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 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 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.

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 2018	FY 2019	FY 2020	FY 2021
Academic Appropriation	$14,105,800	$14,264,000	$14,117,900	$13,797,500
One Time Appropriation	$0	$0	$890,800	$0
Liquor Fund	$200,000	$200,000	$200,000	$200,000
Inventory Phaseout	$668,817	$678,000	$709,500	$752,500
Property Taxes	$6,641,069	$6,837,000	$7,355,800	$8,794,600
Tuition & Fees	$11,666,829	$11,604,467	$12,997,900	$13,309,100
County Tuition	$1,711,750	$1,889,931	$1,881,500	$1,811,600
Other	$1,520,735	$1,846,602	$1,750,100	$1,698,700
Total	**$36,515,000**	**$37,320,000**	**$39,903,500**	**$40,364,000**
Expenditures	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**
Personnel Costs	$24,482,000	$25,421,000	$25,664,000	$25,768,000
Operating Expenditures	$9,120,000	$9,847,000	$11,402,800	$10,640,000
Capital Outlay	$2,913,000	$2,052,000	$2,856,700	$3,956,000
Total	**$36,515,000**	**$37,320,000**	**$39,903,500**	**$40,364,000**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2018	FY 2018	FY 2020	FY 2021
Annual Enrollment (Undup. Headcount) Career Technical Academic (Source: State Board of Education (SBOE) Post-Secondary (PSR) Annual Enrollment Report)	12,675 901 11,774 (2017-2018)	12,620 958 11,662 (2018-2019)	13,130 1,025 12,105 (2019-2020)	12,944 1,060 11,884 (2020-2021)
Annual Enrollment (Full Time Equivalent) Career Technical Transfer (Source: SBOE PSR Annual Enrollment Report)	3,970.7 703.03 3267.67 (2017-2018)	4,001.2 671.90 3329.00 (2018-2019)	4,133.4 725.56 3407.86 (2019-2020)	4105.0 775.4 3329.6 (2020-2021)
Dual Credit Enrollment Unduplicated Headcount Total Credit Hours (Source: SBOE Dual Credit Enrollment Report)	6,360 32,814 (2017-2018)	6,613 36,904 (2018-2019)	7,648 42,805 (2019-2020)	7,472 42,793 (2020-2021)
Remediation Rate First-Time, First-Year Students Attending Idaho High School within Last 12 Months (broken out my math and English) (Source: CSI) (Required for Idaho State Board Strategic Plan)	Math 52.5% (345/657) English 16.9% (111/657) (2017-2018)	Math 53.8% (344/639) English 14.1% (90/639) (2018-2019)	Math 44.6% (342/766) English 9.9% (76/766) (2019-2020)	Math 32.9% (223/678) English 9.0% (61/678) (2020-2021)
Timely Degree Completion-Completions Total number of certificates/degrees produced, broken out by certificates of one academic year or more; associate degrees (Source: IPEDS[1] Completions Report) (Statewide Performance Measure)	954 completions 154 certificates 800 degrees (2017-2018)	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)
Timely Degree Completion-Completers Total number of unduplicated graduates, broken out by certificates of one academic year or more and associate degrees (Source: IPEDS Completions Report) (Statewide Performance Measure)	888 graduates[2] 152 certificates 736 degrees (2017-2018)	905 graduates[2] 146 certificates 795 degrees (2018-2019)	990 graduates[2] 129 certificates 861 degrees (2019-2020)	1,023 graduates[2] 147 certificates 876 degrees (2020-2021)

Workforce Training Completions **Total Duplicated Completions** (Source: State Workforce Training Report)	7,531 (2017-2018)	9,841 (2018-2019)	4,714[3] (2019-2020)	7,367 (2020-2021)
Positive Placement of Career Technical Education Completers Percentage Placed (Source: CTE Postsecondary Follow-Up Report)	96% (2016-2017 graduates)	98% (2017-2018 graduates)	98% (2018-2019 graduates)	99% (2019-2020 graduates)

FY 2019 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
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	*(2017-18)* 12% (473/4,094)	*(2018-19)* 12% (456/3,947)	*(2019-20)* 11% (478/4,321)	*(2020-21)* 11% (467/4,416)	----------
	target	*NA (New measure)*	*NA (New measure)*	*11%*	*12%*	*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 2; Objective C; Measure IX) (Statewide Performance Measure)	actual	*Fall 2015 Cohort* 27% (162/606)	*Fall 2016 Cohort* 31% (193/629)	*Fall 2017 Cohort* 35% (213/605)	*Fall 2018 Cohort* 36% (210/591)	----------
	target	*23%*	*28%*	*28%*	*30%*	*35%*
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 2016 Cohort* 15% (97/629)	*Fall 2017 Cohort* 20% (123/605)	*Fall 2018 Cohort* 21% (128/591)	*Fall 2019 Cohort* 31% (208/677)	----------
	target	*NA (New measure)*	*NA (New measure)*	*16%*	*19%*	*22%*
Core Theme/Goal 2: Student Success **Objective C: Support student progress toward achievement of educational goals**						

Performance Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
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	*(2017-18)* 48% (386/805)	*(2018-19)* 48% (435/914)	*(2019-20)* 43% (339/785)	*(2020-21)* 48% (484/1,012)	----------
	target	*NA (New measure)*	*NA (New measure)*	*35%*	*40%*	*48%*
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	*(2017-18)* 72% (198/276)	*(2018-19)* 78% (203/261)	*(2019-20)* 73% (185/255)	*(2020-21)* 71% (151/214)	----------
	target	*NA (New measure)*	*NA (New measure)*	*72%*	*72%*	*78%*
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	*(2017-18)* 34% (430/1,268)	*(2018-19)* 41% (485/1,187)	*(2019-20)* 48% (499/1,044)	*(2020-21)* 50% (517/1,030)	----------
	target	*NA (New measure)*	*NA (New measure)*	*40%*	*43%*	*50%*
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 2016 Cohort* New Students 58% (366/629) Transfer 71% (157/221)	*Fall 2017 Cohort* New Students 59% (355/607) Transfer 59% (121/205)	*Fall 2018 Cohort* New Students 61% (358/591) Transfer 71% (202/285)	*Fall 2019 Cohort* New Students 66% (445/678) Transfer 57% (63/110)	----------
	target	*61% (New Students)*	*61% (New Students)*	*61% (New Students)*	*60% (New Students)*	*63% (New Students)*

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.

[3] Drop primarily due to COVID restrictions.

For More Information Contact

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