

2020 College of Southern Idaho Mission Fulfillment Scorecard-Draft

Core Theme	Performance Measure	Title	FY2017	FY2018	FY2019	FY2020 Benchmark	Benchmark Adjustment from Prior	FY2020	Met Target Status/ Trend	Notes**
Community Success	PM 1.A.1	Strengthen Communities	NA	NA	NA	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.	NA	NA	NA	1
	PM 1.B.1	Economic Partnerships	NA	NA	NA	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.	NA	NA	NA	1
	PM 1.C.1	Workforce training headcount and completions	1,972 heads 5,761 completions	2,266 heads 7,531 completions	3,095 heads 9,841 completions	Meet the workforce training needs of our area as determined by industry	NA	2,162 heads 4,714 completions	↓	2
	PM 1.C.2	CTE completers over rolling 3-year average of CTE FTE	51%	60%	60%	55%	↔	60%	↔	3
	PM 1.C.3	CTE placement	93%	96%	98%	Maintain placement at or above the average for the previous three years (96%)	↓	99%	↔	4
Success	PM 2.A.1	Annual unduplicated headcount	12,091	12,675	12,620 (-0.4%)	2% increase	↔	13,130 (+4.0%)	↑	5
	PM 2.A.2	Annual FTE	3,943	3,971	4001.2 (+1.0%)	1% increase	↓	4133.4 (+3.2%)	↑	6
	PM 2.A.3	Annual dual credit enrollment	25,680 credits; 5,353 headcount	32,814 credits; 6,360 headcount	36,904 credits; 6,613 headcount	No benchmark	↔	42,805 credits; 7,648 headcount	↑	7
	PM 2.A.4	Tuition and Fees	\$130 (-4.5%)	\$140 (+2.5%)	\$140 (+2.5%)	Maintain tuition at +/- 5% of average of other Idaho Community Colleges	↔	\$140 (+2.5%)	↔	8
	PM 2.A.5	Hispanic/Latino Enrollment	23%	24%	26%	27%	↑	25%	↔	9
	PM 2.B.1	CCSSE Satisfaction Rate	90%	93%	90%	90%	↔	NA	↔	10
	PM 2.C.1	Retention (IPEDS)	60%	58%	59%	60%	↑	61%	↑	11
	PM 2.C.2	Retention (VFA-Two Year Main Cohort)	72%	70%	72%	73%	↑	72%	↔	12
	PM 2.C.3	Degrees and certificates awarded*	151 Certificates 817 Degrees	154 Certificates 800 Degrees	146 Certificates 840 Degrees	NA	NA	129 Certificates 947 Degrees	↑	13
	PM 2.C.4	Unduplicated graduates*	148 Certificates 774 Degrees	152 Certificates 736 Degrees	146 Certificates 796 Degrees	NA	NA	129 Certificates 861 Degrees	↑	13
	PM 2.C.5	Degrees and certificates awarded	30%	32%	36%	40%	↑	NA	?	14
	PM 2.C.6	Remediation progress (Math)*	41%	48%	48%	40%	↑	43%	↓	15

Student	PM 2.C.7	Remediation progress (English)*	79%	72%	78%	72%	↑	73%	↓	15
	PM 2.C.8	Math Gateway Progress*	29%	34%	41%	43%	↑	48%	↑	15
	PM 2.C.9	Academic progress (30 or more credits earned in academic year)*	9%	12%	12%	12%	↑	11%	↓	16
	PM 2.C.10	Academic progress (VFA Credits Threshold-Two Year Credential Seeking Cohort)	60%	62%	65%	66%	↑	67%	↑	17
	PM 2.C.11	Graduation rate (IPEDS 150%)*	27%	27%	31%	30%	↑	34%	↑	18
	PM 2.C.12	Graduation rate (IPEDS 100%)*	15%	15%	20%	19%	↑	21%	↑	19
	PM 2.C.13	Completion rate (VFA-Six Year Credential Seeking Cohort)	61%	60%	61%	64%	↑	60%	↓	20
	PM 2.C.14	Median Credits Earned at Graduation	83	77	75	75	↔	74	↓	21
	PM 2.C.15	CCSSE Student Recommendation	97%	96%	95%	96%	↔	NA	?	22
	PM 2.D.1	General Education Student Learning Outcomes	NA	NA	69%	90%	↔	82%	↑	23
	PM 2.D.2	Program Level Student Learning Outcomes	NA	NA	35%	90%	↔	80%	↑	24
	PM 2.E.1	CCSSE Activity Participation	27%	28%	26%	30%	↑	NA	?	25
	Institutional Stability	PM 3.A.1	Great College to Work For Survey	NA	64%	59%	70% (2023)	↔	NA	?
PM 3.B.2		Composite Financial Index	2.62	3.66	4.39	Above 3.0	↔	4.40	↔	27
PM 3.C.1		Foundation scholarships	\$1.69 million	\$2.11 million	\$2.37 million	Increase prior year distribution by 3% (Goal: \$2.44million)	↔	\$2.28 million	↓	28
PM 3.D.1		Infrastructure	TBD	TBD	TBD	TBD	NA	NA	NA	29

Metric Currently In Use

Metric Being Developed

Undetermined

Above Target

Near Target/Positive Trend

Below Target

Undetermined

Above Target

Near Target/Positive Trend

Below Target

*Required Statewide Performance Metric

**Data reflects academic year concurrent with fiscal year unless otherwise noted in the notes below. (e.g. FY2019 = AY 2018-2019)

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. 2020 saw a marked decrease in enrollments and completions due to COVID-19.

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=\$141.50; 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.