

COLLEGE OF SOUTHERN IDAHO BOARD OF TRUSTEES

November 17, 2003

5:30 p.m.
TAYLOR BUILDING
ROOM 256

AGENDA

MINUTES: (A) *Mike Mason*

TREASURER'S REPORT: (A) *Mike Mason*

KITCHEN SERVERY EQUIPMENT BID: (A) *Mike Mason*

FISCAL YEAR 2003 AUDIT: (A) *Mike Mason*

SECURITY DEPARTMENT UPDATE: (I) *Boyd Nelson*

FOSTER/PRE-ADOPT TRAINING PROGRAM: (I) *Gay Miremont*

CSI MASTER PLAN REVIEW: (I) *President Meyerhoeffer*

PRESIDENT'S REPORT: (I) *President Meyerhoeffer*

OLD BUSINESS

NEW BUSINESS

COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES MEETING
NOVEMBER 17, 2003

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

Attending: Trustees: LeRoy Craig, Dr. Charles Lehrman,
Bill Babcock and Dr. Thad Scholes

College Administration: Gerald Meyerhoeffer, President
John M. Mason, Secretary/Treasurer
Dr. Jerry Beck, Executive Vice President and Chief
Academic Officer
Curtis Eaton, Vice President of Planning and
Development
Dr. DeVere Burton, Instructional Dean
Dr. Ken Campbell, Dean of Technology
Dr. Barbara Knudson, Dean of Human Resources
Dr. John Martin, Registrar
Graydon Stanley, Director of Student Information
Ron Shopbell, Director of Dual Credit
Randy Dill, Physical Plant Director
Jeff Duggan, Assistant to the President/Athletic
Director
Karen Baumert, Public Information Director
Doug Maughan, Herrett Center/Public Information
Officer

CSI Employees: Kathy Deahl, Henry Jones, Boyd Nelson, Chris
Bragg, Ann Flannery, Jim Gentry, Scott Scholes and Wendy
Davis

Visitors: Gay Miremont, Seth Collins, Erik Linn and Melissa
Smith

Faculty Representative: Jim Dawson

Times News: Karin Kowalski

Tower: Dustin Lapray

MINUTES OF THE REGULAR SESSION OF OCTOBER 20, 2003, were
approved as written on MOTION by Dr. Charles Lehrman.
Affirmative vote was unanimous.

TREASURER'S REPORT: The Treasurer's report was approved on MOTION by Dr. Thad Scholes. Affirmative vote was unanimous.

BIDS:

1. The Board approved the acceptance of low bid kitchen equipment items from BS&R of Twin Falls, Idaho in the amount of \$25,046 and the low bid kitchen equipment items from Bargreen-Ellingson of Boise, Idaho in the amount of \$23,363 on MOTION by Bill Babcock. Affirmative vote was unanimous.

Funding for this purchase is from the Student Union fund.

PRESIDENT'S REPORT:

1. The Board accepted the fiscal year 2003 audit on MOTION by Bill Babcock. Affirmative vote was unanimous.

2. Chris Bragg gave the Board an update on the accreditation process. The self study is on schedule with the preliminary drafts to be complete this spring. The accreditation team would be on campus April 6, 2005.

3. Graydon Stanley introduced Wendy Davis as the new advisor to the Ambassadors in her role as Assistant Director of Student Information. Wendy Davis introduced student Ambassadors Erik Linn and Melissa Smith.

Erik Linn and Melissa Smith reviewed the goals of the Ambassadors this year. Graydon Stanley noted the significant positive impact the Ambassadors had in recruiting new students to campus. President Meyerhoeffer thanked the Ambassadors and told them he was very proud of the work they did for the college.

4. President Meyerhoeffer introduced Boyd Nelson as the new Director of Security. Boyd Nelson reviewed some of the changes made in security and their overall approach to security. He advised the Board that he is working very closely with our police cadet program and had received outstanding cooperation from Law Enforcement Program instructor Bret Reid.

4. (continued) Chairman Craig noted that he had received several positive comments about the increased security presence on campus.

