

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 13–14, 2007**

TAB	DESCRIPTION	ACTION
1	PRESIDENT’S COUNCIL REPORT	Information Item
2	NORTH IDAHO COLLEGE PROGRESS REPORT	Information Item
3	IDAHO PUBLIC TELEVISION PROGRESS REPORT	Information Item
4	EASTERN IDAHO TECHNICAL COLLEGE ADVISORY COUNCIL VACANCY	Motion to Approve
5	REAPPOINTMENT OF R. ROGNAS TO THE IDAHO BOARD OF LIBRARY COMMISSIONERS	Motion to Approve
6	APPROVAL OF IDAHO STATE UNIVERSITY ALCOHOL WAIVER REQUEST FOR 2007 HOME FOOTBALL GAMES	Motion to Approve
7	PROPRIETARY SCHOOL LEGISLATION	Information Item
8	INSTITUTION/AGENCY 2007 STRATEGIC PLANS (SEE SUPPLEMENTAL)	Motion to Approve

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 13–14, 2007

SUBJECT

President's Council Report.

BACKGROUND

Monthly report given by the President of the President's Council.

STAFF COMMENTS AND RECOMMENDATIONS

State Board staff offers no comments or recommendations.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 13-14, 2007

SUBJECT

North Idaho College Progress Report.

BACKGROUND

Periodically, the institutions of higher education in the State of Idaho are requested to provide a progress report to the members of the State Board of Education. It has been about one year since North Idaho College has supplied an overview of its status and accomplishments.

DISCUSSION

Dr. Priscilla Bell, Interim President of North Idaho College, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the university.

IMPACT

President Bell's presentation will provide the State Board members and others with current status information about North Idaho College.

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 13-14, 2007

SUBJECT

Idaho Public Television Progress Report (IPTV).

BACKGROUND

In an effort to allow the agencies under the authority of the State Board of Education an opportunity to present to the State Board of Education on a more regular basis, one of the agencies will be making a presentation before the Board at each meeting. This report will be a progress report and an opportunity for the agency to supply and overview of its status and accomplishments.

DISCUSSION

Mr. Peter Morrill, General Manager of IPTV, will be in attendance at the meeting and present a summary of the accomplishments and future goals of IPTV.

IMPACT

Mr. Morrill's presentation will provide the State Board members and others with current status information about IPTV.

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 13-14, 2007

INSTITUTION / AGENCY AGENDA
EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

There is one vacancy on the EITC Advisory Council.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2212, Idaho Code.

Idaho State Board of Education Governing Policies and Procedures IV.I.

BACKGROUND

Consistent with Idaho Code 33-2212, the State Board for Vocational Education may appoint an Eastern Idaho Technical College (EITC) Advisory Council consisting of not less than twelve (12) nor more than fifteen (15) persons. State Board of Education policy states that the EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC President as ex-officio members, and other members appointed by the State Board for Vocational Education, each to a term of three years. A council member is eligible for reappointment to consecutive terms.

DISCUSSION

In March 2006 the college advertised openings in the EITC Advisory Council. There were no responses. Subsequently, the Council considered several individuals proposed by the membership. Two INL employees were considered at that time; Dr. Susan Arnold and Mr. David Fry. The Council felt that INL would be over represented if both were nominated. Subsequently, Dr. Arnold was nominated by the Council and appointed by the Board. Unfortunately, Dr. Arnold was transferred out of state, having attended but one Council meeting. At the March 2007 Advisory Council meeting the members nominated Mr. Fry to replace Dr. Arnold, thus maintaining the desired INL representation.

A slate of one (1) person is presented by the current EITC Advisory Council to the State Board of Education in order to fill the vacancy created January 1, 2007, by the resignation of one (1) Advisory Council member. The EITC Advisory Council requests the State Board of Education appoint David E. Fry, bringing the EITC Advisory Council membership to 15.

His term will begin immediately upon State Board of Education ratification and continue through 2010.

IMPACT

This will bring the EITC Advisory Council membership to 15.

ATTACHMENTS

Attachment 1 – Appointee Information

Page 3

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 13-14, 2007

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the letter of interest and resume for David E. Fry and recommends approval of the appointment.

BOARD ACTION

Motion to approve the appointment of David E. Fry to the Eastern Idaho Technical College Advisory Council for a term beginning immediately and ending December 31, 2010.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 13-14, 2007

February 12, 2007

Dr. William Robertson
1600 S. 25th E.
Idaho Falls, ID 83404

Dear Dr. Robertson:

It would be an honor to be considered to serve on the Eastern Idaho Technical College (EITC) Advisory Council. I believe the College provides a unique and critical service to our community having helped me and others in many ways.

