COLLEGE OF SOUTHERN IDAHO

AGENDA

I.   **CALL TO ORDER**   **Chairwoman Mittleider**

4:00PM/Taylor Building Conference Room #276

CALL TO ORDER: 4:05pm

BOARD MEETING ATTENDEES:
Trustees:
       Jan Mittleider, Chairman
       Laird Stone, Vice Chairman
       Jack Nelsen, Clerk
       Anna Scholes, Trustee
       Scott McClure, Trustee

College Administration:
       Dr. Jeff Fox, President
       Dr. Todd Schwarz, Executive Vice President and Chief Academic Officer
       Jeff Harmon, Vice President of Finance and Administration

       Dr. Michelle Schutt, Vice President of Student Services

Employees, visitors and media:
       Attached List

APPROVAL OF AGENDA: The agenda was approved on MOTION by Anna Scholes. Affirmative

UNFINISHED BUSINESS: None

Action Items

1. The board approved the new salary administration plan for Head Start on motion by Anna

Scholes. Affirmative vote was unanimous.

2. The board approved for Head Start to discontinue transportation services in Twin Falls and Jerome on motion by Laird Stone. Affirmative vote was unanimous.

ADJOURNMENT DECLARED: 5:15pm

J ffrey M. Harmon, Secretary Treasurer

Approved: March 16, 2020

J n M tleider, Chairwo an

COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES MEETING MINUTES
Monday, February 24, 2020 – 4:00p.m.
315 Falls Ave. – Twin Falls, ID 83301

Monthly Board Meeting List of Additional Attendees

Employee

Chris Bragg, Associate Dean of Institutional Effectiveness
Jennifer Zimmers, Director of Financial Aid
Spencer Cutler, Director of Physical Plant
Ed Ditlefsen, Director IT Application and Data
Larisa Alexander, IT Service Owner/Business Operations
Ginger Nukaya, Executive Administrative Assistant to the President

College of Southern Idaho
Head Start/Early Head Start

Program Summary for January 2020
Reported at February Board Meeting

COLLEGE OF
SOUTHERN IDAHO

Enrollment

Head Start TANF	12
Early Head Start	92
Total	**561**

Program Options

Center Based (PD/PY, FD/DY), Early Head Start, Home Based, Early Head Start Toddler Combo

Head Start Attendance

January Head Start Overall Attendance	80%
January Head Start Self Transport Attendance	80%
January EHS Toddler Combo Attendance	74%
January IEP/IFSP Totals	4%

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CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE OF BUDGET	REMAINING BUDGET %

HEAD START T/TA

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE	REMAINING BUDGET %

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE OF BUDGET	REMAINING BUDGET %
SALARIES	$ 865,879.00	$ 46,128.09	$ 46,128.09	$ 819,750.91	94.7%
BENEFITS	$ 471,404.00	$ 23,428.16	$ 23,428.16	$ 447,975.84	95.0%
EQUIPMENT		$	$	$	

EARLY HEAD START T/TA

IN KIND NEEDED	$ 7,232.00
IN KIND GENERATED	$ -

COLLEGE OF

**2020-2025 (FY2021-2026)
STRATEGIC PLAN**

MISSION STATEMENT

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

VISION STATEMENT

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

DEFINITIONS OF MISSION TERMS

"Provide quality opportunities that meet…the diverse needs": This phrase is operationally defined within the document. Demonstration of

mission fulfillment is based upon our ability to meet the performance indicators and benchmarks established in this document. These have been created to establish standards of quality that can be regularly assessed to ensure that we are providing quality opportunities that meet the diverse needs of the communities we serve.

SUPPORT THEME 1: COMMUNITY SUCCESS

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

Objective A: Strengthen the communities we serve

Performance Measure:

I. The College of Southern Idaho's mission fosters interaction between the College and the people of the diverse communities it serves both geographically and demographically. The College measures performance of this important mission component by maintaining human connectivity and cultural awareness through support of such activities as the Herrett Forum Lecture Series

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
54%	51%	60%	60%	55%
(412/759)	(370/723)	(424/707)	(414/695)	

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

FY16 (2014-2015 Grads)	FY17 (2015-2016 Grads)	FY18 (2016-2017 Grads)	FY19 (2017-2018 Grads)	Benchmark
97%	93%	96%	98%	96%

Benchmark: Maintain placement at or above the average for the previous four years (96%) [4] (by 2021)

