2020-2025 (FY2021-2026)
STRATEGIC PLAN

MISSION STATEMENT

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

VISION STATEMENT

To improve the quality of life of those impacted by our services.

DEFINITIONS OF MISSION TERMS

"Provide quality…opportunities that meet…the diverse needs": This phrase is operationally defined within the document. Demonstration of mission fulfillment is based upon our ability to meet the performance indicators and benchmarks established in this document. These have been created to establish standards of quality that can be regularly assessed to ensure that we are providing quality opportunities that meet the diverse needs of the communities we serve.

"Educational": Relating to activities typically encompassed by teaching and learning.

"Social": Relating to the welfare of human beings as members of society.

"Cultural": Relating to the customs, traditions, and values of a society.

"Economic": Relating to economic development and economic welfare.

"Workforce Development": Relating to the training of a qualified workforce.

"Communities we serve": The communities we serve include the diverse populations of students, employees, and community members impacted by the college. These communities can be organized in many different ways. They include those living in our eight county service area as well as those who interact with the college from afar. They can also be organized by any number of demographic characteristics which transcend geographical boundaries.

DEFINITIONS OF PLAN TERMS

Goal/Core Themes: Individually, core themes manifest the essential elements of our mission and collectively they encompass the mission. They represent the broad themes that guide planning processes designed to lead to mission fulfillment.

Objectives: Planning goals contained within each core theme that collectively lead to fulfillment of the core theme.

Performance Measures: Quantitative or qualitative indicators used to measure progress in meeting strategies, objectives, core themes, and ultimately, mission fulfillment.

Critical Success Activity: A specific action item that must be completed in order to reach fulfillment of a strategy, objective, or core theme.

Benchmarks: Targets established by the college in an effort to assess achievement, track progress over time, and set goals for improvement.

GOAL/CORE THEME 1: COMMUNITY SUCCESS

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

Objective A: Strengthen the communities we serve

Performance Measure:

I. **The College of Southern Idaho's mission fosters interaction between the College and the people of the diverse communities it serves both geographically and demographically. The College measures performance of this important mission component by emphasizing human connectivity and cultural awareness through support of such activities as the Herrett Forum Lecture Series, Arts on Tour, and the Magic Valley Refugee Day, among many others. Additionally, CSI offers public events such as intercollegiate athletics, community education, and various camps and artistic performances in order to encourage learning and community interaction as well as for sheer entertainment. Finally, the College strengthens the community through its support of Head Start, the Office on Aging, and the Refugee Center, among other ancillary agencies. The College further strengthens the community with a commitment to sustainability and civility.**

Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the program level as an observable objective rather than a quantifiably measurable objective.[1]

Objective B: Cultivate economic partnerships across the communities we serve

Performance Measure:

I. **The College of Southern Idaho's mission promotes active participation in the economic development of the communities we serve. CSI measures performance in fulfilling this mission component through continued membership and active participation in such organizations as Southern Idaho Economic Development, Jerome 20/20, Business Plus, Region IV Development, and Sun Valley Economic Development, among others. CSI also maintains active participation as a member of various chambers of commerce throughout the region along with other economic development agencies. While the College is never the sole reason that new companies move to the area, or that existing companies thrive, we strive to be a major contributor to both of these outcomes.**

Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the specific program level as an observable objective rather than a quantifiably measurable objective.[1]

Objective C: Meet the workforce needs of the communities we serve

Performance Measures:

I. **Total Unduplicated Headcount of Workforce Training Completers and Total Course Completions (Sources: State Workforce Training Report and Internal Reporting)**

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
1,852 Headcount **9,478 Completions**	**1,972 Headcount** **5,761 Completions**	**2,266 Headcount** **7,531 Completions**	**3,095 Headcount** **9,841 Completions**	**Meet the workforce training needs of our area as determined by industry**

Benchmark: Meet the workforce training needs of our area as determined by industry [2] (by 2021)

II. **Unduplicated headcount of graduates over rolling 3-year average of CTE Full Time Equivalency (FTE) (Source: IPEDS Completions and Internal Reporting)**

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
54% **(413/759)**	**51%** **(370/723)**	**60%** **(424/707)**	**60%** **(414/695)**	**55%**

Benchmark: 55% [3] (by 2021)