My successful completion of my educational pursuits at EITC inspired me to continue my education and become a lifelong learner. I presently hold an Education Specialist degree in Adult & Organizational Learning and both a Master of Science and Bachelors degree in Industrial Technology specializing in Safety and Health all from the University of Idaho. I have also completed certificates in both Human Performance Technologies and Emergency Management Planning also from the University of Idaho. In addition, I have completed many hours of professional training with the United Steel Workers (USW), through my employment at the Idaho National Laboratory (INL) and in the community.

I began to work at the INL in 1978 with no post high school education. In 1979, following in my father's footsteps, I became a pipefitter apprentice under the sponsorship of the INL and in conjunction with the U. S. Department of Labor, Bureau of Apprenticeship and Training. In addition to on-the-job training, my apprenticeship agreement required me to attend 144 hours per year of classroom training (to be chosen by the apprenticeship committee) during the 4-year apprenticeship. I attended trade related classes at EITC, two nights a week between 1979 and 1983. While attending these classes, I decided that I actually enjoyed going to school and learning. After the apprenticeship was completed, I attended business classes both at EITC and through Community Education.

In 1986, I decided that I wanted a college degree. I was used to going to school and I enjoyed learning, therefore, I began taking classes from the University of Idaho, Idaho State University and Ricks College. I accomplished my educational endeavors by taking night classes for 27 years. It all started because of the positive experience I had at the EITC.

Furthermore, I have been the Local Coordinator for the USW/Queens College Worker Health Protection Program (WHPP) in Idaho Falls, Idaho since 1999. This program provides medical screening, educational materials, and other assistance to former INL employees (both hourly and salaried). During this time, the WHPP has evolved into the largest medical screening program of its kind in America.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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In addition, I served on the United Way Board of Directors (1990-1996) and continue to be involved with the United Way. I currently serve as the board secretary at the Family Violence & Sexual Assault Intervention Center in Idaho Falls.

I appreciate your consideration for the opportunity to serve on the Advisory Council. Please find my resume enclosed.

Sincerely,

A handwritten signature in red ink, appearing to read "David E. Fry", with a stylized flourish at the end.

David E. Fry

Enclosure

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 13-14, 2007

David E. Fry

1055 Austin
Idaho Falls, Idaho 83404
(208) 522-4422
fryde56@aol.com

Experience

Battelle Energy Alliance (BEA) and former Department of Energy (DOE) contractors, Idaho National Laboratory (INL), Idaho Falls, Idaho, 1978–Present

Safety & Health Representative	Interfaces with Laboratory personnel to incorporate safety and health requirements into work processes. Disseminates operating experience to facilitate lessons learned within daily activities. Ensures daily activities are executed to safety and health requirements. Promotes acceptance and understanding of safety & health program enhancements among the workforce. Coordinates and chairs safety & health program meetings with DOE, senior INL management, and employee representatives.
Certified Craft Planner	Extensive training and experience with hazard identification and mitigation. Prepared work packages via electronic work control system. Interfaced with safety professionals, radiological control, environmental, management, crafts and others to prepare work packages for safe, timely and efficient execution.
Lead Man/Foreman	Supervised maintenance efforts supporting the INL's Idaho Nuclear Technology and Engineering Center (INTEC) mission. Responsibilities included serving as line management of 12 personnel performing maintenance on various nuclear process facilities.
First Class Pipefitter	Maintained and dismantled test reactors, fuel reprocessing facilities at the INL.

United Steelworkers Charitable Organization, Nashville, Tennessee, 1998–Present

Certified Instructor	Certified Instructor for HAZWOPER 40/24 hour and 8 hour refresher courses.
Local Coordinator	Local Coordinator for the Worker Health Protection Program (WHPP). Facilitates the medical surveillance program for former INL workers, including outreach, educational workshops, and media presentations. Prepare monthly reports and establish programmatic schedules.

Education

December 2005	Education Specialist, Adult and Organizational Learning, University of Idaho
December 2002	Master of Science, Industrial Technology Education with emphasis in Industrial Safety & Human Performance, University of Idaho
May 2000	Bachelor of Technology (specialization industrial safety), University of Idaho

Other Training

University of Idaho	Certificate in Human Performance Technologies 2005 Certificate in Emergency Management and Planning 2003
D&D Environmental	24-hour Initial Asbestos Training Course for Project Designer 1999 and 2001
Rutgers University	Train-the-Trainers, Occupational Safety and Health Education Program (40 hours) 1998
E G & G Idaho Inc.	Completed 4-year Pipefitter apprenticeship in accordance with the standards set by the U.S. Department of Labor Bureau of Apprenticeship and Training. Completed associated classes at Eastern Idaho Technical College (144 hours per year 1979–1983).

