



COLLEGE OF  
SOUTHERN  
IDAHO

2023-2027 (FY2024-2029)  
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**

Equity, Quality, 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.

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
96%	95%	NA*	NA*	96%	96%

\*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 or 2021. The CCSSE will be administered in the spring of 2023.  
Benchmark: 96%<sub>1</sub> (by 2024)

**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 The number of lives impacted by the services provided by the college (Source: CSI)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
19,652	18,148	17,782	19,340	20,000	21,000

Benchmark: 20,000<sub>2</sub> (by 2024)

**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)

	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY 2024	FY 2028
Headcount	6,613	7,648	7,472	8,866	9,097	TBD <sup>#</sup>
Credits	36,904	42,805	42,793	51,879	53,228	TBD <sup>#</sup>

Benchmark: > or = 2.6% increase in headcount and credits<sub>3</sub> (by 2024)

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

	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY 2025	FY 2028
Overall	43.4%	39.4%	41.2%	37.4%	46.9%	50.0%
Subset attending CSI	57.2%	60.0%	61.6%	52.2%	65.0%	65.0%

Benchmark: 46.9% overall and 65% attending CSI<sub>4</sub> (by 2025)

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
98%	98%	99%	99%	99%	TBD <sup>h</sup>

Benchmark: Maintain placement at or above the average for the previous four years (98%) <sub>g</sub> (by 2024)

**STRATEGIC GOAL 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)

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2028
3,765	3,987	3,883	3,905	5,000	5,500

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

2.1.2 Institutional Full Time Equivalency (FTE) Enrollment for Credit-Bearing Students (Source: PSR 1 Fall Snapshot Report)

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2028
3,433	3,476	3,590	3,702	3,750	4,000

Benchmark: 3,750 <sub>g</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)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
58% (355/607) Fall 2018 Cohort	61% (358/591) Fall 2018 Cohort	66% (445/678) Fall 2018 Cohort	60% (412/686) Fall 2019 Cohort	67%	70%

Benchmark: 67% <sub>g</sub> (by 2024)

**Objective 2.2: Engage in a college-wide, systematic 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*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
146 Certificates 839 Degrees	129 Certificates 947 Degrees	147 Certificates 947 Degrees	134 Certificates 1,009 Degrees	195 Certificates 1,067 Degrees	207 Certificates 1,132 Degrees

Benchmark: 195 Certificates/1067 Degrees <sub>g</sub> (by 2025) (SBOE)

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*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
146 Certificates 795 Degrees	129 Certificates 861 Degrees	147 Certificates 876 Degrees	134 Certificates 943 Degrees	NA	NA

Benchmark: NA<sup>9</sup> (See 2.2.1)

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
93%	90%	NA*	NA*	90%	90%

\*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 and 2021. The CCSSE will be administered in the spring of 2023.

Benchmark: 90%<sup>10</sup> (by 2024)

**STRATEGIC GOAL 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: CSI) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
48% (435/914)	43% (339/785)	48% (484/1,012)	51% (384/759)	52%	55%

Benchmark: 52%<sup>11</sup> (by 2024)

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: CSI) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
78% (203/261)	73% (185/255)	71% (151/214)	69% (115/168)	75%	75%

Benchmark: 75%<sup>11</sup> (by 2024)

3.1.3 Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: CSI) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
41% (485/1,187)	48% (499/1,044)	50% (517/1,030)	51% (597/1,183)	52%	55%

Benchmark: 52%<sup>11</sup> (by 2024)

**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: CSI) *Statewide Performance Measure***

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
14% (456/3,259)	15% (478/3,208)	13% (467/3,676)	13% (496/3,810)	15%	20%

Benchmark: 15%<sup>12</sup> (by 2024)

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
31% (193/629) Fall 2016 Cohort	35% (213/605) Fall 2017 Cohort	36% (210/591) Fall 2017 Cohort	44% (297/677) Fall 2018 Cohort	44%	46%

Benchmark: 44%<sup>13</sup> (by 2025)

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
20% (123/605) Fall 2017 Cohort	22% (128/591) Fall 2017 Cohort	31% (208/677) Fall 2018 Cohort	31% (212/686) Fall 2019 Cohort	NA	NA

Benchmark: NA (See 3.2.2)

**3.2.4 Median credits earned at graduation (Source: CSI) *Statewide Performance Measure***

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
75	74	73	71	69	69

Benchmark: 69<sup>14</sup> (by 2025)

**3.2.5 Transfer rates of non-CTE CSI graduates within 3 years of CSI graduation (Source: CSI)**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
57% (2015-2016 Graduates)	63% (2016-2017 Graduates)	66% (2017-2018 Graduates)	67% (2018-2019 Graduates)	67%	70%

