

I. CALL TO ORDER



COLLEGE OF  
SOUTHERN  
IDAHO

**COLLEGE OF SOUTHERN IDAHO**  
**COMMUNITY COLLEGE DISTRICT**  
**BOARD OF TRUSTEES MEETING MINUTES**  
Monday, February 28, 2022  
315 Falls Ave. – Twin Falls, ID 83301

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Jeffrey M. Harmon, Secretary Treasurer

Approved: March 22, 2022

David Stone, Chairman



Revenue Received

9%

Funds

General Fund Revenue

Management Fees

Tuition & Fees

Donation  
Grants

GENERAL FUND REVENUE SUMMARY

TOTAL ANNUAL BUDGET

4 \$5,442,000

TOTAL ANNUAL REVENUE

4 \$2,182,214

4 \$259,786

% Budget Spent

7%

\$13,000,000  
\$12,000,000  
\$11,000,000  
\$10,000,000  
\$9,000,000  
\$8,000,000  
\$7,000,000  
\$6,000,000  
\$5,000,000  
\$4,000,000  
\$3,000,000  
\$2,000,000  
\$1,000,000  
\$0

General Fund Expenses

Salaries

Variable Pay

Health Insurance

Operating Expenses

Other

Instructional Support

GENERAL FUND EXPENSE SUMMARY

TOTAL YEARLY BUDGET

\$46,442,000

TOTAL YTD EXPENSES

\$28,813,992

\$17,628,008

## **Program Summary for January 2022**

### **Documents for Board Review and Approval:**



**COLLEGE OF SOUTHERN IDAHO**  
**HEAD START/EARLY HEAD START**



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<u>Peterson Brothers Construction</u>	\$1,821,250
Construction Solutions	\$1,963,749
EKC Construction	<u>\$3,420,604</u>

February 28, 2022

February 17, 2022

Jerre Haron CPA  
Vice President of Finance & Administration  
College of Southern Idaho

Betty Maciel  
Policy Council Chair  
College of Southern Idaho  
Head Start/Early Head Start



February 28, 2022

February 17, 2022

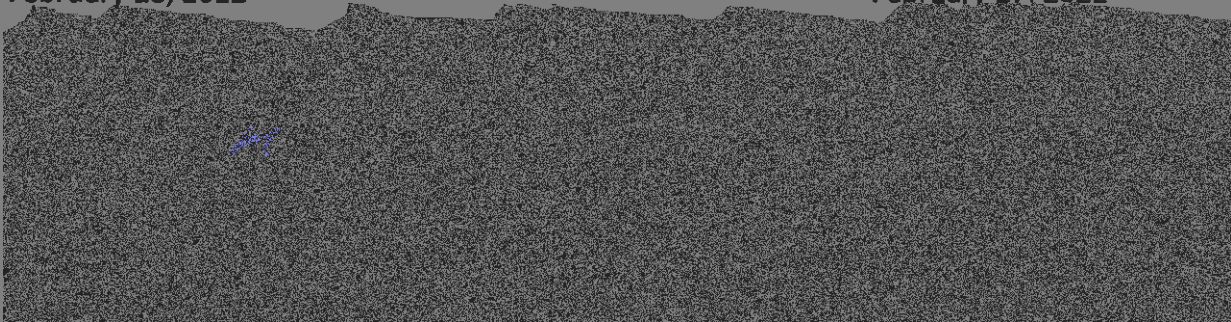




Fig. 2. Genetic relationships between 11 *Staphylococcus aureus* strains isolated from patients with MRSA. The tree was constructed using the neighbour-joining method and the genetic distance was calculated using the Jukes-Cantor correction. Bootstrap values are given at the nodes. The scale bar represents the number of nucleotide substitutions per site.





**2022-2026 (FY2023-2027)  
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.



## C-O-D-E

## CULTIVATE

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
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FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
19,929	19,652	18,148	17,782	20,000
Benchmark: 20,000 <sub>2</sub> (by 2023)				

**Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.**

**Performance Measures:**

**1.3.1 Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)**

	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
Headcount	6,360	6,613	7,648	7,472	7,577
Credits	32,814	36,904	42,805	42,793	43,392
Benchmark: > or = 1.4% increase in headcount and credits <sub>3</sub> (by 2023)					

**1.3.2 Region IV High School Immediate "Go On" Rate (Source: OSBE and CSI)**

	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
	50.0%	43.5%	39.4%	40.7%	46.9%
	45.5%	57.0%	59.1%	61.7%	65.0%

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
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**OPTIMIZE**

	<b>FY19 (2018-2019)</b>	<b>FY20 (2019-2020)</b>	<b>FY21 (2020-2021)</b>	<b>FY22 (2021-2022)</b>	<b>Benchmark</b>
	4,023	3,765	3,987	3,883	5,000
	Benchmark: 5,000 (by 2025)				

**2.1.2 Institutional Full Time Equivalency (FTE) Enrollment for Credit-Bearing Students (Source: PSR 1 Fall Snapshot Report)**

	<b>FY19 (2018-2019)</b>	<b>FY20 (2019-2020)</b>	<b>FY21 (2020-2021)</b>	<b>FY22 (2021-2022)</b>	<b>Benchmark</b>
	3,378	3,433	3,476	3,590	3,750
	Benchmark: 3,750 (by 2025)				

**2.1.3 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)**

<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>FY20 (2019-2020)</b>	<b>FY21 (2020-2021)</b>	<b>Benchmark</b>
			66%	
			(445/678)	67%
			Fall 2018 Cohort	