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 22

VOCATIONAL EDUCATION -- FEDERAL AID

33-2212. CREATION OF ADVISORY COUNCIL -- MEMBERS -- COMPENSATION.
The state board for professional-technical education may appoint an advisory council consisting of not less than twelve (12) nor more than fifteen (15) persons to offer counsel and advice in the organization, establishment and conduct of the Eastern Idaho Technical College. Members of the council will serve without salary but shall be compensated as provided by section 59-509(b), Idaho Code. Members of said council shall be appointed from as nearly as is practicable the vocational area to be served by the Eastern Idaho Technical College as determined by the state board for professional-technical education.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. Organization Specific Policies and Procedures

Subsection: I. Eastern Idaho Technical College

October 2003

I. Eastern Idaho Technical College

EITC is responsible for fostering and promoting Professional-Technical Education services in Region VI in Idaho under Idaho Code.

1. EITC Advisory Council

a. The EITC Advisory Council shall be appointed by the Board as provided for in Idaho Code §33-2212.

b. The EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC president as ex-officio members, and other members appointed by the Board, each to a term of three (3) years. An appointment to the EITC Advisory Council cannot be made until the nomination process has concluded.

c. Advisory Council Procedures:

(1) Incumbent Reappointment.

In the event that the incumbent candidate is interested in reappointment, the Advisory Council shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

2. Open Appointment

a. The EITC Advisory Council, on behalf of the Board, will advertise the vacancy in regional newspapers. Such advertisement will solicit interested persons to apply for the vacant position on the EITC Advisory Council.

b. Each applicant must provide a written statement expressing his or her interest in becoming a member of the EITC Advisory Council. Each applicant must also provide evidence of his or her qualifications for the position and each applicant must identify his or her primary residence.

c. The EITC Advisory Council will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of the

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. Organization Specific Policies and Procedures

Subsection: I. Eastern Idaho Technical College

October 2003

review of applications is to eliminate from further consideration all but the most qualified applicants.

d. The EITC Advisory Council will forward only the most highly qualified applicants, in order of preference, through the EITC President to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the EITC Advisory Council.

e. The EITC Advisory Council shall solicit such nominations beginning with the acceptance of any resignation or as soon as a vacancy shall occur for any other reason, and shall appoint a replacement within ninety (90) days of the beginning of solicitation for nominations.

3. Policies and Procedures

a. The EITC Advisory Council will operate under the Professional-Technical Administrators Handbook for Advisory Committees.

b. The EITC Advisory Council will submit an annual report to the Board through the EITC president. The report will include recommendations for consideration by the Board.

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 13-14, 2007

INSTITUTION / AGENCY AGENDA
IDAHO COMMISSION FOR LIBRARIES

SUBJECT

Reappointment to the Idaho Board of Library Commissioners – Richard Rognas.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2502, Idaho Code.

Idaho State Board of Education Governing Policies & Procedures IV. H. 1. (1).

BACKGROUND

The State Board of Education has statutory authority in the appointment and reappointment of members to the Board of Library Commissioners.

DISCUSSION

Mr. Rognas is very interested in continuing his service on the Board of Library Commissioners as representative from the 1st Congressional District. Mr. Rognas served nine years as an active member of this Board. He participated in library related workshops and attended state-wide library conferences during his tenure. Mr. Rognas has broad experience in library issues as a past member of the Lewiston City Library Board and is currently a member of that local Library Foundation Board.

Idaho Board of Library Commissioners motion from their 4/26/2007 meeting:

MSC Black/Weeks that the Idaho Board of Library Commissioners endorse the reappointment of Richard Rognas to the Board for a term beginning July 1, 2007 and ending June 30, 2012.

ATTACHMENTS

Attachment 1 – Applicant Reappointment Request Letter

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the letter of interest for Richard Rognas and recommends approval of the appointment.

BOARD ACTION

Motion to approve the reappointment of Richard Rognas to the Idaho Board of Library Commissioners for a term beginning July 1, 2007 and ending June 30, 2012.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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2338 14th Street
Lewiston, ID 83501
April 6, 2007

Ann Joslin, Director
Idaho Board of Library Commissioners
325 State Street
Boise, ID 83702-6072

Dear Ms. Joslin:

My term as Commissioner on the Idaho Board of Library Commissioners expires on June 30, 2007. I wish to be reappointed to the Board for another 5-year term. I feel my 9 years as an active Board member, my participation in workshops and ILA meetings, and my involvement locally with our library where I served on the Lewiston Library Board in the past and where I currently serve on the Lewiston Library Foundation Board, make me a valuable resource to the Library Commission.

