COLLEGE OF SOUTHERN IDAHO

2019-2023
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.

"Educational": Relating to activities typically encompassed by teaching and learning.

"Social": Relating to the welfare of human beings as members of society.

"Cultural": Relating to the customs, traditions, and values of a society.

"Economic": Relating to economic development and economic welfare.

"Workforce Development": Relating to the training of a qualified workforce.

"Communities we serve": The communities we serve include the diverse populations of students, employees, and community members impacted by the college. These communities can be organized in many different ways. They include those living in our eight county service area as well as those who interact with the college from afar. They can also be organized by any number of demographic characteristics which transcend geographical boundaries.

DEFINITIONS OF PLAN TERMS

Goal/Core Themes: Individually, core themes manifest the essential elements of our mission and collectively they encompass the mission. They represent the broad themes that guide planning processes designed to lead to mission fulfillment.

Objectives: Planning goals contained within each core theme that collectively lead to fulfillment of the core theme.

Performance Measures: Quantitative or qualitative indicators used to measure progress in meeting strategies, objectives, core themes, and ultimately, mission fulfillment.

Critical Success Activity: A specific action item that must be completed in order to reach fulfillment of a strategy, objective, or core theme.

Benchmarks: Targets established by the college in an effort to assess achievement, track progress over time, and set goals for improvement.

GOAL/CORE 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 emphasizing human connectivity and cultural awareness through support of such activities as the Herrett Forum Lecture Series, Arts on Tour, and the Magic Valley Refugee Day, among many others. Additionally, CSI offers public events such as intercollegiate athletics, community education, and various camps and artistic performances in order to encourage learning and community interaction as well as for sheer entertainment. Finally, the College strengthens the community through its support of Head Start, the Office on Aging, and the Refugee Center, among other ancillary agencies. The College further strengthens the community with a commitment to sustainability and civility.

Benchmark: 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.[1]

Objective B: Cultivate economic partnerships across the communities we serve

Performance Measure:

I. The College of Southern Idaho's mission promotes active participation in the economic development of the communities we serve. CSI measures performance in fulfilling this mission component through continued membership and active participation in such organizations as the Southern Idaho Economic Development Council (SIEDO), Jerome 20/20, Business Plus, Region IV Development (RIVDA), and Sun Valley Economic Development (SVED), among others. CSI also maintains active participation as a member of various chambers of commerce throughout the region along with other economic development agencies. While the College is never the sole reason that new companies move to the area, or that existing companies thrive, we strive to be a major contributor to both of these outcomes.

Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the specific program level as an observable objective rather than a quantifiably measurable objective.[1]

Objective C: Meet the workforce needs of the communities we serve

Performance Measures:

I. Total Unduplicated Headcount of Workforce Training Completers and Total Course Completions (Sources: State Workforce Training Report and Internal Reporting)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
1,618 Headcount 4,319 Completions	1,852 Headcount 9,478 Completions	1,972 Headcount 5,761 Completions	2,266 Headcount 7,531 Completions	Meet the workforce training needs of our area as determined by industry

Benchmark: Meet the workforce training needs of our area as determined by industry [2] (by 2020)

II. Unduplicated headcount of graduates over rolling 3-year average of CTE Full Time Equivalency (FTE) (Source: IPEDS Completions and Internal Reporting)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
50% (422/834)	54% (413/759)	51% (370/723)	60% (424/707)	62%

Benchmark: 62% [3] (by 2020)

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

FY14 (2014-2015)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
93%	97%	93%	96%	95%

Benchmark: Maintain placement at or above the average for the previous four years (95%) [4] (by 2020)

GOAL/CORE THEME 2: STUDENT SUCCESS

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

Objective A: Foster participation in post-secondary education

Performance Measures:

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
10,686	10,912	12,091	12,675	2% increase

Benchmark: 2% increase [5] (by 2020)

II. Annual Institutional Full Time Equivalency (FTE) Enrollment (Source: PSR 1 Annual Enrollment Report)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
4,153.70	3,956.55	3942.67	3,971	1% increase

Benchmark: 1% increase [6] (by 2020)

III. Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16,331 credits 3,178 headcount	18,155 credits 3,942 headcount	25,680 credits 5,353 headcount	32,814 credits 6,360 headcount	None

Benchmark: NA [7] (by 2020)

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
$120 (-10.2%)	$130 (-4.8%)	$130 (-4.5%)	$140 (+2.5%)	Maintain tuition at +/-5% of average of other Idaho community colleges

Benchmark: Maintain tuition at +/- 5% of average of other Idaho community colleges [8] (by FY2020)

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
21%	21%	23%	24%	25%

Benchmark: 25% [9] (by FY2020)