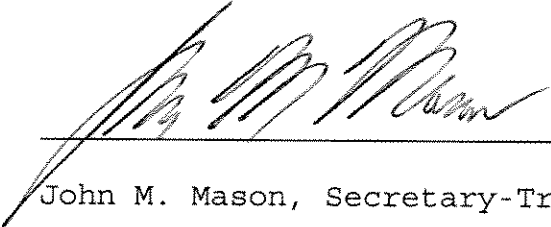
5. Dr. Jim Gentry introduced Gay Miremont who is the director of the PRIDE grant from the Idaho Department of Health and Welfare. PRIDE stands for Parent Resources for Information, Development and Education. The program involves twenty-seven hours of instruction that teaches foster and pre-adoptive parents about their roles and responsibilities.

6. President Meyerhoeffer and Randy Dill reviewed the impact on the campus of the Idaho Department of Transportation proposal for widening Washington Street. Drawings were reviewed with special attention given to the Falls Avenue/Washington Street intersection and the bike path running east of Washington.

The administration will continue discussions with the City of Twin Falls concerning the impact on the campus.

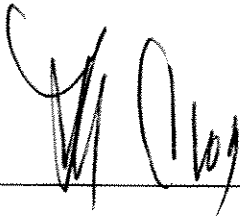
7. The President reviewed the campus master plan with the Board. Issues involving how we enter and exit campus, expansion across North College and traffic around campus were discussed. The administration will look into ways to facilitate pedestrians crossing and slowing down traffic on North College Road.

ADJOURNMENT was declared at 6:47 p.m.



John M. Mason, Secretary-Treasurer

Approved: December 15, 2003



Chairman

OVERVIEW

Foster PRIDE/Adopt PRIDE Report

Family foster care and adoptions are two essential child welfare options in the State of Hawaii for children and parents who must live apart. Both of these options for the greater part entail the placement of children with licensed families. Key to this activity is the recruitment, training and licensing of foster parents. The Department of Human Services (DHS) accomplishes this task through a program known as Foster PRIDE/Adopt PRIDE.

PRIDE is the acronym for Parent's Resource for Information, Development and Education. It is the model for the development and support of resource families. It is designed to strengthen the quality of family foster care and adoption services by providing a standardized, structured framework for recruiting, preparing, and selecting foster parents and adoptive parents (*Child Welfare League of America*).

PRIDE was implemented in the state of Hawaii by the DHS in 1994. Data collection was begun at that time to determine how well the training was received by the PRIDE attendees. Reports were made in 1996 and 1997 about the PRIDE training as part of a grant report. The program was allowed to run three years before measuring PRIDE effectiveness.

A measure of PRIDE effectiveness is presented in this report. Data for this report was collected using two separate instruments. The first instrument is a customer satisfaction survey administered statewide to foster parents during June through July 1998. This included questions about PRIDE effectiveness. The second instrument is a survey administered by PRIDE trainers at the end of each training cycle to evaluate and obtain information about the training content, the organization and atmosphere of the training, the rating of the trainers, and the participants' overall experience.

The PRIDE program is built upon the concept of teamwork and the importance of complementary roles to best meet the needs of a child and the family. There is an expectation that case managers, as critical members of the child welfare team, know and understand the program, its purpose, goals and philosophy, as well as the content of the training (*Child Welfare League of America, Answers to Questions About PRIDE, 1998*).

The survey results tend to indicate that PRIDE trained foster parents feel they are prepared for reality and to handle the special needs of their children. The data also indicates the PRIDE parents were well utilized during the past two years and that they tended to contact DHS more often than other respondents. PRIDE Group attitudes measured at the completion of training indicate the PRIDE attendees were ready to participate as team members. However, PRIDE Group attitudes as measured by the 1998 foster parent survey, appear less positive about team participation than those who did not attend PRIDE training. The expectations of the PRIDE training and the team participation in the field must be compatible to be effective. The knowledge and skills taught in the PRIDE program need to be strongly linked with what actually occurs in the field. This can be interpreted to mean that all team members must know, understand, and be willing to support the goals and outcomes of PRIDE, especially the case managers.

