

2021 College of Southern Idaho Mission Fulfillment Scorecard

Strategic Goal	Performance Measure	Title	FY2018	FY2019	FY2020	FY2021 Benchmark	Benchmark Adjustment from Prior	FY2021	Met Target Status/ Trend	Notes*
Cultivate Community Engagement	PM 1.3.2	Region IV "Go On" Rate (subset attending CSI)	50.0% (45.5%)	43.5% (57.0%)	39.4% (59.1%)	NA (New Metric)	NA	40.7% (61.7%)	↑	1
	PM 1.3.3	Placement of Career Technical Education Completers	96%	98%	98%	98%	↑	99%	↑	2
Optimizing Student Access	PM 2.1.1	Unduplicated Headcount of Non-Dual Enrollment Students	4,023	3,765 (-6.4%)	3,987 (+5.9%)	2% increase	↔	3,883 (-2.6%)	↓	3
	PM 2.1.2	Fall FTE	3,378	3,433 (+1.6%)	3,476 (+1.3%)	1% increase	↔	3,590 (+3.3%)	↑	4
	PM 2.1.3	Retention (IPEDS)	58%	58%	61%	60%	↓	66%	↑	5
Driving Student Success	PM 3.2.1	Academic progress (30 or more credits earned in academic year)	12%	12%	11%	12%	↑	11%	↔	6
	PM 3.2.2	Graduation rate (IPEDS 150%)	27%	31%	35%	30%	↑	36%	↑	7
	PM 3.2.4	Median Credits Earned at Graduation	77	75	74	75	↔	74	↓	8
	PM 3.2.5	Non-CTE Transfer Rates	53%	57%	63%	NA (New Metric)	NA	62%	↓	9
	PM 3.3.1	Closure of equity gaps (Retention)	45% vs. 60% (average across years)			NA (New Metric)	NA	45%	NA	10
	PM 3.3.1	Closure of equity gaps (Graduation)	16% vs. 31% (average across years)			NA (New Metric)	NA	16%	NA	10

Undetermined
Above Target
Near Target/Positive Trend
Below Target

*Data reflects academic year concurrent with fiscal year unless otherwise noted in the notes below. (e.g. FY2021 = AY 2020-2021)

NOTES

1. 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 46.9% for all colleges by 2025. 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.VIII (>60% of HS graduates attend college within 1 year; >80% within 3 years).
2. This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)
3. 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.VIII (>60% of HS graduates attend college within 1 year; >80% within 3 years).
4. 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.VIII (>60% of HS graduates attend college within 1 year; >80% within 3 years).
5. The 67% 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.
6. 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).
7. 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 at Hutchinson Community College (KS), 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.
8. 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).
9. The college is working to better support students who intend to transfer after graduation. This is a new metric and a benchmark is still being established. (Most recent data reflects an entry cohort five years prior to FY date. For example, FY21 data reflects fall 2017 entry cohort.)
10. In an effort to begin to identify and address equity gaps, the college has held several collegewide discussions around equity and inclusion, while also conducting internal research designed to identify said gaps. Research at CSI has revealed that the most significant predictor of college success (fall-to-fall retention and 150% of time graduation) 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.