GOAL/CORE THEME 2: STUDENT SUCCESS

I. Annual Institutional Unduplicated Headcount (Source: PSR 1 Annual Enrollment Report)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
10,912	12,091	12,675	12,620	2% increase

Benchmark: 2% increase[5] (by 2021)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
3,957	3,943	3,971	4,001	1% increase

Benchmark: 1% increase[6] (by 2021)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark

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IV. Tuition and Fees (Source: College of Southern Idaho)

				Maintain tuition at +/- 5% of the average of other Idaho community colleges
$130	$130	$140	$140	
(-4.8%)	(-4.5%)	(+2.5%)	(+2.5%)	

Benchmark: Maintain tuition at +/- 5% of the average of other Idaho community colleges[8] (by FY2021)

V. Hispanic/Latino Enrollment (Source: College of Southern Idaho)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
21%	23%	24%	26%	27%

Benchmark: 27%[9] (by FY2021)

Objective B: Reinforce a commitment to instructional excellence

Performance Measures:

Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
90%	90%	93%	90%	90%

Benchmark: 90%[10] (by FY2021)

Critical Success Activity:
- Continue implementation of the Center for Instructional Excellence instructional and professional development programs:
  - Measure the success of these programs, analyze data, and identify and implement changes.
- Continue implementation of adjunct and early college professional development programs.

Performance Measures:

I. Percentage of 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)

60%	56%	56%	58%	
(366/606)	(350/629)	(341/605)	(345/591)	60%
Fall 2015	Fall 2016	Fall 2017	Fall 2018	
Cohort	Cohort	Cohort	Cohort	

Benchmark: 60% [11] (by FY2021)

II. Percentage of students retained from fall to spring (Source: Voluntary Framework of Accountability [Main Cohort])

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
72%	72%	70%	72%	
(1,184/1,653)	(1,123/1,569)	(1,002/1,429)	(1,043/1,446)	73%

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
189 Certificates	148 Certificates	152 Certificates	146 Certificates	None
Benchmark: 853 Degrees	774 Degrees	736 Degrees	796 Degrees	
NA [13]				

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
30%	30%	32%	36%	40%

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
17%	31%	33%	39%	40%
(211/1,273)	(383/1,242)	(370/1,126)	(376/973)	

Benchmark: 40% [15] (by FY2021)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
86	83	80	78	75

Benchmark: 75 [21] (by FY2021)

XV.   Would you recommend this college to a friend or family member? (Source: Community College Survey of Student Engagement)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
98%	97%	96%	95%	96%

Benchmark: 96% [22] (by FY2021)

Ob ective D: Provide evidence of achievement of student learning outcomes

Performance Measures:

I.   Percentage of courses assessed via general education assessment process. (Source: College of Southern Idaho)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
NA	NA		69%	90%

Benchmark: 90% [23] (by FY2023)

II.   Percentage of programs completing entire program assessment process. (Source: College of Southern Idaho)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
NA	NA	NA	35%	90%

Benchmark: 90% [24] (by FY2023)

Ob ective E: Offer opportunities for student engagement that go beyond the classroom

Performance Measures:

I.   Participation in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) (Source: Community College Survey of Student Engagement)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
29%	27%		26%	30%

Benchmark: 30% [25] (by FY2021)

