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 53rd 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 and Dr. Gerald Beck became CSI's third president in 2005. On January 1, 2014, Dr. Jeff Fox was selected to be the College of Southern Idaho's fourth president.

CSI's service area is defined in Idaho Code 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 110 program options ranging from short-term certificates to two-year associate degrees. Additionally, CSI provides basic skills, workforce training, economic development, and enrichment programs to its students and community members. The college also offers 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 2016	FY 2017	FY 2018	FY 2019
Academic Appropriation	$12,518,200	$13,465,800	$14,105,800	$14,264,000
One Time Appropriation	$0	$1,200,000	$0	$0
Liquor Fund	$200,000	$200,000	$200,000	$200,000
Inventory Phaseout	$612,535	$641,165	$668,817	$678,000
Property Taxes	$6,166,660	$6,448,991	$6,641,069	$6,837,000
Tuition & Fees	$11,712,745	$11,702,747	$11,666,829	$11,604,467
County Tuition	$1,580,619	$1,967,030	$1,711,750	$1,889,931
Other	$1,409,241	$1,094,167	$1,520,735	$1,846,602
Total	**$34,200,000**	**$36,719,900**	**$36,515,000**	**$37,320,000**
Expenditures	**FY 2016**	**FY 2017**	**FY 2018**	**FY 2019**
Personnel Costs	$22,697,000	$24,423,900	$24,482,000	$25,421,000
Operating Expenditures	$5,431,000	$10,323,000	$9,120,000	$9,847,000
Capital Outlay	$6,072,000	$1,973,000	$2,913,000	$2,052,000
Total	**$34,200,000**	**$36,719,900**	**$36,515,000**	**$37,320,000**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2016	FY 2017	FY 2018	FY 2019
Annual Enrollment (Unduplicated Headcount) Career Technical Academic (Source: State Board of Education (SBOE) Post-Secondary (PSR) Annual Enrollment Report)	10,912 1,049 9,863 (2015-2016)	12,091 1,076 11,015 (2016-2017)	12,675 901 11,774 (2017-2018)	12,620 958 11,662 (2018-2019)
Annual Enrollment (Full Time Equivalent) Career Technical Transfer (Source: SBOE PSR Annual Enrollment Report)	3,956.55 775.62 3180.93 (2015-2016)	3,942.67 693.63 3249.03 (2016-2017)	3,970.7 703.03 3267.67 (2017-2018)	4,001.2 671.90 3329.00 (2018-2019)
Dual Credit Enrollment Unduplicated Headcount Total Credit Hours (Source: SBOE Dual Credit Enrollment Report)	3,942 18,155 (2015-2016)	5,353 25,680 (2016-2017)	6,360 32,814 (2017-2018)	6,613 36,904 (2018-2019)
Remediation Rate First-Time, First-Year Students Attending Idaho High School within Last 12 Months (Source: CSI) (Required for Idaho State Board Strategic Plan)	62.3% (493/791) (2015-2016)	50.7% (533/1053) (2016-2017)	61.7% (343/556) (2017-2018)	62.8% (487/776) (2018-2019)
Timely Degree Completion-Completions Total number of certificates/degrees produced, broken out by certificates of one academic year of more; associate degrees (Source: IPEDS[1] Completions Report) (Statewide Performance Measure)	1,111 completions 192 certificates 919 degrees (2015-2016)	968 completions 151 certificates 817 degrees (2016-2017)	954 completions 154 certificates 800 degrees (2017-2018)	986 completions 146 certificates 840 degrees (2018-2019)
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 (Source: IPEDS Completions Report) (Statewide Performance Measure)	1,042 graduates[2] 189 certificates 853 degrees (2015-2016)	892 graduates[2] 148 certificates 774 degrees (2016-2017)	888 graduates[2] 152 certificates 736 degrees (2017-2018)	905 graduates[2] 146 certificates 796 degrees (2018-2019)

Workforce Training Completions Total Duplicated Completions (Source: State Workforce Training Report)	9,478 (2015-2016)	5,761 (2016-2017)	7,531 (2017-2018)	9,841 (2018-2019)
Placement of Career Technical Education Completers Percentage Placed (Source: State Workforce Training Report)	97% (2014-2015 Graduates)	93% (2015-2016 Graduates)	96% (2016-2017 Graduates)	98% (2017-2018 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, 2019
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 2016	FY 2017	FY 2018	FY 2019	FY 2020
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	*(2015-16)* 8% (453/5,621)	*(2016-17)* 8% (436/5,161)	*(2017-18)* 10% (472/4,618)	*(2018-19)* 11% (465/4,355)	----------
	target	*NA (New measure)*	*NA (New measure)*	*NA (New measure)*	*NA (New measure)*	*11%*
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 2; Objective C; Measure IX) (Statewide Performance Measure)	actual	*Fall 2013 Cohort* 22% (181/843)	*Fall 2014 Cohort* 27% (178/672)	*Fall 2015 Cohort* 27% (161/606)	*Fall 2016 Cohort* 29% (181/629)	----------
	target	*20%*	*21%*	*23%*	*28%*	*28%*
Core Theme/Goal 2: Student Success **Objective C: Support student progress toward achievement of educational goals**						

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
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 2014 Cohort* 13% (88/672)	*Fall 2015 Cohort* 15% (88/606)	*Fall 2016 Cohort* 15% (97/629)	*Fall 2017 Cohort* 18% (109/605)	----------
	target	*NA (New measure)*	*NA (New measure)*	*NA (New measure)*	*NA (New measure)*	*16%*
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	*(2015-16)* 17% (211/1,273)	*(2016-17)* 31% (383/1,242)	*(2017-18)* 33% (370/1,126)	*(2018-19)* 39% (376/973)	----------
	target	*NA (New measure)*	*NA (New measure)*	*NA (New measure)*	*NA (New measure)*	*35%*
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	*(2015-16)* 48% (192/400)	*(2016-17)* 69% (274/395)	*(2017-18)* 70% (242/347)	*(2018-19)* 68% (180/265)	----------
	target	*NA (New measure)*	*NA (New measure)*	*NA (New measure)*	*NA (New measure)*	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 a gateway math course within two years (Source: CSI) (Goal 2; Objective C; Measure VI) (Statewide Performance Measure)	actual	*(2015-16)* 27% (567/2,097)	*(2016-17)* 29% (561/1,937)	*(2017-18)* 34% (614/1,795)	*(2018-19)* 41% (695/1705)	----------
	target	*NA (New measure)*	*NA (New measure)*	*NA (New measure)*	*NA (New measure)*	*40%*

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
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	*Fall 2014 Cohort* New Students 57% (382/672) Transfer 60% (123/205)	*Fall 2015 Cohort* New Students 60% (366/606) Transfer 69% (129/186)	*Fall 2016 Cohort* New Students 56% (350/629) Transfer 71% (157/221)	*Fall 2017 Cohort* New Students 56% (341/605) Transfer 59% (121/205)	----------
	target	*56% (New Students)*	*60% (New Students)*	*61% (New Students)*	*61% (New Students)*	*61%*

Performance Measure Explanatory Notes *(Optional)*

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.

For More Information Contact

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