

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 and the college began offering courses in the fall of 1965.

CSI continues to be 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 its more than 315-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 110 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 and laboratories, online (both synchronously and asynchronously), and via other hybrid combinations. 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. In 2021 the College of Southern Idaho became the first federally designated Hispanic Serving Institution in Idaho.

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 2022.

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 2019	FY 2020	FY 2021	FY 2022
Academic Appropriation	\$14,264,000	\$14,117,900	\$13,797,500	\$15,303,300
One Time Appropriation	\$0	\$890,800	\$0	\$0
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Inventory Phaseout	\$678,000	\$709,500	\$752,500	\$820,800
Property Taxes	\$6,837,000	\$7,355,800	\$8,794,600	\$9,433,700
Tuition & Fees	\$11,604,467	\$12,997,900	\$13,309,100	\$13,551,900
County Tuition	\$1,889,931	\$1,881,500	\$1,811,600	\$2,153,000
Other	<u>\$1,846,602</u>	<u>\$1,750,100</u>	<u>\$1,698,700</u>	<u>\$1,455,900</u>
Total	\$37,320,000	\$39,903,500	\$40,364,000	\$42,918,600
Expenditures	FY 2019	FY 2020	FY 2021	FY 2022
Personnel Costs	\$25,421,000	\$25,664,000	\$25,768,000	\$26,804,000
Operating Expenditures	\$9,847,000	\$11,402,800	\$10,640,000	\$14,989,000
Capital Outlay	<u>\$2,052,000</u>	<u>\$2,856,700</u>	<u>\$3,956,000</u>	<u>\$1,125,600</u>
Total	\$37,320,000	\$39,903,500	\$40,364,000	\$42,918,600

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2019	FY 2021	FY 2022
Annual Enrollment (Undup. Headcount)	12,620	13,130	12,944	14,386
Career Technical	958	1,025	1,060	1,140
Academic	11,662	12,105	11,884	13,246
(Source: State Board of Education (SBOE) Post-Secondary (PSR) Annual Enrollment Report)	(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)
Annual Enrollment (Full Time Equivalent)	4,001.2	4,133.4	4105.0	4447.7
Career Technical	671.90	725.56	775.4	815.7
Transfer	3329.00	3407.86	3329.6	3632.0
(Source: SBOE PSR Annual Enrollment Report)	(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)
Dual Credit Enrollment				
Unduplicated Headcount	6,613	7,648	7,472	8,866
Total Credit Hours	36,904	42,805	42,793	51,879
(Source: SBOE Dual Credit Enrollment Report)	(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)
Remediation Rate				
First-Time, First-Year Students Attending Idaho High School within Last 12 Months (broken out by math and English)	Math 53.8% (344/639)	Math 44.6% (342/766)	Math 32.9% (223/678)	Math 20.0% (145/724)
(Source: CSI) (Required for Idaho State Board Strategic Plan)	English 14.1% (90/639) (2018-2019)	English 9.9% (76/766) (2019-2020)	English 9.0% (61/678) (2020-2021)	English 5.1% (37/724) (2021-2022)
Timely Degree Completion-Completions				
Total number of certificates/degrees produced, broken out by certificates of one academic year or more; associate degrees	985 completions 146 certificates 839 degrees (2018-2019)	1,076 completions 129 certificates 947 degrees (2019-2020)	1,094 completions 147 certificates 947 degrees (2020-2021)	1,143 completions 134 certificates 1009 degrees (2021-2022)
(Source: IPEDS ¹ Completions Report) (Statewide Performance Measure)				
Timely Degree Completion-Completers				
Total number of unduplicated graduates, broken out by certificates of one academic year or more and associate degrees	904 graduates ² 146 certificates 795 degrees (2018-2019)	962 graduates ² 129 certificates 861 degrees (2019-2020)	979 graduates ² 147 certificates 876 degrees (2020-2021)	1,027 graduates ² 134 certificates 943 degrees (2021-2022)
(Source: IPEDS Completions Report) (Statewide Performance Measure)				

Workforce Training Completions Total Duplicated Completions (Source: State Workforce Training Report)	9,841 (2018-2019)	4,714 ³ (2019-2020)	7,367 (2020-2021)	5,948 (2021-2022)
Positive Placement of Career Technical Education Completers Percentage Placed (Source: CTE Postsecondary Follow-Up Report)	96% (2017-2018 graduates)	98% (2018-2019 graduates)	98% (2019-2020 graduates)	99% (2020-2021 graduates)

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
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 3 Objective 3.2; Measure 3.2.1) (Statewide Performance Measure)	actual	(2018-19) 14% (456/3,259)	(2019-20) 15% (478/3,208)	(2020-21) 13% (467/3,676)	(2021-22) 13% (496/3,810)	
	target	NA (New measure)	11%	12%	15%	15%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
2. Timely Degree Completion-150% Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) (Goal 3; Objective 3.2; Measure 3.2.2) (Statewide Performance Measure)	actual	Fall 2016 Cohort 31% (193/629)	Fall 2017 Cohort 35% (213/605)	Fall 2018 Cohort 36% (210/591)	Fall 2019 Cohort 44% (297/677)	
	target	28%	28%	30%	35%	42%
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 3; Objective 3.2; Measure 3.2.3) (Statewide Performance Measure)	actual	Fall 2017 Cohort 20% (123/605)	Fall 2018 Cohort 22% (128/591)	Fall 2019 Cohort 31% (208/677)	Fall 2020 Cohort 31% (212/686)	
	target	NA (New measure)	16%	19%	22%	33%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
4. Remediation Reform-Math	actual	(2018-19) 48% (435/914)	(2019-20) 43% (339/785)	(2020-21) 48% (484/1,012)	(2021-22) 51% (384/759)	

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
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 3; Objective 3.1; Measure 3.1.1) (Statewide Performance Measure)	target	NA (New measure)	35%	40%	48%	50%
	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 3; Objective 3.1; Measure 3.1.2) (Statewide Performance Measure)	actual	(2018-19) 78% (203/261)	(2019-20) 73% (185/255)	(2020-21) 71% (151/214)	(2021-22) 69% (115/168)	
	target	NA (New measure)	72%	72%	78%	75%
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 a gateway math course within two years (Source: CSI) (Goal 3; Objective 3.2; Measure 3.2.3) (Statewide Performance Measure)	actual	(2018-19) 41% (485/1,187)	(2019-20) 48% (499/1,044)	(2020-21) 50% (517/1,030)	(2021-22) 51% (597/1,183)	
	target	NA (New measure)	40%	43%	50%	52%
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 2.1; Measure 2.1.3I)	actual	Fall 2017 Cohort New Students 59% (355/607)	Fall 2018 Cohort New Students 61% (358/591)	Fall 2019 Cohort New Students 66% (445/678)	Fall 2020 Cohort New Students 60% (412/686)	
		Transfer 59% (121/205)	Transfer 71% (202/285)	Transfer 57% (63/110)	Transfer 62% (73/118)	
	target	61% (New Students)	61% (New Students)	60% (New Students)	63% (New Students)	67% (New Students)

Performance Measure Explanatory Notes

¹ Integrated Postsecondary Education Data System (IPEDS)

² Total 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.

³ Drop primarily due to COVID restrictions.

For More Information Contact

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