My other activities, which keep me informed about community needs and resources, include serving on the boards of Habitat for Humanity and the Snake River Community Clinic in Lewiston. I also am a regional panel member of the Idaho Community Foundation.

I hope these credentials will assist the Board in making a recommendation regarding my reappointment. Thank you for your consideration.

Sincerely,



Dick Rognas

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 25

COMMISSION FOR LIBRARIES

33-2502. BOARD OF LIBRARY COMMISSIONERS -- MEMBERSHIP -- OFFICERS -- MEETINGS -- COMPENSATION. The Idaho commission for libraries shall be governed by the board of library commissioners. The board of library commissioners shall be maintained within the office of the state board of education and shall consist of five (5) commissioners appointed by the state board of education. The state board of education shall annually appoint one (1) commissioner for a term of five (5) years. The board of library commissioners shall annually elect a chairman, vice chairman and other officers as it deems reasonably necessary. The board of library commissioners shall meet at least twice each year. Commissioners shall be compensated as provided by section 59-509(n), Idaho Code.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: H. Idaho State Library

August 2006

H. Idaho Commission for Libraries

The Idaho Commission for Libraries assists libraries to build the capacity to better serve their clientele.

1. Board of Library Commissioners.

a. The Board of Library Commissioners consists of five (5) commissioners appointed by the State Board of Education. OSBE shall annually appoint one commissioner for a term of five (5) years.

b. Board Appointment Procedures:

(1) Incumbent Reappointment

In the event that the incumbent candidate is interested in reappointment, the Board of Library Commissioners shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The State Board of Education may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

(2) Open Appointment

(a) The Board of Library Commissioners, on behalf of the State Board of Education, will advertise the vacancy in appropriate state, regional or local publications. Such advertisements will solicit interested persons to apply for the vacant position on the Idaho Board of Library Commissioners.

(b) Each applicant must provide a written statement expressing his or her interest in becoming a member of the Board of Library Commissioners. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence.

(c) The Board of Library Commissioners will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of this review is to eliminate from further consideration all but the most qualified applicants.

(d) The Board of Library Commissioners will forward only the most highly qualified applicants, in order of preference, to the State Board of Education for consideration.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: H. Idaho State Library

August 2006

The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the Board of Library Commissioners.

- (3) The Board of Library Commissioners, in making their recommendation, and the State Board of Education, in making the final appointment, shall consider geographical representation, interest, knowledge, experience, and willingness to advocate for the development and delivery of library and information services in Idaho.

2. Policies and Procedures.

The Board of Library Commissioners elects its own officers and makes all necessary rules for the conduct of the public business entrusted to its care.

3. Budgetary and Other Matters.

The Board of Library Commissioners, through its chief executive officer, submits an annual budget request to the State Board of Education on a schedule established by the executive director or his or her designee. Other matters that might involve the Commission for Libraries are referred to in these Governing Policies and Procedures of the State Board of Education.

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INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University requests Board approval to establish a secure area on the west end of Holt Arena for the purpose of allowing corporate partners, Bengal Foundation, Football Alumni Team members and invited guests the opportunity to gather with clients and guests for the 2007 home football games.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.J.

BACKGROUND

Board policy does not allow service of alcohol on campus in conjunction with athletic events. Exceptions to this policy have been granted provided an acceptable and manageable plan has been provided (Boise State University and University of Idaho for the 2004, 2005, and 2006 football seasons). Idaho State University, following the models established by the University of Idaho and Boise State University for staging similar events, is working with campus public safety, the Pocatello City Police and other officials to provide a controlled area for service of alcohol prior to home football games.

DISCUSSION

Idaho State University seeks permission to set up a secure area on the west end of Holt Arena prior to each home Bengal football game for the purpose of allowing corporate partners, members of the Bengal Foundation and Football Alumni Team, and invited guests the opportunity to gather with clients and friends. In this secure area, Idaho State University Athletics will allow patrons to purchase food and beverages (non alcoholic and alcoholic). The alcoholic beverages will be sold and served by a licensed provider and the University's official food service provider. Idaho State University will provide control measures and follow all requirements of Board policy regarding alcohol service. The University will conduct the pre-game activities under the following conditions:

1. A secured area surrounded by a fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. No alcohol making or distributing companies may be allowed to sponsor the activities or tents.
4. A color-coded wrist band or pass admission system will identify attendees and invited guests.
5. Companies involved in the pre-game location would be sent a letter outlining the pre-game location/SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
6. One entry/exit point will be manned by security personnel.

