

Part I – Agency Profile

Agency Overview

The College of Southern Idaho (CSI), represents a shared vision and a collaborative effort of the citizens of South-Central Idaho. In 1963, the Idaho Legislature passed the Junior College Act, which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964. The following year Jerome County citizens voted to join the junior college district. CSI recently celebrated the 54th anniversary of its founding.

CSI is funded by the two-county community college district, student tuition and fees, and state allocations, and operates 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, Dr. Gerald Beck became CSI's third president in 2005, and Dr. Jeff Fox was selected to be the College of Southern Idaho's fourth president in 2014. On July 1, 2020, Dr. L. Dean Fisher was selected to be the fifth president of the College of Southern Idaho, and he continues to serve in that role.

CSI's service area is defined in Idaho Code primarily as an eight-county area consisting of Twin Falls, Jerome, Lincoln, Camas, Blaine, Gooding, Minidoka, and Cassia counties. CSI offers programs and courses at the nearly 350-acre main campus in Twin Falls, as well as at off-campus centers in Burley (Mini-Cassia Center), Hailey (Blaine County Center), Gooding (North Side Center), and Jerome (Jerome Center). Additionally, CSI offers Early College opportunities at dozens of high schools throughout Idaho.

The College of Southern Idaho's mission is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. Students can choose from a wide range of transfer and career-technical programs with more than 120 program completion options ranging from short-term certificates to two-year associate degrees. The college also offers one Bachelor of Applied Science degree. Additionally, CSI provides workforce training opportunities to its students, along with basic skills, Adult Basic Education, and English as a Second Language courses for students requiring pre-college-level work.

Faculty teach in a variety of modalities including face-to-face in traditional classrooms, online, and via an interactive microwave system. CSI partners with sister public post-secondary institutions in Idaho, which offer more than 50 bachelor's, master's, and other terminal degrees for students on the CSI campus or via online delivery. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

The institution was initially accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1968 and has had its accreditation continuously reaffirmed by NWCCU, most recently in June 2015.

Core Functions/Idaho Code

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33 of Idaho Code. The primary function of the College of Southern Idaho as stated in Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code).

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
Academic Appropriation	\$13,465,800	\$14,105,800	\$14,264,000	\$14,117,900
One Time Appropriation	\$1,200,000	\$0	\$0	\$890,800
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Inventory Phaseout	\$641,165	\$668,817	\$678,000	\$709,500
Property Taxes	\$6,448,991	\$6,641,069	\$6,837,000	\$7,355,800
Tuition & Fees	\$11,702,747	\$11,666,829	\$11,604,467	\$12,997,900
County Tuition	\$1,967,030	\$1,711,750	\$1,889,931	\$1,881,500
Other	\$1,094,167	\$1,520,735	\$1,846,602	\$1,750,100
Total	\$36,719,900	\$36,515,000	\$37,320,000	\$39,903,500
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$24,423,900	\$24,482,000	\$25,421,000	\$25,664,000
Operating Expenditures	\$10,323,000	\$9,120,000	\$9,847,000	\$11,402,800
Capital Outlay	\$1,973,000	\$2,913,000	\$2,052,000	\$2,856,700
Total	\$36,719,900	\$36,515,000	\$37,320,000	\$39,903,500

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Annual Enrollment (Undup. Headcount)	12,091	12,675	12,620	13,130
Career Technical	1,076	901	958	1,025
Academic	11,015	11,774	11,662	12,105
(Source: State Board of Education (SBOE) Post-Secondary (PSR) Annual Enrollment Report)	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
Annual Enrollment (Full Time Equivalent)	3,942.67	3,970.7	4,001.2	4,133.4
Career Technical	693.63	703.03	671.90	725.56
Transfer	3249.03	3267.67	3329.00	3407.86
(Source: SBOE PSR Annual Enrollment Report)	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
Dual Credit Enrollment				
Unduplicated Headcount	5,353	6,360	6,613	7,648
Total Credit Hours	25,680	32,814	36,904	42,805
(Source: SBOE Dual Credit Enrollment Report)	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
Remediation Rate				
First-Time, First-Year Students Attending Idaho High School within Last 12 Months (broken out by math and English)	Math 56.7% (361/637) ¹	Math 52.5% (345/657) ¹	Math 53.8% (344/639) ¹	Math 44.6% (342/766)
(Source: CSI) (Required for Idaho State Board Strategic Plan)	English 26.5% (169/637) ¹	English 16.9% (111/657) ¹	English 14.1% (90/639) ¹	English 9.9% (76/766)
	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
Timely Degree Completion-Completions				
Total number of certificates/degrees produced, broken out by certificates of one academic year of more; associate degrees	967 completions	954 completions	985 completions	1,076 completions
(Source: IPEDS ² Completions Report) (Statewide Performance Measure)	151 certificates 816 degrees (2016-2017)	154 certificates 800 degrees (2017-2018)	146 certificates 839 degrees (2018-2019)	129 certificates 947 degrees (2019-2020)
Timely Degree Completion-Completers				
Total number of unduplicated graduates, broken out by certificates/degrees produced, broken out by certificates of one academic year of more; associate degrees	892 graduates ³	888 graduates ³	905 graduates ³	990 graduates ³
	148 certificates 774 degrees (2016-2017)	152 certificates 736 degrees (2017-2018)	146 certificates 795 degrees (2018-2019)	129 certificates 861 degrees (2019-2020)