III. **Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)**

FY16 (2014-2015 Grads)	**FY17** (2015-2016 Grads)	**FY18** (2016-2017 Grads)	**FY19** (2017-2018 Grads)	**Benchmark**
97%	**93%**	**96%**	**98%**	**96%**

Benchmark: Maintain placement at or above the average for the previous four years (96%) [4] (by 2021)

GOAL/CORE THEME 2: STUDENT SUCCESS

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

Objective A: Foster participation in post-secondary education

Performance Measures:

I. Annual Institutional Unduplicated Headcount (Source: PSR 1 Annual Enrollment Report)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
10,912	**12,091**	**12,675**	**12,620**	**2% increase**

Benchmark: 2% increase [5] (by 2021)

II. Annual Institutional Full Time Equivalency (FTE) Enrollment (Source: PSR 1 Annual Enrollment Report)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
3,957	**3,943**	**3,971**	**4,001**	**1% increase**

Benchmark: 1% increase [6] (by 2021)

III. Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
18,155 credits **3,942 headcount**	**25,680 credits** **5,353 headcount**	**32,814 credits** **6,360 headcount**	**36,904 credits** **6,613 headcount**	**None**

Benchmark: NA [7]

IV. Tuition and Fees (Source: College of Southern Idaho)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
$130 **(-4.8%)**	**$130** **(-4.5%)**	**$140** **(+2.5%)**	**$140** **(+2.5%)**	**Maintain tuition at +/- 5% of the average of other Idaho community colleges**

Benchmark: Maintain tuition at +/- 5% of the average of other Idaho community colleges [8] (by FY2021)

V. Hispanic/Latino Enrollment (Source: College of Southern Idaho)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
21%	**23%**	**24%**	**26%**	**27%**

Benchmark: 27% [9] (by FY2021)

Objective B: Reinforce a commitment to instructional excellence

Performance Measures:

I. Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
90%	**90%**	**93%**	**90%**	**90%**

Benchmark: 90% [10] (by FY2021)

Critical Success Activity:

- Continue implementation of the Center for Instructional Excellence instructional and professional development programs:
  - Measure the success of these programs, analyze data, and identify and implement changes.
- Continue implementation of adjunct and early college professional development programs
  - Measure the success of these programs, analyze data, and identify and implement changes.

Objective C: Support student progress toward achievement of educational goals

Performance Measures:

I. Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
60% (366/606) Fall 2015 Cohort	56% (350/629) Fall 2016 Cohort	56% (341/605) Fall 2017 Cohort	58% (345/591) Fall 2018 Cohort	60%

Benchmark: 60% [11] (by FY2021)

II. Percentage of students retained from fall to spring (Source: Voluntary Framework of Accountability [Main Cohort])

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
72% (1,184/1,653) Fall 2013 Cohort	72% (1,123/1,569) Fall 2014 Cohort	70% (1,002/1,429) Fall 2015 Cohort	72% (1,043/1,446) Fall 2016 Cohort	73%

Benchmark: 73% [12] (by FY2021)

III. Number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
192 Certificates 919 Degrees	151 Certificates 817 Degrees	154 Certificates 800 Degrees	146 Certificates 840 Degrees	None

Benchmark: NA [13]

IV. Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
189 Certificates 853 Degrees	148 Certificates 774 Degrees	152 Certificates 736 Degrees	146 Certificates 796 Degrees	None

Benchmark: NA [13]

V. Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
30% (1,035/3,454)	30% (951/3,184)	32% (958/2,949)	36% (1,010/2,788)	40%

Benchmark: 40% [14] (by FY2021)

VI. Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
17% (211/1,273)	31% (383/1,242)	33% (370/1,126)	39% (376/973)	40%

Benchmark: 40%[15] (by FY2021)

VII. **Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho)** ***Statewide Performance Measure***

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
48% (192/400)	69% (274/395)	70% (242/347)	68% (180/265)	72%

Benchmark: 72%[15] (by FY2021)

VIII. **Percentage of first time degree seeking students completing a gateway math course within two years of enrollment (Source: College of Southern Idaho)** ***Statewide Performance Measure***

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
27% (567/2,097)	29% (561/1,937)	34% (614/1,795)	41% (695/1,705)	43%

Benchmark: 43%[15] (by FY2021)