GOAL 5: ATTRACT AND RETAIN INSTITUTIONAL STAFF

I.   Chronicle of Higher Education Great Colleges to Work For Survey

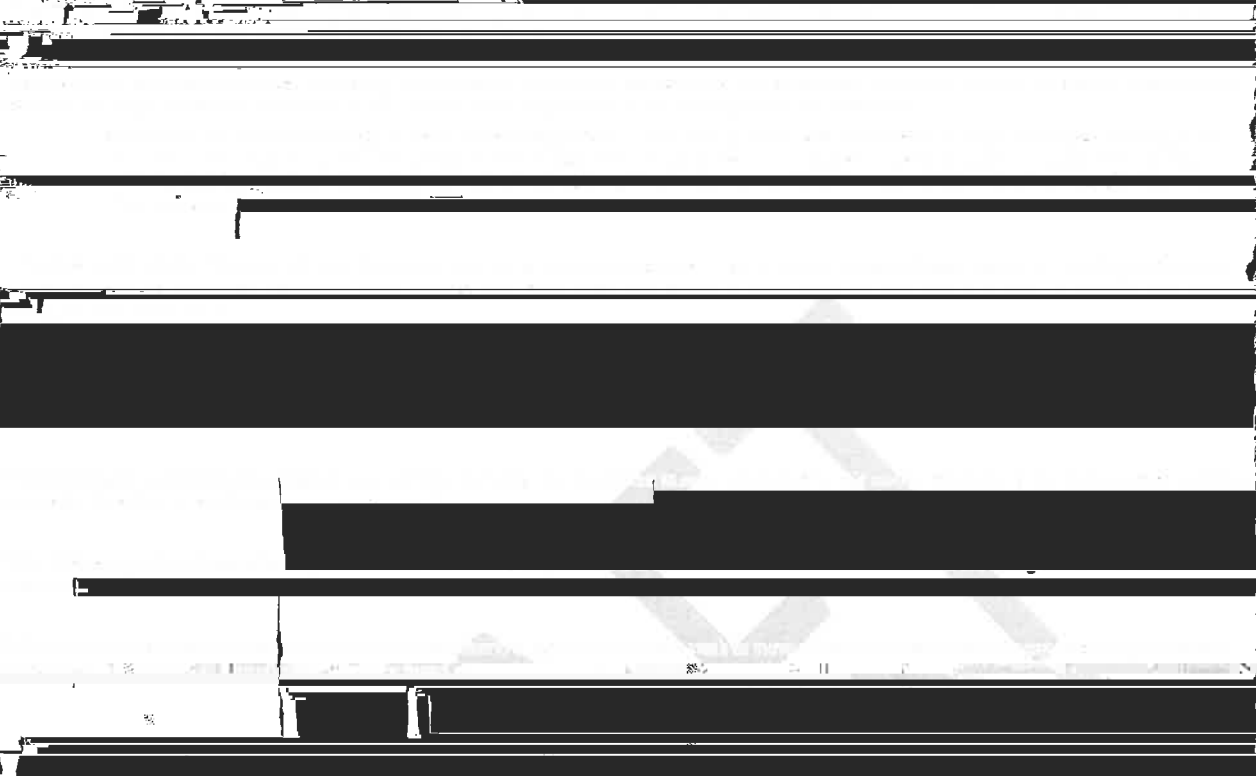| FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
NA	NA	64%	59%	70%

Benchmark: 70% [26] (by FY2023)

Objective B: Ensure that the college maintains the financial resources necessary to meet its mission

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
2.91	2.62	3.66	4.39	3.0 or above

Benchmark: 3.0 or above [27] (by FY2021)

Objective C: Maintain a strong relationship with the CSI Foundation

Performance Measures:

I.   **Total Dollar Amount Awarded to Students by the CSI Foundation**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
$1.76 million	$1.69 million	$2.11 million	$2.37 million	$2.44 million

Benchmark: $2.44 million (a 3% increase over the previous year) [28] (by FY2021)

Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities

Performance Measures: This measure is under development

I.   **Potential measures tied to: Maintenance, Clery Report, IT service/availability, Cybersecurity**

Benchmark: TBD [29] (To be established in 2021)

[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
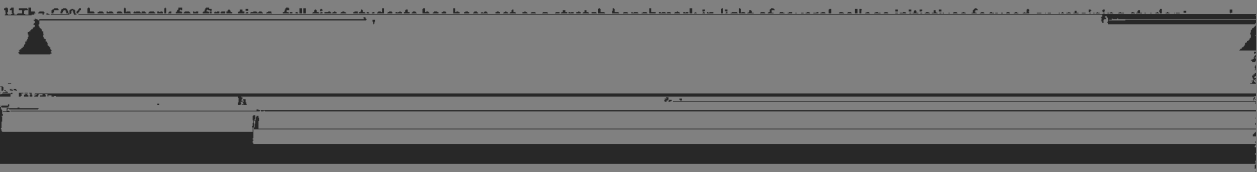
the credit hours of all part-time students divided by 12] at the institution.)

[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 CO% benchmark for first-time, full-time students has been set as a stretch benchmark in light of several college initiatives focused on retaining students

25. Students are asked about time spent "participating in college-sponsored activities (organizations, campus publications, student government, intramural sports

College of Southern Idaho Goals and Objectives

GOAL 1: Student Success

GOAL 3: Institutional Stability

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Satisfaction Data

93.39% of students report that they learned bout different resources on campus that could

Outcomes Data

Fall 2019 Registrtions: 51
Spring 2020 Registrations: 52

adjusting to CSI.

Students Passed the Final quiz with an average score of 96%

99.3% of students report that they learned bout different resources on campus that could