(Source: IPEDS Completions Report) (Statewide Performance Measure)				
Workforce Training Completions Total Duplicated Completions (Source: State Workforce Training Report)	5,761 (2016-2017)	7,531 (2017-2018)	9,841 (2018-2019)	4,714 (2019-2020) ⁴
Placement of Career Technical Education Completers Percentage Placed (Source: State Workforce Training Report)	93% (2015-2016 Graduates)	96% (2016-2017 Graduates)	98% (2017-2018 Graduates)	98% (2018-2019 Graduates)

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

FY 2019 Performance Highlights (Optional)

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
1. Timely Degree Completion-Credits completed per academic year Percentage of undergraduate, degree-seeking students completing 30 or more credits per academic year (Source: CSI) (Goal 2 Objective C; Measure VII) (Statewide Performance Measure)	actual	(2016-17) 9% (436/4,960) ⁵	(2017-18) 12% (473/4,094) ⁵	(2018-19) 12% (456/3,947) ⁵	(2019-20) 11% (478/4,321)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	11%	12%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
2. Timely Degree Completion-150%	actual	Fall 2014 Cohort 27% (178/672)	Fall 2015 Cohort 27% (162/606)	Fall 2016 Cohort 31% (193/629) ⁶	Fall 2017 Cohort 34% (205/605) ⁶	-----

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) (Goal 2; Objective C; Measure IX) (Statewide Performance Measure)	target	21%	23%	28%	28%	30%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
3. Guided Pathways-100% Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) (Goal 2; Objective C; Measure X) (Statewide Performance Measure)	actual	Fall 2015 Cohort 15% (88/606)	Fall 2016 Cohort 15% (97/629)	Fall 2017 Cohort 20% (123/605) ⁶	Fall 2018 Cohort 21% (124/598) ⁶	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	16%	19%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
4. Remediation Reform-Math Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (in the area identified as needing remediation) with a "C" or higher (Source: CSI) (Goal 2; Objective C; Measure VI) (Statewide Performance Measure)	actual	(2016-17) 41% (399/966)	(2017-18) 48% (386/805)	(2018-19) 48% (435/914)	(2019-20) 43% (339/785)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	35%	40%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
5. Remediation Reform-English Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (in the area identified as needing remediation) with a "C" or higher (Source: CSI) (Goal 2; Objective C; Measure V) (Statewide Performance Measure)	actual	(2016-17) 79% (283/356)	(2017-18) 72% (198/276)	(2018-19) 78% (203/261)	(2019-20) 73% (185/255)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	72%	72%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
6. Math Pathways Percent of new degree-seeking freshmen completing	actual	(2016-17) 29% (414/1,407)	(2017-18) 34% (430/1,268)	(2018-19) 41% (485/1,187)	(2019-20) 48% (499/1,044)	-----

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
a gateway math course within two years (Source: CSI) (Goal 2; Objective C; Measure VI) (Statewide Performance Measure)	target	NA (New measure)	NA (New measure)	NA (New measure)	40%	43%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
7. Retention Rates Percentage of first-time, full-time, degree-seeking students retained or graduated the following year (Source: IPEDS) (Goal 2; Objective C; Measure I)	actual	<i>Fall 2015 Cohort</i> New Students 60% (365/606) Transfer 69% (129/186)	<i>Fall 2016 Cohort</i> New Students 58% (366/629) Transfer 71% (157/221)	<i>Fall 2017 Cohort</i> New Students 59% (355/607) ⁶ Transfer 59% (121/205) ⁶	<i>Fall 2018 Cohort</i> New Students 61% (364/598) ⁶ Transfer 71% (202/285) ⁶	-----
	target	60% (New Students)	61% (New Students)	61% (New Students)	61% (New Students)	60%

Performance Measure Explanatory Notes (Optional)**Notes**

¹Numbers have been adjusted from previous reports to reflect the disaggregation of data by math and English.

²Integrated Postsecondary Education Data System (IPEDS)

³Total number of graduates. Because the same graduate may complete both a certificate and a degree in the same year, the sum of those two categories may exceed the total number of graduates.

⁴Workforce Training Completions were significantly impacted by the spring 2020 COVID-19 outbreak. A large number of training opportunities were cancelled due to the pandemic.

⁵Numbers have been adjusted from previous reports to reflect the removal of students who earned a degree within the capture cycle but were short of the 30-credit threshold. These were inadvertently included in prior submissions.

⁶Numbers have been adjusted from previous reports for the most recent prior year as the original submissions were preliminary numbers. Numbers for the current year are preliminary numbers.

For More Information Contact

Mr. Chris Bragg
Dean of Institutional Effectiveness
College of Southern Idaho
315 Falls Avenue
PO Box 1238
Twin Falls, ID 83303
Phone: (208) 732-6775
E-mail: cbragg@csi.edu