IX. **Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho)** ***Statewide Performance Measure***

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
8% (453/5,621)	8% (436/5,161)	10% (472/4,618)	11% (465/4,355)	12%

Benchmark: 12% [16] (by FY2021)

X. **Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year (Source: Voluntary Framework of Accountability [Credential Seeking Cohort])**

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
58% 813/1,395 (Fall 2013 Cohort)	60% 609/1,023 (Fall 2014 Cohort)	62% 594/962 (Fall 2015 Cohort)	65% 633/974 (Fall 2016 Cohort)	66%

Benchmark: 66% [17] (by FY2021)

XI. **Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS)** ***Statewide Performance Measure***

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
21% (181/843) Fall 2013 Cohort	26% (178/672) Fall 2014 Cohort	27% (161/606) Fall 2015 Cohort	29% (181/629) Fall 2016 Cohort	30%

Benchmark: 30% [18] (by FY2021)

XII. **Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS)** ***Statewide Performance Measure***

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
13% (88/672) Fall 2014 Cohort	15% (88/606) Fall 2015 Cohort	15% (97/629) Fall 2016 Cohort	18% (109/605) Fall 2017 Cohort	19%

Benchmark: 19% [19] (by FY2021)

XIII. **Percentage of students who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled after six years (Source: Voluntary Framework of Accountability [Credential Seeking Cohort])**

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
60% 842/1,395 Fall 2009 Cohort	61% (838/1,372) Fall 2010 Cohort	60% (816/1,370) Fall 2011 Cohort	61% (750/1,234) Fall 2012 Cohort	64%

Benchmark: 62% [20] (by FY2021)

XIV. Median credits earned at graduation (Source: College of Southern Idaho) ***Statewide Performance Measure***

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
86	**83**	**80**	**78**	**75**

Benchmark: 75 [21] (by FY2021)

XV. Would you recommend this college to a friend or family member? (Source: Community College Survey of Student Engagement)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
98%	**97%**	**96%**	**95%**	**96%**

Benchmark: 96% [22] (by FY2021)

Objective D: Provide evidence of achievement of student learning outcomes

Performance Measures:

I. Percentage of courses assessed via general education assessment process. (Source: College of Southern Idaho)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
NA	**NA**	**NA**	**69%**	**90%**

Benchmark: 90% [23] (by FY2023)

II. Percentage of programs completing entire program assessment process. (Source: College of Southern Idaho)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
NA	**NA**	**NA**	**35%**	**90%**

Benchmark: 90% [24] (by FY2023)

Objective E: Offer opportunities for student engagement that go beyond the classroom

Performance Measures:

I. Participation in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) (Source: Community College Survey of Student Engagement)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
29%	**27%**	**28%**	**26%**	**30%**

Benchmark: 30% [25] (by FY2021)

GOAL/CORE THEME 3: INSTITUTIONAL STABILITY

Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

Objective A: Provide employees with a work environment that values employee success and satisfaction

Performance Measures:

I. **Chronicle of Higher Education Great Colleges to Work For Survey**

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
NA	**NA**	**64%**	**59%**	**70%**

Benchmark: 70% [26] (by FY2023)

Objective B: Ensure that the college maintains the financial resources necessary to meet its mission

I. Maintain a Composite Financial Index (overall financial health) appropriate for a debt free college. (Source: Composite Financial Index)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
2.91	**2.62**	**3.66**	**4.39**	**3.0 or above**

Benchmark: 3.0 or above [27] (by FY2021)

Objective C: Maintain a strong relationship with the CSI Foundation

Performance Measures:

I. Total Dollar Amount Awarded to Students by the CSI Foundation

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
$1.76 million	**$1.69 million**	**$2.11 million**	**$2.37 million**	**$2.44 million**

Benchmark: $2.44 million (a 3% increase over the previous year) [28] (by FY2021)

Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities

Performance Measures: This measure is under development

I. Potential measures tied to: Maintenance, Clery Report, IT service/availability, Cybersecurity

Benchmark: TBD [29] (To be established in 2021)

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been shown to significantly impact enrollment;
- Changes in local, state, and/or federal funding levels;
- Changes to regional accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Legal and regulatory changes.

