



**COLLEGE OF SOUTHERN IDAHO
2024-2028 (FY2025-FY2029)
STRATEGIC PLAN**

OUR MISSION

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

OUR VISION

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

OUR VALUES

- **Community:** The College of Southern Idaho, the Magic Valley's community college, commits to effectively serving the educational, intellectual, cultural, and economic needs of the communities we serve.
- **Equity:** The College of Southern Idaho recognizes and embraces the value that people of diverse backgrounds and perspectives offer us all. As such, the College is a place of fairness, diversity, civility, and collegiality, and celebrates the benefits of learning and growth that come from a commitment to equity.
- **Innovation:** The College of Southern Idaho exemplifies a spirit of innovation that positions the College as an educational and community leader throughout our service area.
- **Quality:** The College of Southern Idaho ensures that offerings meet or exceed the level of quality demanded by stakeholders, and honor the substantial investment that users make in the College.

OUR STRATEGIC PLAN

Guided by the values of community, equity, innovation, and quality, 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: STUDENT ACCESS

Strategy #1: The College of Southern Idaho will provide quality and innovative educational programs that align with student needs, workforce demands, and employment opportunities.

Objective 1.1: Collaborate with K-12 partners to increase participation in higher education.

Performance Measures:

1.1.1 Grow dual credit enrollment at a rate that matches or exceeds the growth of Region IV school districts (Source: State Board of Education Dual Credit Report)

	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY 2025	FY 2029
Headcount	7,648	7,472	8,866	9,682	9,682	TBD#
Credits	42,805	42,793	51,897	57,488	57,488	TBD#

Benchmark: Maintain current enrollment levels, despite slight contraction of Region IV K-12 enrollment ₁ (by 2025)

1.1.2 Increase the Region IV high school immediate and three-year “college-going” rates (Source: State Board of Education and CSI)

	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY 2025	FY 2029
Fall Immediate	44%	43%	45%	42%	47%	60%*
Within 3 Years	61%	64%	64%	57%	67%	80%*
Subset of “Fall Immediate” attending CSI	57%	59%	54%	51%	65%	70%

Benchmark: 47% immediate, 67% within 3 years, and 65% attending CSI; some historical data has been updated for FY20, FY21, and FY22 ₂ (by 2025)

Objective 1.2: Collaborate with local employers to provide education and training opportunities that meet community workforce needs.

Performance Measures:

1.2.1 Increase Workforce Development enrollment (Source: Workforce Development and Training Report)

	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY 2025	FY 2029
Total Enrollments	5,034	7,992	6,459	7,190	8,700	9,950

Benchmark: 8,700 (by 2025) ₃

Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.

Performance Measures:

1.3.1 Increase CSI unduplicated headcount of non-dual credit students (Source: PSR 1 Fall Snapshot Report)

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
				FY 2025	FY 2029
3,987	3,883	3,905	3,958	4,100	4,500

Benchmark: 4,100^a (by 2025)

1.3.2 Increase CSI full time equivalency (FTE) enrollment for all credit-bearing students (Source: PSR 1 Fall Snapshot Report)

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
				FY 2025	FY 2029
3,476	3,590	3,702	3,963	4,200	4,500

Benchmark: 4,200^s (by 2025)

STRATEGIC GOAL 2: STUDENT RETENTION

Strategy #2: The College of Southern Idaho will provide high-impact learning and student support systems that provide a sense of belonging for our diverse student population and that enhance persistence and retention.

Objective 2.1: Establish robust systems and processes that support student retention.

Performance Measures:

2.1.1 Increase the percentage of new 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)

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
61%	66%	60%	64%	67%	75%**

Benchmark: 67% _ε (by 2025); 75% _ε (by 2029)

Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.

Performance Measures:

2.2.1 Increase the 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*

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
43% (339/785)	48% (484/1,012)	51% (384/759)	44% (231/525)	50%	50%

Benchmark: 50% _γ (by 2025/2029)

2.2.2 Increase the 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*

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
73% (185/255)	71% (151/214)	69% (115/168)	71% (72/101)	70%	70%

Benchmark: 70% _γ (by 2025/2029)

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
48% (499/1044)	50% (517/1030)	50% (597/1183)	52% (641/1225)	55%	60%

Benchmark: 55% _γ (by 2025); 60% _γ (by 2029); historical data has been updated for FY22 due to a previous rounding error

STRATEGIC GOAL 3: STUDENT SUCCESS

Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals.

Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.

Performance Measures:

3.1.1 Match or exceed our peer institutions in the percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) *Statewide Performance Measure*

	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY 2025	FY 2029
CSI	35%	36%	44%	43%	45%	50%**
Peer Institutions	NA	34%	34%	35%		

Benchmark: 45% ⁸(by 2025); 50% ⁸(by 2029)

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
22%	31%	31%	34%	NA	30%**

Benchmark: NA ⁸

3.1.3 Increase the number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2027
1,076	1,094	1,143	1,132	1,262	1,342

Benchmark: 195 Certificates/1067 Degrees ⁹(by 2025) (SBOE)

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
962	979	1,027	1,023	NA	NA

Benchmark: NA ⁹; data has been updated from previous plans to reflect final numbers rather than preliminary numbers

3.1.5 Increase the percentage of students completing 30 or more credits per academic year (Source: CSI) *Statewide Performance Measure*

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
15%	13%	13%	13%	15%	20%

Benchmark: 15% ¹⁰(by 2025)

3.1.6 Reduce the median credits earned at graduation (Source: CSI)

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
73	72	69	68	69	69

Benchmark: 69 ¹¹ (by 2025); data has been updated from previous plans to reflect final numbers rather than preliminary numbers

Objective 3.2: Ensure that instructional and student support services provide an equitable environment for all.

