



# COLLEGE OF SOUTHERN IDAHO

2021-2026 (FY2022-2027)  
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.

## INSTITUTIONAL VALUES

Quality, Equity, Innovation

**OUR STRATEGIC PLAN—THE CSI C-O-D-E**

**CODE (noun): a system of principles**

Guided by the values of equity, quality, and innovation, the College of Southern Idaho pursues the following Strategic Goals, as established by the College of Southern Idaho Board of Trustees, and the President of the College of Southern Idaho.

**GOAL/CORE THEME 1: CULTIVATE COMMUNITY ENGAGEMENT**

*Strategy #1: Enhance and expand community involvement and engagement.*

**Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.**

Performance Measures:

1.1 Student who respond that they “Would recommend this college to a friend or family member.” (Source: Community College Survey of Student Engagement [CCSSE])

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
97%	96%	95%	NA*	96%

\*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020  
Benchmark: 96% <sup>1</sup> (by 2022)

**Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.**

Performance Measures:

1.2 TBD (A performance measure for this objective is still being developed) <sup>2</sup>

**Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.**

Performance Measures:

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

	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
Credits	25,680	32,814	36,904	42,805	TBD
Headcount	5,353	6,360	6,613	7,648	TBD

Benchmark: TBD <sup>3</sup> (by TBD)

1.3.2 Region IV High School Immediate “Go On” Rate (Source: OSBE and CSI Data)

	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
CSI	28.4%	30.6%	27.6%	29.4%	30.0%
Overall	51.3%	50.0%	43.47%	38.6%	40.0%

Benchmark: 30% and 40% <sup>4</sup> (by 2023)

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

FY17 (2015-2016 Grads)	FY18 (2016-2017 Grads)	FY19 (2017-2018 Grads)	FY20 (2018-2019 Grads)	Benchmark
93%	96%	98%	98%	96%

Benchmark: Maintain placement at or above the average for the previous four years (96%) <sup>5</sup> (by 2022)

**GOAL/CORE THEME 2: OPTIMIZE STUDENT ACCESS**

*Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.*

**Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.**

**Performance Measures:**

**2.1.1 Institutional Unduplicated Headcount of Non-Dual Enrollment Students (Source: PSR 1 Fall Snapshot Report)**

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
4,328	4,023	3,765	3,987	5,000

Benchmark: 5,000 <sub>6</sub> (by 2025)

**2.1.2 Institutional Full Time Equivalency (FTE) Enrollment (Source: PSR 1 Fall Snapshot Report)**

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
3,408	3,378	3,433	3,476	3,750

Benchmark: 3,750 <sub>7</sub> (by 2025)

**2.1.3 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)**

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
60% (365/606) Fall 2016 Cohort	58% (366/629) Fall 2017 Cohort	58% (355/607) Fall 2018 Cohort	61% (364/598) Fall 2018 Cohort	63%

Benchmark: 63% <sub>8</sub> (by 2022)

**Objective 2.2: Engage in a college-wide, systemic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.**

**Performance Measures:**

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
151 Certificates 816 Degrees	154 Certificates 800 Degrees	146 Certificates 839 Degrees	129 Certificates 947 Degrees	TBD

Benchmark: TBD <sub>9</sub> (by TBD)

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
148 Certificates 774 Degrees	152 Certificates 736 Degrees	146 Certificates 795 Degrees	129 Certificates 861 Degrees	TBD

Benchmark: TBD <sub>9</sub> (by TBD)

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
90%	93%	90%	NA*	90%

\*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020  
Benchmark: 90% <sup>10</sup> (by 2022)

**GOAL/CORE THEME 3: DRIVE STUDENT SUCCESS**

**Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.**

**Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.**

Performance Measures:

3.1.1 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*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
41% (399/966)	48% (386/805)	48% (435/914)	43% (339/785)	48%

Benchmark: 48% <sup>11</sup> (by 2022)

3.1.2 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*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
79% (283/356)	72% (198/276)	78% (203/261)	73% (185/255)	78%

Benchmark: 78% <sup>11</sup> (by 2022)

3.1.3 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*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
29% (414/1,407)	34% (430/1,268)	41% (485/1,187)	48% (499/1,044)	50%

Benchmark: 50% <sup>11</sup> (by 2022)

**Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.**

Performance Measures:

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
9% (436/4,960)	12% (473/4,094)	12% (456/3,947)	11% (478/4,321)	15%

Benchmark: 15% <sup>12</sup> (by 2022)

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
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26% (178/672) Fall 2014 Cohort	27% (162/606) Fall 2015 Cohort	31% (193/629) Fall 2016 Cohort	34% (205/605) Fall 2017 Cohort	35%
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Benchmark: 35% <sup>13</sup> (by 2022)