COLLEGE OF SOUTHERN IDAHO
2003-2004 UNIT PLAN FOR IMPROVEMENT
 ASCSI Ambassador Council

Goal	Activities	Successes/Barriers	Resources Required
Focus on diversity both within the Ambassador Council and those we come in contact with.	1. Identify and draw upon our individual diversity to better promote CSI. 2. Connect with different ethnic, social and interest groups.	Effectively reach a diverse prospective student population	Retreat/Training
Promote CSI in all aspects and in all circumstances.	1. Contribute to the Ambassador Council Mission. 2. Personalize tours by maintaining a low Ambassador/Student ratio. 3. Increase awareness of campus resources and opportunities.	Coordinated tour schedule Better communication	Blackboard Technology Groupwise Technology
Develop positive and meaningful relationships both within Ambassador Council and the greater CSI community.	1. Give a positive first impression. 2. Give tour groups personal and focused attention. 3. Create an environment within the Ambassador Council of reciprocity, unity, loyalty and trust.	Positive impression of CSI	Communication Training
Act as a resource for students on campus.	1. Promote involvement in student activities. 2. Encourage use of student resources.	Increased student involvement	Communication with Student Senate Blackboard Technology

Planning Considerations

PLANNING SCENARIOS

Three preliminary land-use schematics were generated to explore a variety of options for campus expansion. The intent of these plans was to suggest functional patterns of land use that would accommodate campus growth, not to propose specific locations for future facilities. Though estimates were made of the longevity of these plans based on annual growth assumptions, emphasis was more on **how** the form of campus should evolve rather than how long it would take to get there.

Scheme One – Infill

This practical, more internally focused scheme explored the possibility of additional building development within the existing campus core. It capitalized on currently undeveloped campus property, and proposed selective infill of the central green space.

Advantages to this scheme are its relatively low cost, in that no new land need be acquired and there is potential to build upon infrastructure elements already in place. It was unpopular, however, because it encroached upon the “sacred ground” of the central open space, increased building density, and threatened the peaceful, parklike essence of the campus core. Another drawback to increased development in the inner circle is the potential difficulty of providing vehicular access to new facilities in that area.

COLLEGE OF
SOUTHERN IDAHO

MASTER
PLAN

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Scheme Two – *Expanded Core*

This planning alternative proposed expansion of the campus across North College Road to the north, orienting new academic buildings around an enlarged and elongated central green space. This allows existing land use patterns on campus to continue in a similar vein, with academic uses occurring internal to what is now an expanded loop road and parking, campus support, and community uses occurring on the exterior of that road. The success of this plan would rely, to a large extent on North College Road which would, in its present alignment, bisect the north half of the central green space. It was proposed, as part of this option, that traffic calming measures be applied to north college road to lend it a pedestrian feeling appropriate to a road within a college campus. The configuration of this plan would functionally extend the primary campus entries outward, claiming a larger area for the campus itself.

Advantages to this scheme are that current patterns of land use on campus are perpetuated and the expansion of a contiguous core green space looks less like an afterthought. A potential disadvantage to this plan is that it may not be possible to claim North College Road as a part of campus to the extent desired. Also, it would require the eventual elimination of parking on the north side of the present loop road, in order to keep parking out of the central core.

COLLEGE OF
SOUTHERN IDAHO

MASTER
PLAN

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Planning Considerations

PLANNING SCENARIOS

Scheme Three – *Mirrored Campus*

In this alternative, the circular form of the existing campus is repeated across North College road, creating a sense of two separate, “mirrored” campuses. The new, north campus will be similar in configuration and function to the existing campus with a central open space, loop road, and parking and support uses on the exterior of the circle. The Perrine Coulee, which penetrates the core of the north campus will help to lend it a separate identity from the original campus. Vertical design elements and a landscaped corridor work to link the campuses together, but North College Road remains closer to its present configuration and it is more of a barrier than an integral part of the campus. Parking lots on the perimeter of each campus will front North College Road, weakening the connection between the campuses.

Advantages to this plan are that patterns of campus land use are more or less maintained in that they are repeated on the north campus. Also, this scheme doesn't call for the elimination of any existing parking or facilities. The disadvantages to this plan are that the expanded campus doesn't feel as integrated with the existing campus— rather, it tends to foster a sense of separation which might translate into separate campuses for vocational-technical and academic programs. This is a negative because the creation of opportunities for “cross germination” among students and faculty in different areas of learning was named as a goal for the plan.

