

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 June 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), 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 110 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 2022.

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 2022	FY 2023	FY 2024	FY 2025
Academic Appropriation	\$15,303,300	\$17,146,200	\$18,468,500	\$19,671,000
One Time Appropriation	\$0	\$0	\$0	\$0
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Inventory Phaseout	\$820,800	\$849,050	\$839,649	\$778,125
Property Taxes	\$9,433,700	\$9,686,430	\$10,616,758	\$10,529,022
Tuition & Fees	\$13,551,900	\$13,772,913	\$15,049,450	\$15,735,036
County Tuition	\$2,153,000	\$2,447,621	\$2,450,485	\$2,873,930
Other	<u>\$1,455,900</u>	<u>\$1,673,986</u>	<u>\$1,767,858</u>	<u>\$1,955,087</u>
Total	\$42,918,600	\$45,776,200	\$49,392,700	\$51,742,200
Expenditures	FY 2022	FY 2023	FY 2024	FY 2025
Personnel Costs	\$26,804,000	\$29,520,300	\$30,701,900	\$32,726,500
Operating Expenditures	\$14,989,000	\$15,993,200	\$15,066,800	\$16,270,600
Capital Outlay	<u>\$1,125,600</u>	<u>\$262,700</u>	<u>\$3,624,000</u>	<u>\$2,745,100</u>
Total	\$42,918,600	\$45,776,200	\$49,392,700	\$51,742,200

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2022	FY 2023	FY 2024	FY 2025
Dual Credit Enrollment				
Unduplicated Headcount	8,866	9,682	11,066	12,574
Total Credit Hours	51,879	57,488	69,614	81,032
(Source: SBOE Dual Credit Enrollment Report)	(2021-2022)	(2022-2023)	(2023-2024)	(2024-2025)
Remediation Rate				
First-Time, First-Year Students	Math	Math	Math	Math
Attending Idaho High School within	20.0%	13.5%	18.3%	12.7%
Last 12 Months (broken out by math	(145/724)	(89/660)	(119/650)	(98/769)
and English)				
English	English	English	English	English
(Source: CSI)	5.1%	4.7%	4.9%	5.1%
(Required for Idaho State Board Strategic Plan)	(37/724)	(31/660)	(32/650)	(39/769)
	(2021-2022)	(2022-2023)	(2022-2023)	(2023-2024)
Timely Degree Completion-Completions				
Total number of certificates/degrees	1,143 ²	1,132 ²	1,239 ²	1,160 ²
produced, broken out by certificates	completions	completions	completions	completions
of one academic year or more;				
associate degrees	134 certificates	141 certificates	173 certificates	127 certificates
(Source: IPEDS ¹ Completions Report)	1009 degrees ²	991 degrees ²	1066 degrees ²	1033 degrees ²
	(2021-2022)	(2022-2023)	(2023-2024)	(2024-2025)
Workforce Training Completions				
Total Duplicated Completions	5,948	6,583	6,731	6,782
(Source: State Workforce Training Report)	(2021-2022)	(2022-2023)	(2023-2024)	(2024-2025)
Positive Placement of Career Technical Education Completers				
Percentage Placed	99%	93%	96%	97%
(Source: CTE Postsecondary Follow-Up Report)	(2020-2021 graduates)	(2021-2022 graduates)	(2022-2023 graduates)	(2023-2024 graduates)