Benchmark: 67%<sup>15</sup> (by 2025)

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

**Performance Measures:**

**3.3.1 Retention and Graduation Rates of Entering Students with High School GPAs of 3.0 or Lower (Source: College of Southern Idaho)**

Metric	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY 2025	FY 2028
Fall-to-Fall Retention	NA	NA	44.6% (798/1,788) (2012-13 through 2019-20 Cohorts)	46.1% (89/193) (2020-2021 Cohort)	Eliminate Gap	Eliminate Gap

150% of Time Graduation	NA	NA	16.3% (195/1,194) (2013-14 through 2018-19 Cohorts)	22.3% (37/166) (2019-2020 Cohort)	Eliminate Gap	Eliminate Gap
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Benchmark: Eliminate Gap by 2025 <sup>16</sup>

#### STRATEGIC GOAL 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 Employee Satisfaction Survey Score (Source: Great Colleges to Work For Survey)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
64%	59%	NA	NA	TBD	TBD

\*The has not administered the Great Colleges to Work For Survey since 2019. The survey will be administered in the spring of 2023.

Benchmark: TBD <sup>17</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)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
4.39	4.41	5.09	6.70	4.0 or above	4.0 or above

Benchmark: 4.0 or above <sup>18</sup> (by 2024)

# FY 2028 benchmarks have not yet been set by the college for these metrics and/or cannot be set due to the benchmark being reliant on data from previous years.

**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. In the survey, 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 regularly participates in the survey 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. The college was unable to participate in the CCSSE during 2020 and 2021 due to the pandemic. The college will next administer this survey in the spring of 2023.*

<sup>2</sup> In an attempt to measure lives impacted, the college tracks the number of individuals the college has served across all areas of the college including adult basic education, enrichment activities, credit-bearing coursework, and workforce development.

<sup>3</sup> The college has set a benchmark of an Early College growth rate that matches the growth rate of student enrollment in K-12 school districts in Region IV of the State of Idaho (CSI Region IV High School Enrollment vs CSI Dual Enrollment report). This measure is updated annually and supports the Idaho State Board of Education's Goals II.A.V (>90% 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 and for all colleges. This benchmark has been set based upon Utah's pre-pandemic "go on" rate. This measure supports the Idaho State Board of Education's Goal II.A.VII (>60% of HS graduates 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 graduates 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 graduates attend college within 1 year; >80% within 3 years).

<sup>8</sup> The 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, and in line with Amarillo College (TX), one of CSI's established peer comparator institutions that is exemplary in this area. 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, FY21 data reflects Fall 2020 entry cohort.

<sup>9</sup> Benchmarks are set in cooperation with the Idaho State Board of Education. Benchmarks have been set for the numbers of certificates and degrees completed each year, rather than for the number individual graduates. 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"). For more information on the CCSSE please see Note #1 above.

<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 trends in this area and several initiatives the college has undertaken to increase completion rates and aligns with the success rates shown in the Northern Wyoming Community College District, one of CSI's established benchmark institutions. This measure supports the Idaho State Board of Education's Goal III.A.IV (>50% per year). The college has chosen to set a benchmark for the 150% of time completion rate, but not for the 100% of time completion rate due to the availability of comparison data from peer institutions.

<sup>14</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 and aligns with the Idaho State Board of Education's Goal III.B.III (69 credits or less).

<sup>15</sup>The college is working to better support students who intend to transfer after graduation. (Most recent data reflects an entry cohort three years prior to FY date. For example, FY22 data reflects fall 2018 entry cohort.)

<sup>16</sup>Research at CSI has revealed that the most significant predictor of college success for entering students is high school grade point average. Further, data show that males, and students who self-identify as Hispanic, tend to arrive at CSI with lower high school grade point averages than other populations. With the goal of addressing equity issues with college completion, CSI has elected to track the success of students who arrive at CSI with a low high school grade point average, and to strategically direct services toward them in order to close achievement gaps between those students and students who enter with a grade point average of 3.0 or higher.

<sup>17</sup>The college has participated in the Great Colleges to Work For survey in the past to assess employee satisfaction and issues of campus climate. Participation is expected to take place again in the spring of 2023, after which benchmarks will be established.

*Source Note: "The Great Colleges to Work For® program was designed to recognize colleges that have been successful in creating great workplaces and to further research and understand the factors, dynamics and influences that have the most impact on organizational culture in higher education" (Great Colleges to Work For, 2023). The college will next administer this survey in the spring of 2023.*

<sup>18</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 ratio above 4.0 indicates a level of fiscal health that allows institutions to direct resources to allow for transformation.



Alignment with Idaho State Board of Education 2024-2029 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.	✓			