Plan Refinement

The three preliminary planning schemes were discussed with the Master Plan Steering Committee and Scheme Two was selected as the preferred option. Using the Expanded Core concept as a starting point, two plans were generated that explored possible variations on that concept. Of those, the preferred schematic (ONE) was then further refined into the master plan.

COLLEGE OF
SOUTHERN IDAHO

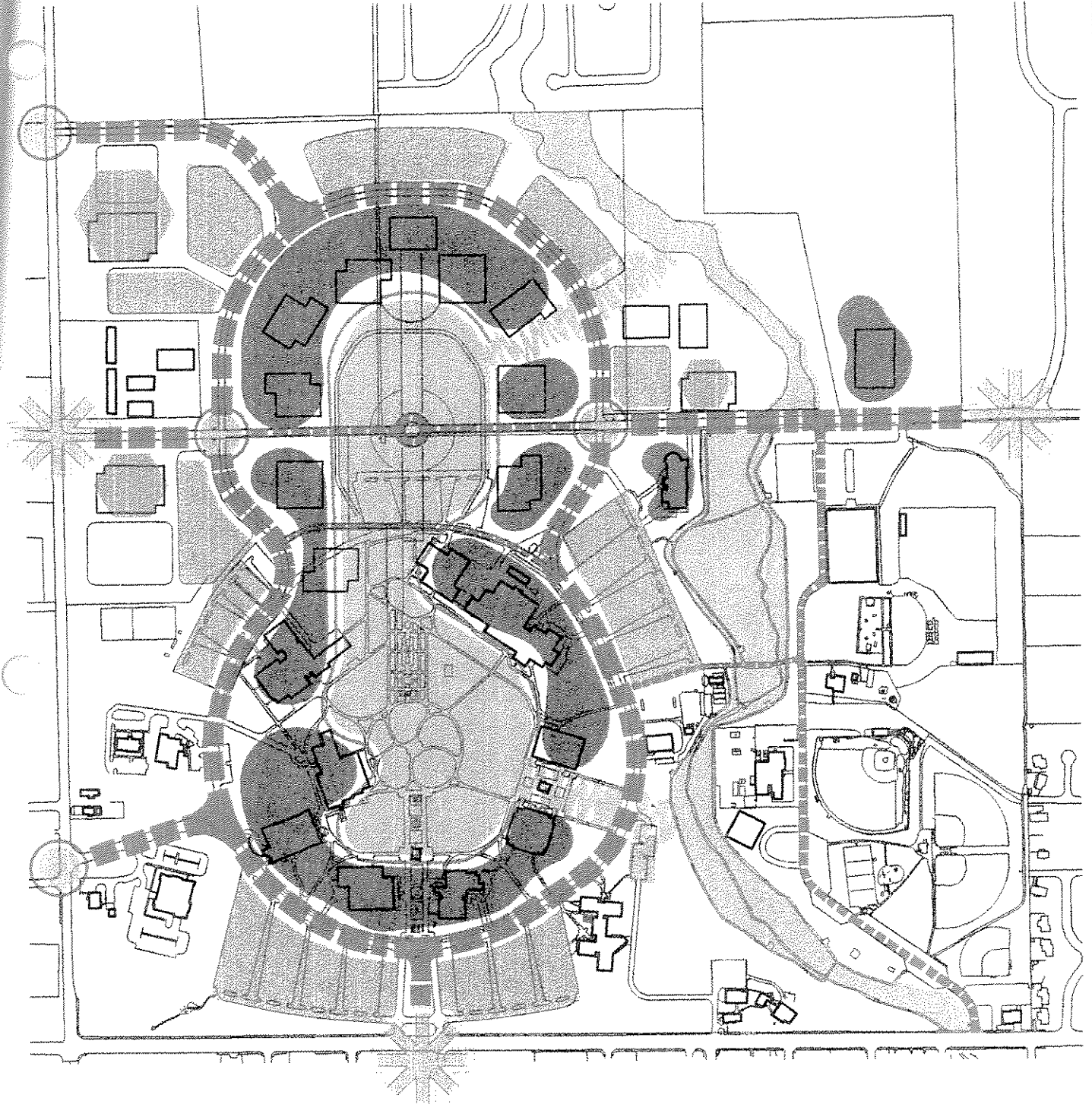
MASTER
PLAN

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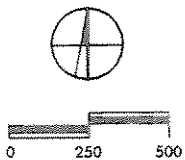
PROPOSED CAMPUS




