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 2021	FY 2022	FY 2023	FY 2024
Academic Appropriation	$13,797,500	$15,303,300	$17,146,200	$18,468,500
One Time Appropriation	$0	$0	$0	$0
Liquor Fund	$200,000	$200,000	$200,000	$200,000
Inventory Phaseout	$752,500	$820,800	$849,050	$839,649
Property Taxes	$8,794,600	$9,433,700	$9,686,430	$10,616,758
Tuition & Fees	$13,309,100	$13,551,900	$13,772,913	$15,049,450
County Tuition	$1,811,600	$2,153,000	$2,447,621	$2,450,485
Other	$1,698,700	$1,455,900	$1,673,986	$1,767,858
Total	**$40,364,000**	**$42,918,600**	**$45,776,200**	**$49,392,700**
Expenditures	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**
Personnel Costs	$25,768,000	$26,804,000	$29,520,300	$30,701,900
Operating Expenditures	$10,640,000	$14,989,000	$15,993,200	$15,066,800
Capital Outlay	$3,956,000	$1,125,600	$262,700	$3,624,000
Total	**$40,364,000**	**$42,918,600**	**$45,776,200**	**$49,392,700**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2021	FY 2022	FY 2023	FY 2024
Annual Enrollment (Undup. Headcount) Career Technical Academic (Source: State Board of Education (SBOE) Post-Secondary (PSR) Annual Enrollment Report)	12,944 1,060 11,884 (2020-2021)	14,386 1,140 13,246 (2021-2022)	15,178 1,133 14,045 (2022-2023)	16,586 1,076 15,510 (2023-2024)
Annual Enrollment (Full Time Equivalent) Career Technical Transfer (Source: SBOE PSR Annual Enrollment Report)	4,105.0 775.4 3,329.6 (2020-2021)	4,447.7 815.7 3,632.0 (2021-2022)	4,599.5 912.8 3,686.7 (2022-2023)	4,899.9 940.7 3,959.2 (2023-2024)
Dual Credit Enrollment Unduplicated Headcount Total Credit Hours (Source: SBOE Dual Credit Enrollment Report)	7,472 42,793 (2020-2021)	8,866 51,879 (2021-2022)	9,682 57,488 (2022-2023)	11,066 69,614 (2023-2024)
Remediation Rate First-Time, First-Year Students Attending Idaho High School within Last 12 Months (broken out by math and English) (Source: CSI) (Required for Idaho State Board Strategic Plan)	Math 32.9% (223/678) English 9.0% (61/678) (2020-2021)	Math 20.0% (145/724) English 5.1% (37/724) (2021-2022)	Math 13.5% (89/660) English 4.7% (31/660) (2022-2023)	Math 18.3% (119/650) English 4.9% (32/650) (2022-2023)
Timely Degree Completion-Completions Total number of certificates/degrees produced, broken out by certificates of one academic year or more; associate degrees (Source: IPEDS[1] Completions Report) (Statewide Performance Measure)	1,094[2] completions 147 certificates 947 degrees[2] (2020-2021)	1,143[2] completions 134 certificates 1009 degrees[2] (2021-2022)	1,132[2] completions 141 certificates 991 degrees[2] (2022-2023)	1,239[2] completions 173 certificates 1066 degrees[2] (2023-2024)
Timely Degree Completion-Completers Total number of unduplicated graduates, broken out by certificates	979[2] graduates 147 certificates	1,027[2] graduates 134 certificates	1,079[2] graduates 139 certificates	1,149[2] graduates 169 certificates

of one academic year or more and associate degrees (Source: IPEDS Completions Report) (Statewide Performance Measure)	876 degrees[2] (2020-2021)	943 degrees[2] (2021-2022)	940 degrees[2] (2022-2023)	980 degrees[2] (2023-2024)
Workforce Training Completions Total Duplicated Completions (Source: State Workforce Training Report)	7,367 (2020-2021)	5,948 (2021-2022)	6,583 (2022-2023)	6,731 (2023-2024)
Positive Placement of Career Technical Education Completers Percentage Placed (Source: CTE Postsecondary Follow-Up Report)	98% (2019-2020 graduates)	99% (2020-2021 graduates)	93% (2021-2022 graduates)	96% (2022-2023 graduates)

