution emergency notification system ([RAVE](#)) to notify the campus community in the event of an emergency. Automated e-mail, text, and phone message are transmitted to students, staff, and faculty as the emergency dictates.

The college also provides regular training to faculty and staff regarding campus violence, threats, and student conduct at semester in-service events. Specialized training is also provided for employees around working with students with disabilities and Title IX compliance.

Technology Infrastructure

The [CSI Office of Information Technology \(OIT\)](#) provides a digital foundation designed to enable the college to meet mission fulfillment. The enterprise architecture of the college has evolved in recent years with the aim of leveraging capabilities to deliver a seamless, consistent digital experience for students and employees. Specific attention has been given to capabilities around cybersecurity, cloud computing, data and analytics, communications, networking and connectivity, computing hardware and devices, disaster recovery systems, and network storage.

The college's existing ten-year technology plan demonstrates the progress that has been made, and continues to be made, around the campus technological infrastructure. While the first five years of the implementation of this plan has created robust technological capabilities, the college has faced significant challenges with its current campus operations software system. The existing system was implemented in 1998 and has undergone heavy customization over the past two decades. Today, the system is largely incapable of integrating with modern systems. While the college has been exploring the replacement of this system for several years, the emergence of the global pandemic has accelerated the need to take action to mitigate the barriers posed by reliance on these legacy systems. Therefore, in February 2021, the college announced that it had chosen to replace this legacy system with a new ERP, Anthology. This multi-million dollar initiative will introduce new digital capabilities, including enhancements to student recruiting and retention, student engagement, student advising, integrated online learning access, workforce and industry insights, and a modern communication platform spanning every student contact point via a modern Customer Relationship Management tool. This comprehensive platform will also help improve operational efficiencies, enable faculty and staff to better serve students, and increase student engagement throughout their college experience.

The college currently relies on several different tools to provide an accessible, safe, and secure technological infrastructure, as is outlined in the table below.

Technology	Type	Primary Function(s)	Accessibility	Security
Anthology (IN PROGRESS)	Enterprise Resource Planning (ERP), Student Information System (SIS), and Customer Relationship Management (CRM).	Campus digital operations and student management platform. Manages employee, financial, academic, and communication records. Includes capabilities for recruitment, admissions, registration, financial aid, advising, course management, course scheduling, faculty load management, dual enrollment, academic/co-curricular transcripts, event management, finance, HR, payroll, reporting,	Software-as-a-Service. Available via Internet connection using standard web browsers and mobile devices.	Industry-standard SSL encryption. Password & access protected using SSO and MFA.

		analytics, eCommerce, and campus mobile app.		
Canvas LMS	Learning Management System.	Delivery, management, and reporting of credit-bearing and non-credit-bearing courses, employee training, new student orientation, and instructional outcomes assessment.	Software-as-a-Service. Available via Internet connection using standard web browsers and mobile devices.	Industry-standard SSL encryption. Password & access protected using SSO and MFA.
Microsoft 365 A3/A5 for Education	Enterprise productivity suite, collaboration platform, & file storage system.	Institution-wide email, calendar, contacts, productivity applications, project management, workflow engine, forms builder, collaboration tools, voice/video web conferencing, secure instant messaging, online storage, and visual dashboards.	Software-as-a-Service. Available via Internet connection using standard web browsers and mobile devices.	Password & access protected using SSO and MFA.
Azure Active Directory	Enterprise identity & access management (IAM) service.	Single sign-on (SSO) service & adaptive multi-factor authentication (MFA).	Software-as-a-Service. Available via Internet connection using standard web browsers and mobile devices.	Password & access protected using SSO and MFA.
Azure Enterprise Security	Enterprise Advanced Threat Protection for cloud and on-premise services, applications, data, and devices	Cyber-threat detection, prevention, and mitigation, network security, SIEM and intelligent analytics, firewall, endpoint device protection, information protection, data privacy, Internet of Things (IoT) protection, Single Sign-On (SSO), Multi-Factor Authentication (MFA), and other security capabilities.	Software-as-a-Service.	Password & access protected using SSO and MFA.
Private Network	Secure file and print network services.	Used by students, faculty, and staff with secure access to network resources for electronic file and print services on- and off-campus.	Hybrid cloud and on-premise services.	Password & access protected using SSO and MFA.

Over the last 5 years, CSI has also made significant investments in upgrading computing devices across all campus facilities totaling the replacement of more than 1,500 devices. Many of these employee and student lab computers were 8-10 years old at the time of replacement. CSI has now stabilized the computing environment while upgrading to supported operating systems and hardware, and today more than 70% of computers at CSI are less than 5 years old. Once computing devices and other technology equipment is no longer usable by CSI, the equipment is sold at auction, offered for public donation, or recycled. CSI is piloting the expansion of virtual computing technology to support virtual client computer labs which would dramatically reduce the costs required to maintain traditional workstation/laptop upgrade schedules. This strategy will allow CSI to invest in lower-cost computing devices with longer life spans (7-10 years) which leverage virtual services to provide the entire computing workload. This transition is currently in pilot with the goal of initial implementation by fall 2022.

In 2020, CSI launched a student computer loaner program to support students who might be unable to access a modern computing device. These loaner devices are available to degree-seeking students free of charge for the duration of their enrollment at CSI. Loaner computers are managed via Microsoft Azure security and mobility controls, making it easy for students to receive the latest software, applications, and security updates without having to come on campus. Each loaner device comes with the latest cybersecurity defenses and provides OIT staff with full remote support and wipe capabilities in situations where a device is lost or stolen.

Moving Forward

As the college looks ahead to its Evaluation of Institutional Effectiveness (EIE) Report, there are several efforts and initiatives that will impact the college over the next year, including:

- The transition to Anthology as a new ERP for the college. This change in institutional operating systems will have a profound effect on the college for the next several years.
- The adoption of a new strategic plan. The college is currently finalizing a new strategic plan that will go into effect in the middle of 2021. This provides both challenges and opportunities as the college prepares for its EIE report and visit.
 - The new plan is grounded in the values of equity, quality, and innovation. These values will guide CSI as it works to meet the needs of all students, while providing relevant and responsive educational programming.
 - The new plan will also challenge the institution to develop meaningful student achievement metrics that meet the needs of the new plan, while maintaining the ability to leverage historical longitudinal data captured as a component of the existing plan.
- Understanding what it means for the College of Southern Idaho to be a Hispanic Serving Institution (HSI). CSI has just recently met the enrollment threshold for designation as the first public HSI in the State of Idaho. While this designation has been on the college's radar for a number of years, we are now grappling with both the opportunities it provides and the responsibilities that it demands as we seek to better serve all students.

The College of Southern Idaho would like to thank NWCCU and the evaluation team for reviewing this report. We look forward to receiving the team's feedback and to preparing for our upcoming Evaluation of Institutional Effectiveness report and visit in the spring of 2022.