Objective B: Reinforce a commitment to instructional excellence

Performance Measures:

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
87%	90%	90%	93%	90%

Benchmark: 90% [10] (by FY2020)

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

Objective C: Support student progress toward achievement of educational goals

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)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
57% (382/672) Fall 2014 Cohort	60% (366/606) Fall 2015 Cohort	56% (350/629) Fall 2016 Cohort	56% (341/605) Fall 2017 Cohort	61%

Benchmark: 61% [11] (by FY2020)

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
67% (1,093/1,638) Fall 2012 Cohort	72% (1,184/1,653) Fall 2013 Cohort	72% (1,123/1,569) Fall 2014 Cohort	70% (1,002/1,429) Fall 2014 Cohort	73%

Benchmark: 73% [12] (by FY2020)

III. Number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
179 Certificates 845 Degrees	192 Certificates 919 Degrees	151 Certificates 817 Degrees	154 Certificates 800 Degrees	None

Benchmark: NA [13]

IV. Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
176 Certificates 763 Degrees	189 Certificates 853 Degrees	148 Certificates 774 Degrees	152 Certificates 736 Degrees	None

Benchmark: NA [13]

V. Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
25% (970/3,860)	30% (1,035/3,454)	30% (951/3,184)	33% (958/2949)	31%

Benchmark: 31% [14] (by FY2020)

VI. Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
20% (238/1,200)	24% (260/1,078)	32% (261/829)	33% (271/835)	35%

Benchmark: 35% [15] (by FY2020)

VII. 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: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
33% (138/415)	51% (168/331)	72% (232/324)	70% (215/309)	72%

Benchmark: 72% [15] (by FY2020)

VIII.   Percentage of first time degree seeking students completing a gateway math course within two years of enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
27% (648/2,420)	27% (567/2,097)	29% (561/1,937)	37% (614/1,795)	40%

Benchmark: 40%[16] (by FY2020)

IX.   Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
8% (473/6,188)	8% (453/5,621)	8% (436/5,161)	10% (472/4,618)	11%

Benchmark: 11%[17] (by FY2020)

X.   Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year (Source: Voluntary Framework of Accountability; Credential Seeking Cohort)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
34% 324/968 (Fall 2012 Cohort)	58% 813/1,395 (Fall 2013 Cohort)	60% 609/1,023 (Fall 2014 Cohort)	62% 594/962 (Fall 2015 Cohort)	63%

Benchmark: 63%[18] (by FY2020)

XI.   Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
20% (191/976) Fall 2012 Cohort	22% (181/843) Fall 2013 Cohort	27% (178/672) Fall 2014 Cohort	27% (161/606) Fall 2015 Cohort	28%

Benchmark: 28%[19] (by FY2020)

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
9% (83/976) Fall 2012 Cohort	10% (84/843) Fall 2013 Cohort	13% (88/672) Fall 2014 Cohort	15% (88/606) Fall 2015 Cohort	16%

Benchmark: 16%[20] (by FY2020)

XIII.   Percentage of students who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled after six years (Source: Voluntary Framework of Accountability [Credential Seeking Cohort])

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
58% 525/906 Fall 2008 Cohort	60% 842/1,395 Fall 2009 Cohort	61% (838/1,372) Fall 2010 Cohort	60% (816/1,370) Fall 2011 Cohort	62%

Benchmark: 62%[21] (by FY2020)

XIV.   Median credits earned at graduation (Source: College of Southern Idaho)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
77	75	73	71	69

Benchmark: 70[22] (by FY2020)

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
97%	98%	97%	96%	95%

Benchmark: 95% [23] (by FY2020)

Objective D: Provide evidence of achievement of student learning outcomes

Performance Measures:

Critical Success Activity: Continue implementation of General Education Program Student Learning Outcomes Plan with 90% participation at the course level
Benchmark: 90% compliance [24] (FY2020)

Critical Success Activity: Continue implementation of Program Level Student Learning Outcomes Plan with 100% participation of programs
Benchmark: 100% compliance [25] (FY2020)

Objective 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)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
23%	29%	27%	28%	30%

Benchmark: 30% [26] (by FY2021)

GOAL/CORE THEME 3: INSTITUTIONAL STABILITY

Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

Objective A: Provide employees with a work environment that values employee success and satisfaction

Performance Measures:

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NA	NA	NA	64%	70%

Benchmark: 70% [27] (by FY2023)

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

I.   Institutional reserves equal to three months of general fund budget. (Source: College of Southern Idaho)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
17.2%	22.5%	27.3%	32.8%	25%

Benchmark: 25% [28] (by FY2020)

II.   Maintain a Composite Financial Index (overall financial health) appropriate for a debt free college. (Source: Composit Financial Index)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NA	2.91	2.62	3.66	2.5-5.0

Benchmark: 2.5-5.0 [29] (by FY2020)

<u>Objective C:</u> Maintain a strong relationship with the CSI Foundation

<u>Performance Measures:</u>

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
$1.78 million	$1.76 million	$1.69 million	$2.11 million	$2.17 million

Benchmark: $2.17 million (a 3% increase over the previous year) [30] (by FY2020)

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

<u>Performance Measures</u>: This measure is under development

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

Benchmark: TBD [31] (To be established in 2020)

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been shown to significantly impact enrollment;
- Changes in local, state, and/or federal funding levels;
- Changes to regional accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Legal and regulatory changes.