Part II – Performance Measures

Performance Measure		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Strategic Goal #3: Drive Student Success **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.**						
1. Timely Degree Completion-Credits completed per academic year Percentage of undergraduate, degree-seeking students completing 30 or more credits per academic year (Source: CSI) (Goal 3 Objective 3.2; Measure 3.2.1) (Statewide Performance Measure)	actual	*(2020-21)* 13% (467/3,676)	*(2021-22)* 13% (496/3,810)	*(2022-23)* 13% (510/3,795)	*(2023-24)* 14% (511/3,767)	
	target	*12%*	*15%*	*15%*	*15%*	*15%*
Strategic Goal #3: Drive Student Success **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.**						
2. 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 3.2; Measure 3.2.2) (Statewide Performance Measure)	actual	*Fall 2018 Cohort* 36% (210/591)	*Fall 2019 Cohort* 44% (297/677)	*Fall 2020 Cohort* 43% (295/686)	*Fall 2021 Cohort* 40% (276/697)	
	target	*30%*	*35%*	*42%*	*44%*	*45%*
Strategic Goal #3: Drive Student Success **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.**						
3. Guided Pathways-100%	actual	*Fall 2019 Cohort* 31% (208/677)	*Fall 2020 Cohort* 31% (212/686)	*Fall 2021 Cohort* 34% (238/697)	*Fall 2022 Cohort* 35% (230/658)	

Performance Measure		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) (Goal 3; Objective 3.2; Measure 3.2.3) (Statewide Performance Measure)	*target*	*19%*	*22%*	*33%*	*33%*	30%

Strategic Goal #3: Drive Student Success						
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.						
4. Remediation Reform-Math	actual	*(2020-21)* 48% (484/1,012)	*(2021-22)* 51% (384/759)	*(2022-23)* 44% (231/525)	*(2023-24)* 42% (139/332)	
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 3; Objective 3.1; Measure 3.1.1) (Statewide Performance Measure)	*target*	*40%*	*48%*	*50%*	*52%*	50%

Strategic Goal #3: Drive Student Success						
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.						
5. Remediation Reform-English	actual	*(2020-21)* 71% (151/214)	*(2021-22)* 69% (115/168)	*(2022-23)* 71% (72/101)	*(2023-24)* 67% (54/80)	
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 3; Objective 3.1; Measure 3.1.2) (Statewide Performance Measure)	target	72%	78%	75%	75%	70%

Strategic Goal #3: Drive Student Success						
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.						
6. Math Pathways Percent of new degree-seeking freshmen completing	actual	*(2020-21)* 50% (517/1,030)	*(2021-22)* 51% (597/1,183)	*(2022-23)* 52% (641/1,225)	*(2023-24)* 48% (619/1,285)	

Performance Measure		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
a gateway math course within two years (Source: CSI) (Goal 3; Objective 3.1; Measure 3.2.3) (Statewide Performance Measure)	target	*43%*	*50%*	*52%*	*52%*	55%
Strategic Goal #2: Optimize Student Access **Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.**						
7. 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 2.1.3)	actual	*Fall 2019 Cohort* New Students 66% (445/678) Transfer 57% (63/110)	*Fall 2020 Cohort* New Students 60% (412/686) Transfer 62% (73/118)	*Fall 2021 Cohort* New Students 64% (448/697) Transfer 51% (65/127)	*Fall 2022 Cohort* New Students 64% (424/658) Transfer 56% (75/133)	
	target	*60% (New Students)*	*63% (New Students)*	*67% (New Students)*	*67% (New Students)*	*67% (New Students)*

Performance Measure Explanatory Notes

[1] Integrated Postsecondary Education Data System (IPEDS)

[2] Excludes graduates in the Bachelor of Applied Science program.

For More Information Contact

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