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7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the fall of 2007 home football games, including the sales and service of alcohol.
11. A review of the 2007 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

IMPACT

If the Board approves the alcohol waiver request, Idaho State will include alcohol sales on campus at the home football games during the 2007 season.

If the Board does not approve the alcohol waiver request, Idaho State will not be able to include the sale of alcohol on campus at home football games during the 2007 season.

ATTACHMENTS

- | | |
|--|--------|
| 1. Full Aerial View of Designated Area | Page 5 |
| 2. Detail of Booth and Service Areas – West Side of Holt Arena | Page 6 |

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the request from ISU to serve alcohol at all home football games for the 2007 season. Staff would note that in following the models established by the University of Idaho and Boise State University for staging similar events, Idaho State University has amended item number two from a four-hour duration to a three-hour duration for a shorter consumption length of time and item number six from two entry points to one entry/exit point that will be manned by security personnel for a more controlled access.

BOARD ACTION

A motion to approve the request by Idaho State University to establish secure areas under the conditions set forth in this request for the purpose of allowing pre-game activities for the 2007 home football season. The conditions are as follows:

1. A secured area surrounded by a fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. No alcohol making or distributing companies may be allowed to sponsor the activities or tents.

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4. A color-coded wrist band or pass admission system that would identify attendees and invited guests.
5. Companies involved in the pre-game location would be sent a letter outlining the pre-game location/SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
6. One entry/exit point will be manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the fall of 2007 home football games, including the sales and service of alcohol.
11. A review of the 2007 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

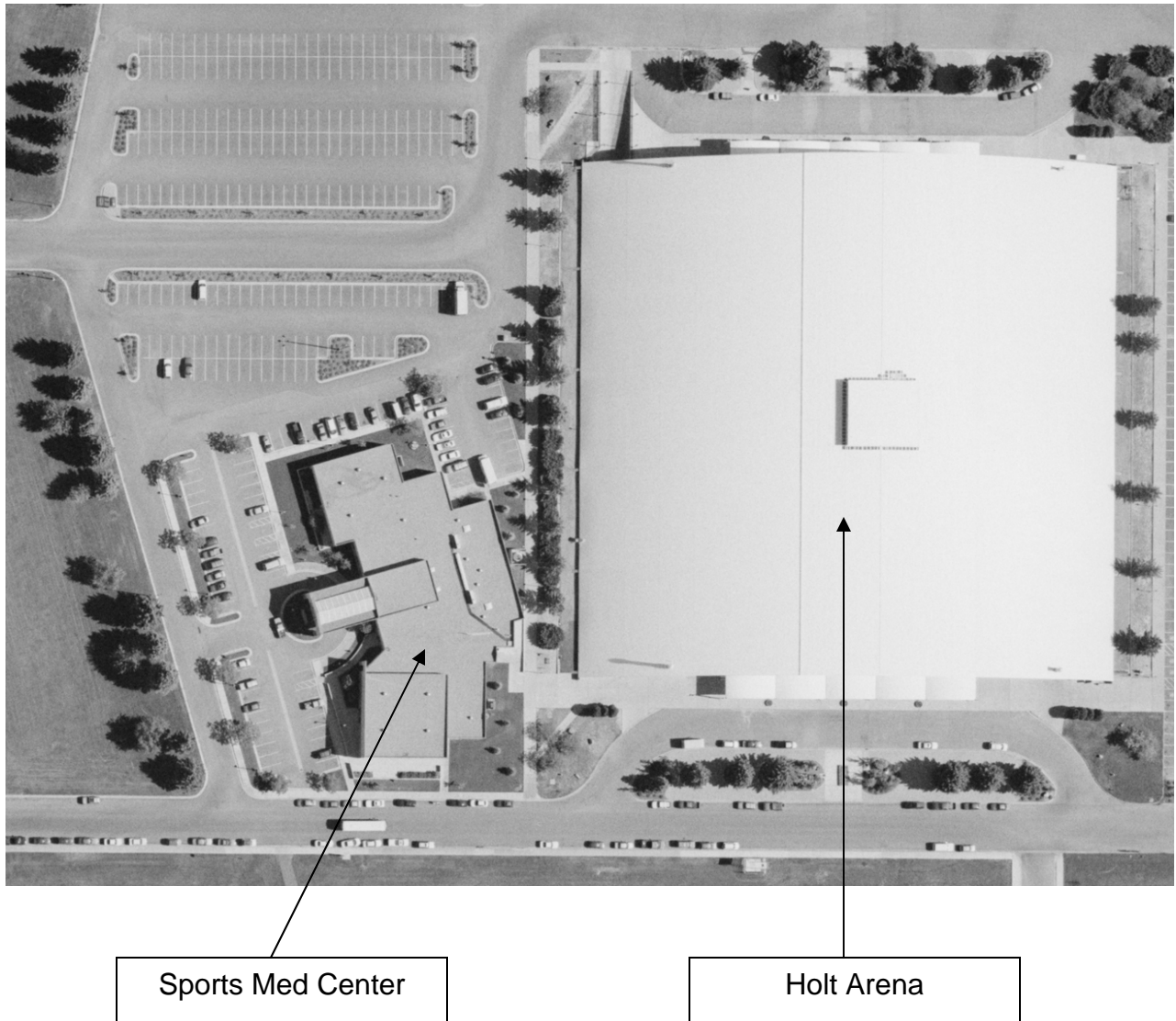
Moved by _____ Seconded by _____ Carried Yes ____ No ____