EVALUATION PROCESS:

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the College's Strategic Planning Steering Committee and by College administration. The College reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

RED TAPE REDUCTION ACT
Please see the Board of Education strategic plan for Red Tape Reduction Act information.

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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.

[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, as a full-time student it takes two years to graduate with an Associate of Applied Science Degree and one year to graduate with most Technical Certificates, we are targeting a 62% completion rate each year for our CTE students.

[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.

[5] A 2% annual growth rate in headcount meets institutional targets.

[6] A 1% annual growth rate in full-time equivalency meets institutional targets.

[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.

[9]This benchmark reflects the estimated Hispanic/Latino 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 85% 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 61% 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 recognition of Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

[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 recognition of Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

[13] Because degree completion is directly tied to enrollment, the college has not chosen to set a benchmark for this metric. Metric 2.C.IV (see footnote #14) examines completion in relation to enrollment and is benchmarked. This benchmark also recognizes Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

[14] The 31% 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 Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

[15]The College is working to move students initially placed into remediation into successful college level course completion as quickly as possible. These stretch benchmarks reflect a focus on continuous improvement in these areas. These benchmarks also recognize Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

[16]In recognition of data showing that math can be a significant barrier to student success, the college is working to get students through their college gateway math class as soon as possible in their college experience. This stretch benchmark reflects a focus on continuous improvement in this area. This benchmark also recognizes Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

[17]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 stretch benchmark reflects a focus on continuous improvement in this area. This benchmark also recognizes Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

[18] The 63% 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 Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

[19] The 28% benchmark has been established in light of the recent positive trends in this area along with several initiatives the college has undertaken to increase graduation rates, and in alignment with Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

[20]While the IPEDS 100% of time to completion metric is unrealistic for most community college students given their part-time enrollment patterns, the College has set a benchmark to improve this percentage to 16%. The college also measures and benchmarks completion-based metric 2.C.XI (see footnote 21) which is tied to the VFA Six Year Completion rate. This benchmark also recognizes Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

[21] 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.

[22]The College is working to reduce the number of credits earned at graduation by students who began their college career at CSI and are 23 or younger to 70 or fewer. Students over 23 are often returning to school after earning credits at an earlier point in time. Those past credits often inflate the final total of credits at graduation. This benchmark also recognizes Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

[23] CSI consistently receives scores above 95% 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.")

[24] The college is fully implementing a new program of General Education Student Learning Outcomes Assessment process after a pilot year. The current benchmark is set to ensure that at least 90% of courses at the college participate in the process this year. We will work to increase this percentage in the future.

[25] The college is fully implementing a new program of Program Level Student Learning Outcomes Assessment after a pilot year. The current benchmark is set to ensure that 100% of instructional programs at the college participate in the process this year.

[26]Students are asked about time spent, "participating in college-sponsored activities (organizations, campus publications, student government, intermural sports, etc." This benchmark reflects the College's work to increase participation in these areas. Cohort colleges scored 22% on this metric in the most current assessment year.

[27]CSI will participate in the Chronicle of Higher Education's *Great Colleges to Work For* survey for the second consecutive year in the spring of 2019. The College will work to improve its aggregate satisfaction score to 70% by 2023.

[28] The college maintains a 3-month (25% annual) reserve to ensure a stable fiscal environment. This meets generally accepted business practices.

[29] This benchmark recognizes a Composite Financial Index Ratio that has been deemed to be appropriate for debt-free colleges by the Composite Financial Index.

[30] 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.

[31] This measure is under development as is set to be established by FY20.

Alignment with Idaho State Board of Education 2020-2025 Strategic Plan	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS
College of Southern Idaho Goals and Objectives				
GOAL 1: Community Success				

Objective A: Strengthen the communities we serve

May 15, 2019
NIST Cybersecurity Framework and Critical Security Controls 1-5 Adoption

SENSITIVE INFORMATION WARNING: This document contains sensitive information that could aid the efforts of malicious actors by targeting specific vulnerabilities identified in this document about the College of Southern Idaho's private domain.