MASTER PLAN





COLLEGE OF SOUTHERN IDAHO



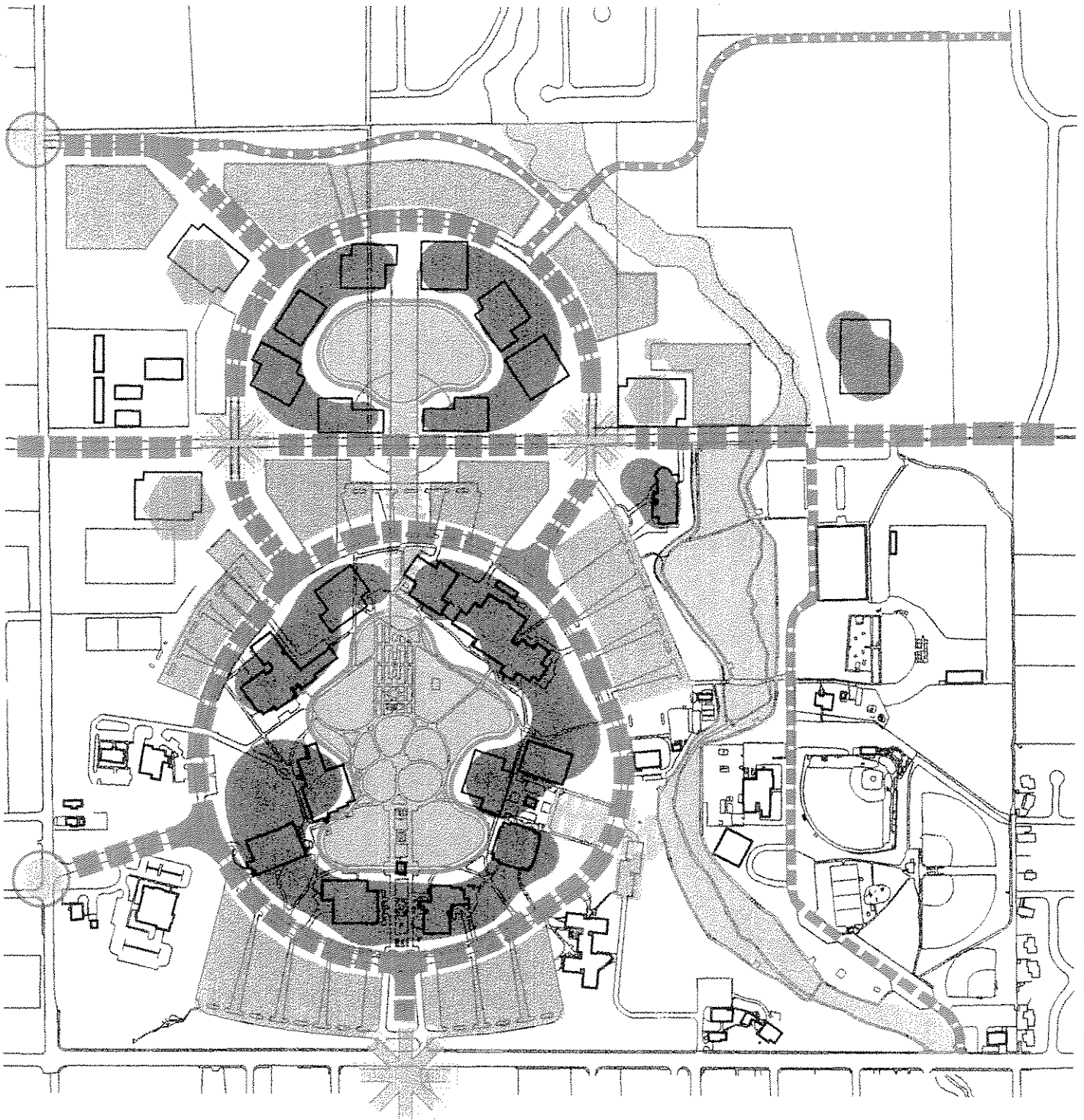
O N E LAND USE SCHEMATIC



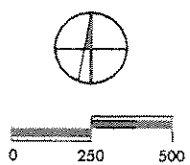
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-  Secondary Vehicular Circulation
-  Primary Campus Entrance