Part II – Performance Measures

Performance Measure		FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Strategic Goal #1: Student Access						
Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.						
1. Student Enrollment – Annual Unduplicated Headcount (Source: SBOE PSR Annual) (Goal 1; Objective 1.3; Measure 1.3.3) (Required SBOE Metric)	actual	14,386 (2021-2022)	15,178 (2022-2023)	16,586 (2023-2024)	17,688 (2024-2025)	
	target	NA	NA	NA	NA	TBD
Strategic Goal #1: Student Access						
Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.						
2. Student Enrollment – Full Time Equivalent (Source: SBOE PSR Annual) (Goal 1; Objective 1.3; Measure 1.3.3) (Required SBOE Metric)	actual	4,447.7 (2021-2022)	4,599.5 (2022-2023)	4,899.9 (2023-2024)	5,498.3 (2024-2025)	
	target	NA	NA	NA	NA	TBD
Strategic Goal #1: Student Access						
Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.						
3. Student Affordability – In-state, in-district tuition (Source: CSI) (Goal 1; Objective 1.3; Measure 1.3.4) (Required SBOE Affordability Metric)	actual	\$140 per credit	\$140 per credit	\$140 per credit	\$147 per credit	
	target	NA	NA	NA	NA	TBD
Strategic Goal #2: Student Retention						
Objective 2.1: Establish robust systems and processes that support student retention.						
4. Student Retention— Retention Rates Percentage of first-time, full-time, degree-seeking students retained or graduated the following year (Source: IPEDS) (Goal 2; Objective 2.1; Measure 2.1.1) (Required SBOE Metric)	actual	Fall 2020 Cohort 60% (412/686)	Fall 2021 Cohort 64% (448/697)	Fall 2022 Cohort 64% (424/658)	Fall 2023 Cohort 64% (496/729)	
	target	63%	67%	67%	67%	67%
Strategic Goal #2: Student Retention						
Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.						
5. Remediation Reform-Math	actual	(2021-22) 51% (384/759)	(2022-23) 44% (231/525)	(2023-24) 42% (139/332)	(2024-25) 40% (140/349)	

Performance Measure		FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
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 2.2; Measure 2.2.1)	target	48%	50%	52%	50%	50%
Strategic Goal #2: Student Retention						
Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.						
6. 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 2.2; Measure 2.2.2)	actual	(2021-22) 69% (115/168)	(2022-23) 71% (72/101)	(2023-24) 67% (54/80)	(2024-25) 55% (54/98)	
	target	78%	75%	75%	70%	70%
Strategic Goal #2: Student Retention						
Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.						
7. Math Pathways Percent of new degree-seeking freshmen completing a gateway math course within two years (Source: CSI) (Goal 2; Objective 2.2; Measure 2.2.3) (Statewide Performance Measure)	actual	(2021-22) 51% (597/1,183)	(2022-23) 52% (641/1,225)	(2023-24) 48% (619/1,285)	(2024-25) 51% (640/1,247)	
	target	50%	52%	52%	55%	55%
Strategic Goal #3: Student Success						
Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.						
8. Timely Degree Completion-Credits completed per academic year Percentage of undergraduate, degree-seeking students completing 24 or more credits per academic year (Source: CSI) (Goal 3 Objective 3.1; Measure 3.1.5)	actual	(2021-22) 13% ³ (496/3,810)	(2022-23) 13% ³ (510/3,795)	(2023-24) 28% ³ (511/3,767)	(2024-25) 29% ³ (1,231/4,202)	
	target	15%	15%	15%	30%	31%

Performance Measure		FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Strategic Goal #3: Student Success						
Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.						
9. Student Success – Timely Degree Completion-150% Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) (Goal 3; Objective 3.1; Measure 3.1.1) (Required SBOE Metric)	actual	Fall 2019 Cohort 44% (297/677)	Fall 2020 Cohort 43% (295/686)	Fall 2021 Cohort 40% (276/697)	TBD#	
	target	35%	42%	44%	45%	TBD#
Strategic Goal #3: Student Success						
Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.						
10. Guided Pathways-100% Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) (Goal 3; Objective 3.1; Measure 3.1.2)	actual	Fall 2020 Cohort 31% (212/686)	Fall 2021 Cohort 34% (238/697)	Fall 2022 Cohort 35% (230/658)	TBD#	
	target	22%	33%	33%	30%	TBD#

Performance Measure Explanatory Notes

¹ Integrated Postsecondary Education Data System (IPEDS)

² Excludes graduates in the Bachelor of Applied Science program.

³ Prior to 2023-2024, this metric reflected the percentage of undergraduate, degree-seeking students completing 30 or more credits per academic year. At the community colleges, it is now based upon the percentage of undergraduate, degree-seeking students completing 24 or more credits per academic year. This largely explains the jump in 2023-2024.

This data will not be available until November 2025 and will be submitted at that time.

For More Information Contact

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