EVALUATION PROCESS:
The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the college's Strategic Planning Steering Committee and by college administration. The college reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

NOTES:

[1] The college has chosen to classify this as an observable benchmark rather than a measurable benchmark. Our performance in strengthening our community and supporting economic development is tied to the college's support and involvement in numerous events, activities, projects, and agencies throughout our service region. These are constantly evaluated through interaction with our constituents at the individual program level. These self-assessments and evaluations provide information used for on-going improvement through our annual strategic planning review and revision cycle. Rather than setting a quantitative benchmark for this performance measure, the college chooses to assess fulfillment of this objective through these program level observations.

[2] The college has chosen to classify this as an observable benchmark rather than a measurable benchmark. Workforce enrollment fluctuates significantly based upon economic conditions outside of the college's control. Annually, CSI expects to meet all workforce training request made by industry partners. Further, the college is continually seeking new avenues for workforce training that will benefit the communities we serve. Rather than setting a quantitative benchmark for this performance measure, the college chooses to assess fulfillment of this objective through these program level observations.

[3] CSI Career Technical Education (CTE) students are enrolled in short-term and 1-Year Certificate Programs along with 2-Year Associate of Applied Science Programs. Given that it takes two years to graduate with an Associate of Applied Science Degree and one year to graduate with most Technical Certificates, we would expect 55% of our CTE students to complete each academic year. (Completers earn a Basic Technical Certificate, Intermediate Technical Certificate, or Associate of Applied Science)

[4] This benchmark has been established based upon an average of the past four years of placement. While the current benchmark is below the most recent annual placement level, external forces (e.g. unemployment rate) can significantly impact achievement of this benchmark. (Source: Internal CSI data)

[5] The college has established a 2% enrollment growth target relative to headcount.

[6] The college has established a 1% enrollment growth target relative to FTE. Due to the large number of CSI students who are dual credit students and are not full-time, this target has been set at half of the headcount target.

[7] The college has chosen to treat this as an observable benchmark, rather than a measurable benchmark. While it is critical that the college track this method of student access, setting a measurable goal is not appropriate at this time.

[8] This benchmark has been established to ensure that tuition aligns with peer institutions in the state and remains affordable for students. During the most recent year, tuition at CSI was $140 per credit. North Idaho College=S141.50; College of Western Idaho=$139; College of Eastern Idaho=$129

[9]This benchmark reflects the college's continued efforts to serve the Hispanic population in the college's eight county service area. The enrollment calculation is based upon the US Department of Education's IPEDS enrollment calculation for Hispanic Serving Institution Designation. (The sum of the number of students enrolled full-time at an institution, plus the full-time equivalent of the number of students enrolled part time [determined on the basis of the quotient of the sum of the credit hours of all part-time students divided by 12] at the institution.)

[10]Ninety percent is a reasonable target considering that comparison schools have averaged 86% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent")

Source Note: The *Community College Survey of Student Engagement* (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI participates in the survey annually during the spring semester. In this metric, "comparison schools" consist of all other schools participating in the CCSSE during that term. Approximately 260 schools participated in the CCSSE during the current assessment period.

[11] The 60% benchmark for first-time, full-time students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in alignment with the Idaho State Board of Education Strategic Plan. (Most recent data reflects an entry cohort one year prior to FY date. For example, FY19 data reflects fall 2018 entry cohort.)

[12] The 73% benchmark for first-time in college students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in alignment with the Idaho State Board of Education Strategic Plan. (Most recent data reflects an entry cohort three years prior to FY date. For example, FY19 data reflects fall 2016 entry cohort.)

[13] Because degree completion is directly tied to enrollment, the college has chosen not to set a benchmark for this metric. Metric 2.C.V (see footnote #14) examines completion in relation to enrollment and is benchmarked.

[14] The 40% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with the Idaho State Board of Education Strategic Plan.

[15] These benchmarks have been established as stretch benchmarks in light of the college's work to move students initially placed into remediation into successful college level coursework as quickly as possible. These metrics are aligned with the Idaho State Board of Education Strategic Plan.

[16]In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not, the college is working to encourage students to enroll in 30 or more credits per year. This metric is also in alignment with the Idaho State Board of Education Strategic Plan.

[17] The 66% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with the Idaho State Board of Education Strategic Plan. (Most recent data reflects entry cohort three years prior to FY date. For example, FY19 data would be a fall 2016 entry cohort.)