-  Educational
-  Parking
-  Communications / Campus Interface Sites
-  Open Space









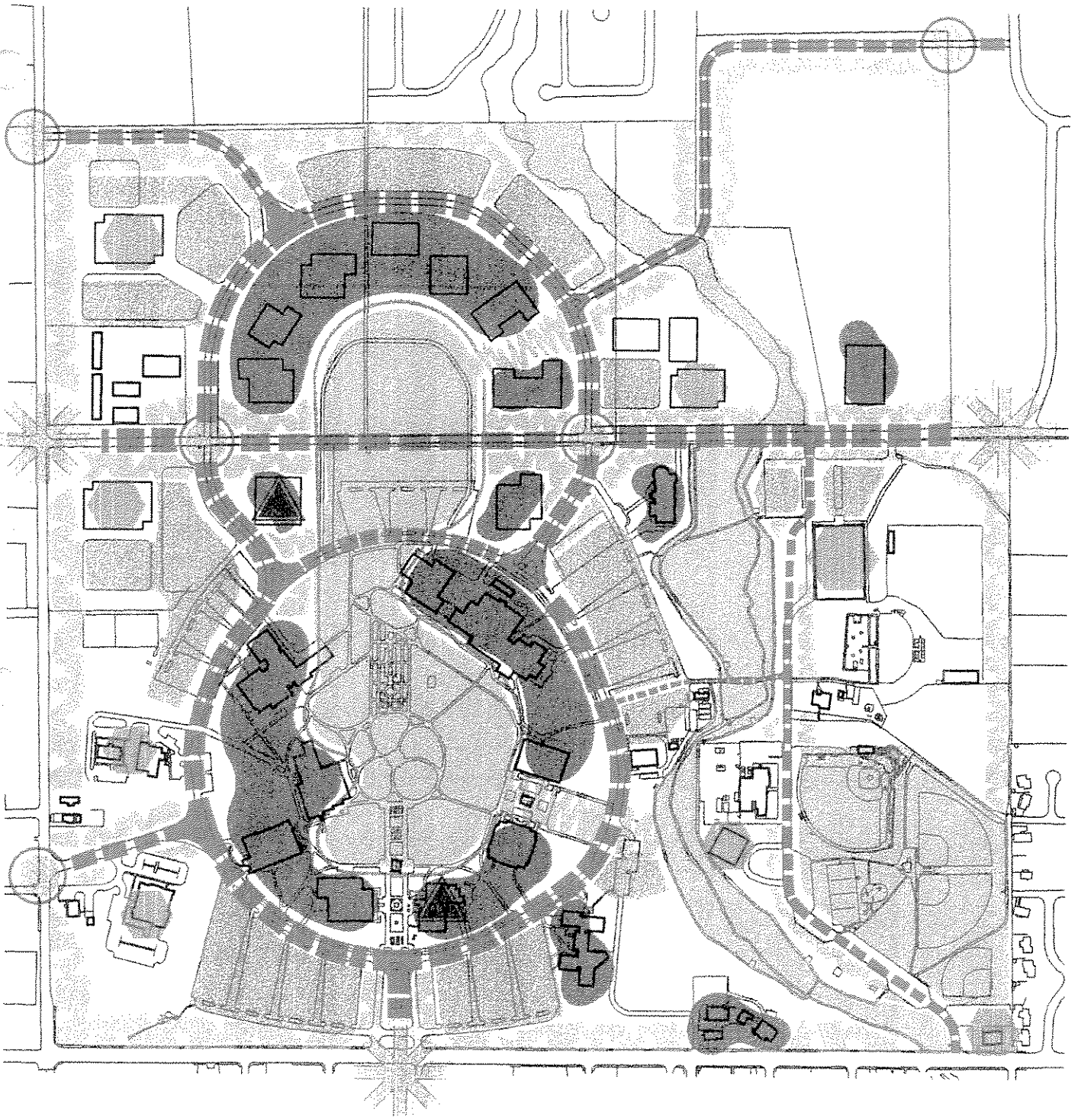
TWO
LAND USE SCHEMATIC



-  Primary Vehicular Circulation
-  Secondary Vehicular Circulation
-  Primary Campus Entrance