Since December 2015, the College of Southern Idaho (CSI) has incrementally aligned itself to industry best practices by adopting ITIL principles including IT Service Management as its primary operational framework. This approach has resulted in greater stability with production systems and services across the institution. It has also helped CSI pursue other maturity frameworks to improve cyber-resilience preparedness, defenses, mitigation, and response tactics.

In a best-effort attempt to support the Idaho Governor's Executive Order 2017-02, CSI has taken aggressive steps to move towards compliance with the cybersecurity controls published by the Center for Internet Security (CIS) referenced in the order. It is worth noting that the executive order was issued in 2017 when the CIS framework was at version 6.1a. During 2018, the CIS framework was upgraded to version 7.1, which introduced new guidelines, definitions, intervention measures, and regroupings of security controls. Most notably, the "first 5 critical security controls" referenced in the Executive Order do not exist in version 7.1 of the framework. Instead, the 20 CIS controls were reclassified into three groupings:

1. Implementation Group 1:   (1-6);
2 Implementation Group 2:   (7-16);
3.   Organizational Controls (17-20).

In collaboration with other Idaho State Agencies, CSI has taken steps to realign itself to adopting version 7.1 of the framework.

Progress is ongoing, but greatly hindered by severe technical staffing shortages, gaps in cybersecurity expertise, and insufficient funding to acquire the technology necessary to achieve full compliance. The last three legislative cycles included line item funding requests to assist CSI's efforts to fill these gaps. Thus far, these line items requests have not been funded.

CSI remains unwavering in its commitment to achieve a realistic level of compliance with Executive Order 2017-02. As part of its commitment, CSI provides executive-level participation in the Idaho Higher Education Technology Leadership Council (IHETLC), a consortium of executive leadership from all 8 higher education institutions. CSI also participates in the Idaho Higher Education Cybersecurity Council (IHECC). These and other proactive measures demonstrate CSI's contributions and desire to share knowledge, best practices, and support efforts that improve cybersecurity readiness across Idaho.

PLANNED ACTIVITIES FOR FY2020:
- CIS 1.1: Utilize an active discovery tool – COMPLETE.
- CIS 1.2: Use a passive asset discovery tool.
- CIS 1.3: Use DHCP logging to update asset inventory.
- CIS 1.4: Maintain detailed asset inventory.
- CIS 1.5: Maintain asset inventory information.
- CIS 1.6: Address unauthorized assets.
- CIS 1.7: Deploy port level access control.

- CIS 1.8: Utilize client certificates to authenticate hardware assets.
- CIS 2.1: Maintain inventory of authorized software – COMPLETE.
- CIS 2.2: Ensure software is supported by vendor – COMPLETE.
- CIS 2.3: Utilize software inventory tools – COMPLETE.
- CIS 2.4: Track software inventory information – COMPLETE.
- CIS 2.5: Integrate software and hardware asset inventories.
- CIS 2.6: Address unapproved software.
- CIS 2.7: Utilize application whitelisting.
- CIS 2.8: Implement application whitelisting of libraries.
- CIS 2.9: Implement application whitelisting of scripts.
- CIS 2.10: Physically or logically segregate high-risk applications.
- CIS 3.1: Run automated vulnerability scanning tools – COMPLETE.
- CIS 3.2: Perform authenticated vulnerability scanning – COMPLETE.
- CIS 3.3: Protect dedicated assessment accounts.
- CIS 3.4: Deploy automated operating system patch management tools.
- CIS 3.5: Deploy automated software patch management tools – COMPLETE.
- CIS 3.6: Compare back-to-back vulnerability scans – COMPLETE.
- CIS 3.7: Utilize a risk-rating process – COMPLETE.
- CIS 4.1: Maintain inventory of administrative accounts – COMPLETE.
- CIS 4.2: Change default passwords – COMPLETE.
- CIS 4.3: Ensure the use of dedicated administrative accounts – COMPLETE.
- CIS 4.4: Use unique passwords – COMPLETE.
- CIS 4.5: Use multi-factor authentication for all administrative access – COMPLETE.
- CIS 4.6: Use dedicated machines for all administrative tasks – COMPLETE.
- CIS 4.7: Limit access to script tools – COMPLETE.
- CIS 4.8: Log and alert on changes to administrative group membership – COMPLETE.
- CIS 4.9: Log and alert on unsuccessful administrative account login – COMPLETE.
- CIS 5.1: Establish secure configurations.
- CIS 5.2: Maintain secure images – COMPLETE.
- CIS 5.3: Securely store master images – COMPLETE.
- CIS 5.4: Deploy system configuration management tools.
- CIS 5.5: Implement automated configuration monitoring systems.