[18] The 30% benchmark has been established in light of the recent positive trend in this area, several initiatives the college has undertaken to increase graduation rates, and in alignment with the Idaho State Board of Education Strategic Plan. (Most recent data reflects entry cohort four years prior to FY date. For example, FY19 data would be a fall 2015 entry cohort.)

[19]While the IPEDS 100% of time to completion metric is unrealistic for community colleges given the enrollment patters of our students, the college has set a benchmark to improve this percentage to 19%. The college also measures and benchmarks completion-based metric 2.C.XII (see footnote 20) which is tied to the VFA Six Year Completion rate. (Most recent data reflects entry cohort two years prior to FY date. For example, FY19 data would be a fall 2017 entry cohort.)

[20] The current target is a stretch benchmark. It should be noted that this measure is based on a six-year cohort. Therefore, progress on college initiatives targeted at completion may take longer to appear in this metric. (Most recent data reflects entry cohort seven years prior to FY date. For example, FY19 data would be a fall 2012 entry cohort.)

[21] The college has worked to reduce the number of credits earned at graduation by students through mandatory orientation, mandatory advising, and the use of guided pathways. This target reflects ongoing work in this area.

[22] CSI has consistently received scores averaging 96% on this metric. The college seeks to maintain this high level of satisfaction from year to year. Cohort colleges scored 94% on this metric in the most current assessment year. Students are asked, "Would you recommend this college to a friend or family member?" (Percentage reflects those marking "Yes.")

[23] In FY2019, the first year the process was in place and the first year this objective was measured, 54 of 78 (69%) general education courses participated in the outcomes assessment process. The goal is 90% participation by individual programs and general education courses by 2023.

[24] The college began a robust and detailed annual Program Review process in 2017-2018. In its first year, the process saw 35% of college programs complete the full review process. At the same time, 95% of programs began work on the process, 92% completed the first two steps in the process, and 45% completed at least 80% of the process. The future goal is 90% participation by individual programs by 2023.

[25] Students are asked about time spent, "participating in college-sponsored activities (organizations, campus publications, student government, intermural sports, etc." The percentage reflects those indicating any level of participation. This benchmark reflects the college's work to increase participation in these areas. Cohort colleges scored 21% on this metric in the most current assessment year.

[26] CSI participated in the Chronicle of Higher Education's Great Colleges to Work For survey in the spring of 2018 and in the spring of 2019. Data from these surveys is being used to improve the employment climate at CSI. The college does not intend to participate in the survey again until at least the spring of 2021. However, a 70% satisfaction rate has been set for 2023.

[27] This benchmark recognizes a Composite Financial Index Ratio that has been deemed to be appropriate for debt-free colleges by the Composite Financial Index. A range above 3.0 indicates a level of fiscal health that allows for transformative actions.

[28] This benchmark recognizes a growth target for total scholarship dollars awarded each year. The current goal is a 3% annual increase and is set by the College of Southern Idaho Foundation.

[29] This measure is under development as is set to be established by FY21.

Alignment with Idaho State Board of Education 2021-2026 Strategic Plan	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL READINESS*	*Goal 3: EDUCATIONAL ATTAINMENT*	*Goal 4: WORKFORCE READINESS*
College of Southern Idaho Goals and Objectives				
GOAL 1: Community Success				
Objective A: Strengthen the communities we serve			✓	✓
Objective B: Cultivate economic partnerships across the communities we serve				✓
Objective C: Meet the workforce needs of the communities we serve	✓		✓	✓
GOAL 2: Student Success				
Objective A: Foster participation in post-secondary education	✓		✓	
Objective B: Reinforce a commitment to instructional excellence		✓		✓
Objective C: Support student progress toward achievement of educational goals	✓		✓	✓
Objective D: Provide evidence of achievement of student learning outcomes		✓		✓
Objective E: Offer opportunities for student engagement that go beyond the classroom	✓	✓	✓	✓
GOAL 3: Institutional Stability				
Objective A: Provide employees with a work environment that values employee success and satisfaction				
Objective B: Ensure that the college maintains the financial resources necessary to meet its mission	✓			
Objective C: Maintain a strong relationship with the CSI Foundation			✓	✓
Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities	✓			