Performance Measures:

3.2.1 Increase the retention and graduation rates of entering students with high school GPAs of 3.0 or lower (Source: College of Southern Idaho)

Metric	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY 2025	FY 2029
Fall-to-Fall Retention	50%	58%	46%	54%	60%	75%**
150% of Time Graduation	21%	19%	22%	25%	28%	50%**

Benchmark: Eliminate Gap by 2029 ¹²; data has been updated from previous plans to reflect final numbers rather than preliminary numbers

Objective 3.3: Provide a quality education that prepares graduates for post-graduation success.

Performance Measures:

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
98%	98%	99%	93%	97%	97%

Benchmark: Maintain placement at or above the average for the previous four years (97%) ¹³ (by 2025)

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
63% (2016-2017 Graduates)	66% (2017-2018 Graduates)	67% (2018-2019 Graduates)	58% (2020-2021 Graduates)	67%	67%

Benchmark: 67% ¹⁴ (by 2025)

FY 2029 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.

** This benchmark has been established by the Idaho State Board of Education.

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:

¹ The college has set a benchmark for dual credit growth that matches the growth rate of student enrollment in K-12 school districts in Region IV of the State of Idaho (Region IV Enrollment vs CSI Dual Enrollment report). This measure is updated annually and supports the Idaho State Board of Education's Goal 2.A.I (90% or more of high school graduates are funded for one or more advanced opportunity). Region IV enrollment growth source: <https://www.sde.idaho.gov/finance/#attendance>.

² The college is working to increase the immediate Region IV "go on" rate in general, as well as the proportion who attend CSI. This benchmark has been set based upon Utah's pre-pandemic "go on" rate. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II (60% or more of HS graduates attend college within 1 year; 80% or more within 3 years). Data has been updated from FY20, FY21, and FY22 due to updated "go on" data being released by the Idaho State Board of Education.

³ Growth rates have been established based upon a current uptick in interest in the trades and Idaho Launch marketing and funding. Following this initial jump in enrollment, a more sustainable 3% growth rate has been established.

⁴ The college has established a goal of enrolling 4500 non-dual credit students per semester by 2029. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II (60% or more of HS graduates attend college within 1 year; 80% or more within 3 years).

⁵ The college has established a goal of increasing FTE to 4,500 in the fall of 2029. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II (60% or more of HS graduates attend college within 1 year; 80% or more within 3 years).

⁶ The benchmark for first-time, full-time, degree seeking students for FY25 has been set as a stretch benchmark considering several college initiatives focused on retaining students, and in line with Amarillo College (TX), a CSI's established peer comparator institutions that is exemplary in this area. The FY29 benchmark reflects the Idaho State Board of Education's established goal for this metric. This measure supports the Idaho State Board of Education's Goal 3.A.I (75% or more of students retained to the second year). The most recent data reflects an entry cohort one year prior to FY date. For example, FY23 data reflects a Fall 2021 entry cohort.

⁷ English and math remediation and subsequent completion benchmarks reflect the decreasing populations of students being placed into remediation. The gateway math completion metric reflects ongoing work in this area. The FY25 benchmark demonstrates CSI's continued commitment to helping students complete a gateway math course as quickly as possible, while the FY29 benchmarks match the State Board of Education's previous state goal.

⁸ This benchmark has been established considering recent positive trends in this area and several initiatives the college has undertaken to increase completion rates. The benchmark also aligns with the exemplary success rates shown at Hutchinson Community College, a CSI's established benchmark institution. The full group of CSI peer institutions has an average 150% of time graduation rate of 35%. This measure supports the Idaho State Board of Education's Goal 3.B.I (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. This is due to the lack of availability of comparison data for peer institutions at the 100% time to completion rate. However, the college does recognize the Idaho State Board of Education's Goal of 30% in this area and has already exceeded that target.

⁹ Benchmarks reflect targets previously established by 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.

¹⁰ 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 3.A.II (55% or more per year).

¹¹ The college has worked to reduce the number of credits earned at graduation through advising and the use of focused graduation plans.

¹² 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 within 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.

¹³ This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)

¹⁴ 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, FY23 data reflects fall 2019 entry cohort.)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 12-13, 2024**

ATTACHMENT 7

Alignment with Idaho State Board of Education FY2025-2029 Strategic Plan	State Board of Education Goals		
	Goal 1: EDUCATIONAL READINESS	Goal 2: EDUCATIONAL ACCESS	Goal 3: EDUCATIONAL ATTAINMENT
College of Southern Idaho Goals and Objectives			
GOAL #1: STUDENT ACCESS			
<i>Strategy #1: The College of Southern Idaho will provide quality and innovative educational programs that align with student needs, workforce demands, and employment opportunities.</i>			
Objective 1.1: Collaborate with K-12 partners to increase participation in higher education.		✓	
Objective 1.2: Collaborate with local employers to provide education and training opportunities that meet community workforce needs.		✓	
Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.		✓	
GOAL #2: STUDENT RETENTION			
<i>Strategy #2: The College of Southern Idaho will provide high-impact learning and student support systems that provide a sense of belonging for our diverse student population and that enhance persistence and retention.</i>			
Objective 2.1: Establish robust systems and processes that support student retention.			✓
Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.			✓
GOAL #3: STUDENT SUCCESS			
<i>Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals.</i>			
Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.			✓
Objective 3.2: Ensure that instructional and student support services provide an equitable environment for all.			✓
Objective 3.3: Provide a quality education that prepares graduates for post-graduation success.			✓