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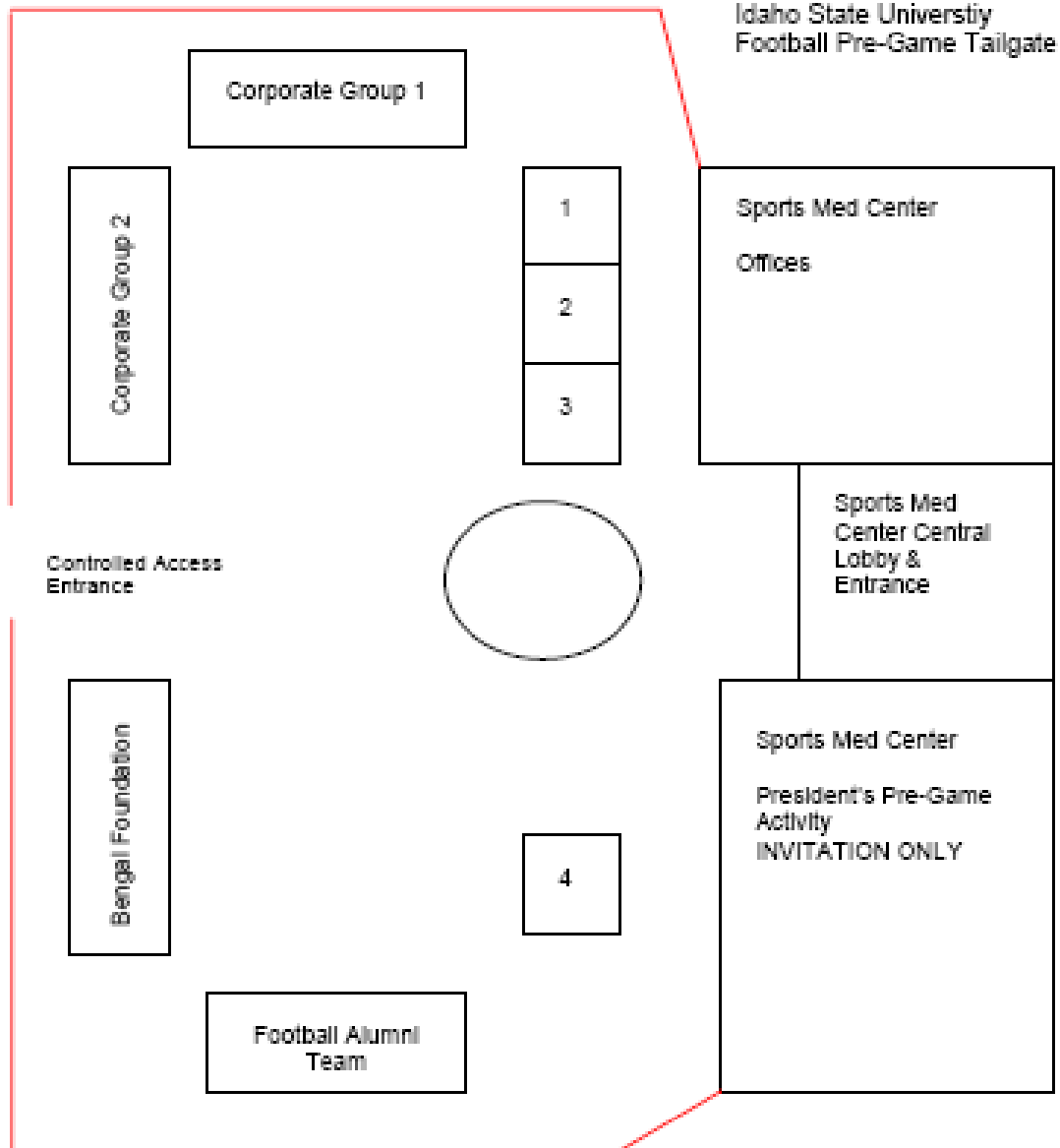
PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY

Aerial View of Holt Arena and Sports Med Center



PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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Tents 1 – 3 – Food/Merchandise &
Non-Alcohol Beverage Sales
Tent 4 – Alcohol Sales

Additional Corporate/Alumni & Vendor
Tents Could Be Added as Necessary

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector

August 2005

J. Use of Institutional Facilities and Services

1. Use of Institutional Facilities and Services

A. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.

B. Priority and guidelines for use of institutional services and facilities is as follows:

1. Institutionally sponsored programs and projects.

2. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.

3. Local, state, or federally sponsored programs and projects.

4. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

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- A. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution, may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, In doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.
- B. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which are consistent with this Policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.
1. An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a

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conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefor.

2. The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.
3. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.
4. A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.
5. Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.

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6. No student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.
7. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.
8. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.
9. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
10. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public, or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
11. The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of

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insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than \$500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insureds.

12. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.
 13. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.
- C. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or room mates) as their individual living space.

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INSTITUTION / AGENCY AGENDA
DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Proprietary School Legislation.

APPLICABLE STATUTE, RULE, OR POLICY

Title 33; Chapter 24; 33-2401 to 33-2409.

BACKGROUND

Idaho has a statute requiring registration of proprietary schools. This law has been administered by the Department of Education with limited staff. The Board has dealt with issues related to proprietary schools in the past, but these discussions have focused primarily on those institutions offering degrees. The proprietary responsibility is being moved to the Division of Professional-Technical Education as per the April Board meeting action.

DISCUSSION

The proprietary school legislation is seriously flawed. It provides an illusion of state review, oversight and customer protection without providing any substance. It provides a requirement for a surety bond that is virtually impossible to collect on, a requirement for registration that does not generate any state oversight, and a requirement for a tuition recovery fund that is too small to provide student protection. The Division intends to submit two ideas to be reviewed by the State Board and the Governor. The idea must be submitted to the Governor's office by August 3. The two proposals are as follows: 1) Elimination of any state oversight for proprietary schools. This proposal would end registration, tuition recovery college and surety bond requirements. It would also remove schools from state approved lists in Department of Labor and elsewhere. 2) Development of proprietary school oversight legislation that provides limited oversight of financials and curricula and a tuition recovery fund more in line with actual expected losses. Under option 2, rules for proprietary schools that do not fall under this statute should be evaluated for consistency and potential revision.

IMPACT

The impact of option 1 would be minimal in terms of state resources. The potential for consumer fraud might increase. The impact of option 2 would be focused on those proprietary schools affected.

STAFF COMMENTS AND RECOMMENDATIONS

Staff intend to create a small task force and seek input from constituent groups.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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33-2401. DEFINITIONS. For the purposes of chapter 24, title 33, Idaho Code, the following words have the following meanings:

(1) "Accredited" means that a postsecondary educational institution has been recognized or approved as meeting the standards established by an accrediting agency recognized by the board.

(2) "Agent" means any individual within the state of Idaho who solicits students for or on behalf of a proprietary school.

(3) "Agent's permit" means a nontransferable written document issued to an agent by the board.

(4) "Board" means the state board of education.

(5) "Course" means instruction imparted in a series of lessons or class meetings to meet an educational objective.

(6) "Course or courses of study" means either a single course or a set of related courses for which a student enrolls, either for academic credit or otherwise.

(7) "Degree" means any academic, vocational, professional-technical or honorary title or designation, mark, appellation, series of letters, numbers or words such as, but not limited to, "bachelor's," "master's," "doctorate," or "fellow," which signifies, purports, or is generally taken to signify satisfactory completion of the requirements of an academic, vocational, professional-technical, educational or professional program of study beyond the secondary school level or for a recognized title conferred for meritorious recognition and an associate of arts or associate of science degree awarded by a community college or other public or private postsecondary educational institution or other entity which may be used for any purpose whatsoever.

(8) "Postsecondary educational institution" means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within, or which operates or purports to operate, from a location within the state of Idaho, and which provides courses or programs that lead to a degree, or which provides, offers or sells degrees.