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
15% (88/606) Fall 2015 Cohort	15% (97/629) Fall 2016 Cohort	20% (123/605) Fall 2017 Cohort	21% (124/598) Fall 2018 Cohort	22%

Benchmark: 22% <sup>14</sup> (by 2022)

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
80	77	75	74	72

Benchmark: 72 <sup>15</sup> (by 2022)

**Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.**

Performance Measures:

3.3.1 TBD (A performance measure for this objective is still being developed) <sup>2</sup>

**GOAL/CORE THEME 4: ENSURE INSTITUTIONAL STABILITY**

***Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.***

**Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.**

Performance Measures:

4.1.1 TBD (A performance measure for this objective is still being developed) <sup>2</sup>

**Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.**

Performance Measures:

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
2.62	3.66	4.39	4.41	3.0 or above

Benchmark: 3.0 or above <sup>16</sup> (by 2022)

## 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 accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Emergencies (pandemics, natural disasters, etc.);
- 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 employees. 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:

<sup>1</sup> 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.")

*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 most recent assessment period.*

<sup>2</sup> TBD—The college community is working to develop a performance measure and benchmark for these new objectives and will have measures in place by 2022.

<sup>3</sup> The college community is working to establish a local benchmark that will help support these goals and will have this benchmark established by 2022. This measure supports the Idaho State Board of Education's Goal II.A.V (>80% of HS grads have participated in one or more advanced opportunity) and II.A.VI (>3% of HS grads simultaneously earn an associate degree).

<sup>4</sup> The college is working to increase the immediate Region IV "go on" rate directly to CSI to 30% by 2023 and the go on rate to 40% for all colleges by 2023. This measure supports the Idaho State Board of Education's Goal II.A.VII (60% of HS grade attend college within 1 year; >80% within 3 years).

<sup>5</sup> This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)

<sup>6</sup> The college has established a goal of enrolling 5000 non-dual credit students per semester by 2025. This measure supports the Idaho State Board of Education's Goal II.A.VII (>60% of HS grade attend college within 1 year; >80% within 3 years).

<sup>7</sup> The college has established a goal of increasing FTE to 3,750 in the fall of 2025. This measure supports the Idaho State Board of Education's Goal II.A.VII (>60% of HS grade attend college within 1 year; >80% within 3 years).

<sup>8</sup> The 63% benchmark for first-time, full-time, degree seeking students has been set as a stretch benchmark in light of several college initiatives focused on retaining students. This measure supports the Idaho State Board of Education's Goal III.A.III (>75% retention for 2-year institutions). The most recent data reflects an entry cohort one year prior to FY date. For example, FY20 data reflects fall 2019 entry cohort.

<sup>9</sup> Benchmarks are yet to be set by the Idaho State Board of Education. These measures support the Idaho State Board of Education's Goal III.A.II.

<sup>10</sup> Ninety percent has been chosen as a 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")

<sup>11</sup> 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 support the Idaho State Board of Education's Goal III, Objective B, and in particular, Goal III.B.II (>60% within two years).

<sup>12</sup> 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, and are more likely to complete a certificate or degree, the college is working to encourage students to enroll in 30 or more credits per year. This measure supports the Idaho State Board of Education's Goal III.B.I (>50% per year).

<sup>13</sup> This benchmark has been established considering recent positive trend in this area and several initiatives the college has undertaken to increase completion rates. This measure supports the Idaho State Board of Education's Goal III.A.IV (>50% per year).

<sup>14</sup> This benchmark has been established considering recent positive trend in this area and several initiatives the college has undertaken to increase completion rates.

<sup>15</sup> The college has worked to reduce the number of credits earned at graduation by students through orientation, advising, and the use of guided pathways. This target reflects ongoing work in this area. This measure supports the Idaho State Board of Education's Goal III.B.III (<69 credits).

<sup>16</sup> 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.

Alignment with Idaho State Board of Education 2022-2027 Strategic Plan	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS
<b>College of Southern Idaho Goals and Objectives</b>				
<b>GOAL #1: CULTIVATE COMMUNITY ENGAGEMENT</b>				
<b>Strategy #1: Enhance and expand community involvement and engagement.</b>				
Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.				
Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.				
Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.	✓	✓		✓
<b>GOAL #2: OPTIMIZE STUDENT ACCESS</b>				
<b>Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.</b>				
Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.	✓	✓	✓	
Objective 2.2: Engage in a college-wide, systemic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.		✓	✓	✓
<b>GOAL #3: DRIVE STUDENT SUCCESS</b>				
<b>Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.</b>				
Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.	✓		✓	✓
Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.	✓		✓	
Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.		✓	✓	
<b>GOAL #4: ENSURE INSTITUTIONAL STABILITY</b>				
<b>Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.</b>				
Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.				
Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.	✓			