<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>FY20 (2019-2020)</b>	<b>FY21 (2020-2021)</b>	<b>Benchmark</b>
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<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>FY20 (2019-2020)</b>	<b>FY21 (2020-2021)</b>	<b>Benchmark</b>
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<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>FY20 (2019-2020)</b>	<b>FY21 (2020-2021)</b>	<b>Benchmark</b>
93%	90%	NA*	NA*	90%

\*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 and 2021  
 Benchmark: 90% (by 2022)

**DRIVE**

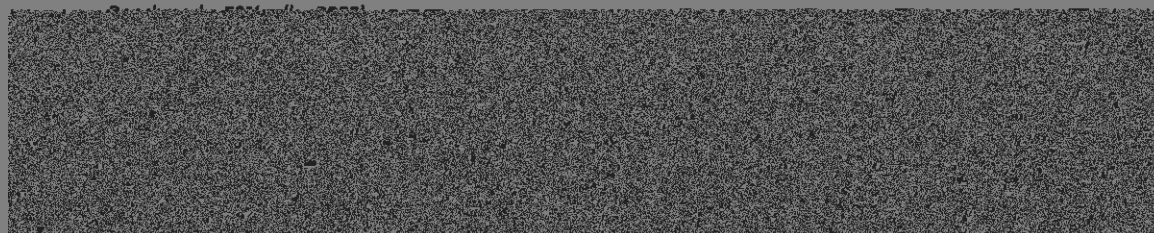
FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
48%	48%	43%	48%	50%
(386/805)	(435/914)	(339/785)	(484/1,012)	
Benchmark: 50% <sup>11</sup> (by 2023)				

3.1.2 Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI) *Statewide Performance Measure*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
72%	78%	73%	71%	75%
(198/276)	(203/261)	185/255)	(155/214)	
Benchmark: 75% <sup>11</sup> (by 2023)				

3.1.3 Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: CSI) *Statewide Performance Measure*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
34%	41%	48%	50%	52%
(430/1,268)	(485/1,187)	(499/1,044)	(517/1,030)	



FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
				15%

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
				42%

**3.2.3 Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS)**  
**Statewide Performance Measure**

	15%	20%	22%	31%	
					NA
<b>FY18 (2017-2018)</b>	<b>77</b>	<b>75</b>	<b>74</b>	<b>74</b>	<b>Benchmark</b>
	Benchmark: 69 <sup>14</sup> (by 2025)				<b>69</b>

**3.2.5 Non-CTE Transfer Rates (Source: CSI)**

<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>FY20 (2019-2020)</b>	<b>FY21 (2020-2021)</b>	<b>Benchmark</b>
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**Performance Measures:**

**3.3.1 Retention and Graduation Rates of Entering Students with High School GPAs of 3.0 or Lower (Source: College of Southern Idaho)**

<b>Metric</b>	<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>FY20 (2019-2020)</b>	<b>FY21 (2020-2021)</b>	<b>Benchmark</b>
<b>Fall-to-Fall Retention</b>	NA	NA	NA	44.6% (798/1,788) (2012-13 through 2019-20 Cohorts)	55%
<b>150% of Time Graduation</b>	NA	NA	NA	16.3% (195/1,194) (2013-14 through 2018-19 Cohorts)	25%

Benchmark: Fall-to-Fall Retention 55% by 2025; Graduation Rate 25% by 2025<sup>16</sup>

**STRATEGIC GOAL 4: ENSURE INSTITUTIONAL QUALITY**

**4.1.1 Employee Satisfaction Survey Score (Source: Great Colleges to Work For Survey)**

<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>FY20 (2019-2020)</b>	<b>FY21 (2020-2021)</b>	<b>Benchmark</b>
NA	64%	59%	NA	TBD
Benchmark: TBD <sup>17</sup>				



<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>FY20 (2019-2020)</b>	<b>FY21 (2020-2021)</b>	<b>Benchmark</b>
		4.41	4.39	3.0 or above

The first part of the document discusses the importance of maintaining accurate records of all transactions and activities related to the business.

It is essential to ensure that all financial data is properly documented and organized in a clear and concise manner. This will facilitate the preparation of financial statements and provide a comprehensive overview of the company's performance.

The second part of the document outlines the various methods and techniques used to collect and analyze data. This includes the use of surveys, interviews, and focus groups to gather information from customers and stakeholders.

Furthermore, the document describes the process of identifying and measuring key performance indicators (KPIs) that are critical to the success of the business. This involves setting clear goals and objectives and tracking progress over time.

The final part of the document provides a detailed analysis of the data collected and discusses the implications of the findings. It highlights areas of strength and identifies opportunities for improvement, offering practical recommendations for future action.

In conclusion, this document serves as a comprehensive guide to the data collection and analysis process. By following the outlined steps and utilizing the provided tools and techniques, businesses can gain valuable insights into their operations and make data-driven decisions to drive growth and success.

The document also emphasizes the importance of data security and privacy, ensuring that all information is protected and handled in accordance with relevant regulations and standards. This is crucial for maintaining the trust and confidence of customers and other stakeholders.

Overall, this document provides a thorough and practical overview of the data collection and analysis process, equipping businesses with the knowledge and skills needed to effectively manage their data and maximize its value.

The document is structured into several sections, each focusing on a specific aspect of the data collection and analysis process. This allows readers to easily navigate the content and find the information they need most quickly.

By following the guidelines and best practices outlined in this document, businesses can ensure that their data collection and analysis efforts are thorough, accurate, and effective. This will enable them to make informed decisions and achieve their business goals more efficiently.

The document is a valuable resource for anyone involved in data collection and analysis, providing a clear and concise overview of the process and offering practical advice and recommendations.

In summary, this document is a comprehensive and practical guide to the data collection and analysis process, providing businesses with the knowledge and skills needed to effectively manage their data and maximize its value.