-  Educational
-  Parking
-  Communications /Campus Interface Sites
-  Open Space

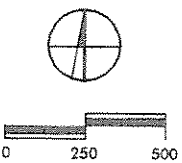




MASTERPLAN

LAND USE SCHEMATIC

- | | | | |
|---|-----------------------------------|--|-----------------------------|
|  | Primary Vehicular Circulation |  | Education |
|  | Secondary Vehicular Circulation |  | Parking |
|  | Primary Campus Entry |  | Community /Campus Interface |
|  | Possible Student Center Locations |  | Open Space |



April 16, 2003

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

From: Mike Mason



Re: Kitchen Servery Equipment Bid

We received two bids for the purchase and installation of the specified kitchen equipment for our new servery.

Based upon both my and Randy Dill's review of bid, we recommend we accept the low bid items of BS&R of Twin Falls, Idaho in the amount of \$25,046 and the low bid items of Bargreen-Ellingson of Boise, Idaho in the amount of \$23,683. Details of the exact equipment purchased with individual prices are on the attached pages.

Funding for this project is from the Student Union Fund. As a part of our five year food service contract with Fine host and now Aramark, the vendor has to contribute \$15,000 per year for equipment that will improve the food service program. We plan on utilizing the remaining balance of \$44,000 to assist in paying for this equipment.

ORDER FORM
 BARGREEN-ELLINGSON
 BID PRICE SHEET
 STUDENT UNION
 KITCHEN EQUIPMENT

BID DATE: OCTOBER 29, 2003

ITEM #	ITEM NAME	BARGREEN ELLINGSON	BS&R
1	PAPER CUP DISPENSER	632	768
2	ICE MAKER, CUBE STYLE	1899	2042
4	BEVERAGE COOLER, REFRIGERATED	1700	1829
15	SHELF, WALL-MOUNTED	55	60
16	SINK, THREE COMPARTMENT	1385	1488
18	REFRIGERATOR, REACH-IN	1395	1488
19	FREEZER, REACH-IN	1745	1860
21	WORK TABLE	320	324
24	REFRIGERATED COUNTER, SANDWICH TOP	948	999
26	GAS FRYER AND CONNECTOR KIT	5569	5661
26.2	STAND, FOR COUNTERTOP COOKING EQUIPMENT	465	665
27	WORKTABLE	144	150
31	HOT FOOD DISPLAY CASE	1027	1110
32	DISPLAY CASE, REFRIGERATED DELI	2497	2665
34	REFRIGERATED COUNTER, SANDWICH TOP	1465	1550
51	BUFFET, UTILITY UNIT	2242	2696
53	WORK TABLE	195	275
	TOTAL ORDER	\$ 23,683.00	\$ 25,630.00

ORDER FORM
 BS&R
 BID PRICE SHEET
 STUDENT UNION
 KITCHEN EQUIPMENT
 BID DATE: OCTOBER 29, 2003

ITEM #	ITEM NAME	BS&R	BARGREEN ELLINGSON
7	OVEN, MICROWAVE	250	275
9	WORK TABLE, CABINET BASE W/ SLIDING DOORS AND UNDERCOUNTER REFRIGERATOR	2632	2702
16.1	DISPOSER	1430	1465
17	WALK IN, MODULAR, SELF-CONTAINED	5975	5800
	Note: Bargreen Ellingson bid of 5800 did not meet spec		
22	MICROWAVE/CONVECTION OVEN	2609	3160
25	OVEN, COUNTERTOP, ELECTRIC	3740	3796
25.1	WORK TABLE	145	153
28	CHARBROILER, GAS, COUNTER MODEL	1650	1800
28.1	GAS CONNECTOR KIT	135	174
29	HOTPLATE, COUNTER UNIT, GAS	500	552
29.1	GAS CONNECTOR KIT	135	174
35	OVEN, COUNTERTOP, ELECTRIC	4075	4095
36	FOOD WARMER, SOUP 2 UNITS	240	520
37	GRIDDLE, COUNTER UNIT, GAS	1395	1527
37.1	GAS CONNECTOR KIT	135	174
	TOTAL ORDER	\$ 25,046.00	\$ 26,367.00