(9) "Proprietary school" means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within, or which operates or purports to operate, from a location within the state of Idaho and which conducts, provides, offers or sells a course or courses of study, but which does not provide, offer or sell degrees.

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33-2402. REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS. (1)

Unless exempted as provided herein, each postsecondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the board. A public postsecondary educational institution or agency supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register under this section. The board may exempt a nonprofit postsecondary educational institution from the registration requirement in accordance with standards and criteria established in rule by the board. The board may permit a postsecondary educational institution required to register under this section to instead register as a proprietary school under section 33-2403, Idaho Code, in accordance with standards and criteria established in rule by the board.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each degree, course or program, for academic credit or otherwise, that a postsecondary educational institution intends to conduct, provide, offer or sell. Such rule shall also prescribe the standards and criteria to be utilized by the board for recognition of accreditation organizations.

(3) The board may deny the registration of a postsecondary educational institution that does not meet accreditation requirements or other standards and criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The board shall assess an annual registration fee on each postsecondary educational institution required to be registered under this section based on the respective degrees, courses or programs that each such postsecondary educational institution intends to conduct, provide, offer or sell, not to exceed one hundred dollars (\$100) for each degree, course or program. Such annual registration fee shall be collected by the board and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

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33-2403. REGISTRATION OF PROPRIETARY SCHOOLS. (1) Unless exempted as provided in subsection (4) of this section, each proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the board or its designee.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each course or program, for academic credit or otherwise, that a proprietary school intends to conduct, provide, offer or sell.

(3) The board may deny the registration of a proprietary school that does not meet the standards or criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The following individuals or entities are specifically exempt from the registration provisions required by this section:

(a) An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the board.

(b) An individual or entity that offers courses recognized by the board which comply in whole or in part with the compulsory education law.

(c) An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student.

(d) An individual or entity which is otherwise regulated, licensed or registered with another state agency pursuant to title 54, Idaho Code.

(e) Aviation school or instructors approved by and under the supervision of the federal aviation administration.

(f) An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation.

(g) An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days.

(h) A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted.

(i) An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the western governors.

(5) The board shall assess an annual registration fee on each proprietary school required to be registered under this section. Such annual registration fee shall be composed of a fixed portion in an amount not to exceed one hundred dollars (\$100) for each proprietary school, and a variable portion based on the respective course or courses of study that each such proprietary school intends to conduct, provide, offer or sell, not to exceed one hundred dollars (\$100) for each course or courses of study. Such annual registration fee shall be collected by the board and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

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33-2404. AGENT'S PERMIT. No individual may act as an agent of a proprietary school required to be registered under the provisions of this chapter unless that individual holds a valid agent's permit issued by the board and maintains at all times a surety bond as described in section 33-2406, Idaho Code.

The application for an agent's permit shall be furnished by the board and shall include the following:

(1) A statement signed by the applicant that he or she has read the provisions of this chapter and the rules promulgated pursuant thereto.

(2) An annual fee for each permit not to exceed fifty dollars (\$50.00). The board shall set by rule the amount of such annual agent's permit fee.

All agent's permits shall be renewed annually upon reapplication and proper qualifications on the first day of July. If courses are solicited or sold by more than one (1) agent, a separate permit is required for each agent.

The agent's permit shall consist of a pocket card and shall bear the name and address of the agent, the name and address of the proprietary school, and a statement that the bearer is an authorized agent of the proprietary school, and may solicit and sell courses for the proprietary school. The agent shall surrender the agent's permit to the proprietary school upon termination of employment.

An agent representing more than one (1) proprietary school shall obtain a separate agent's permit for each proprietary school represented.

No individual shall be issued an agent's permit if he or she has been previously found in any judicial or administrative proceeding to have violated this chapter.

An agent's permit shall be valid for the state's fiscal year in which it is issued, unless sooner revoked or suspended by the board for fraud or misrepresentation in connection with the solicitation for the sale of any course of study, for any violation of the provisions of this chapter or rules

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promulgated pursuant to this chapter, or for the existence of any condition in respect to the agent or the proprietary school he or she represents, which if in existence at the time the agent's permit was issued, would have been grounds for denial for the agent's permit.

The agent shall carry the agent's permit with him or her for identification purposes when engaged in the solicitation for the sale and the selling of courses of study away from the premises of the proprietary school, and shall produce the agent's permit for inspection upon request.

The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of an agent's permit or proceeding to revoke or suspend an agent's permit of the board conducted pursuant to this section.

The issuance of an agent's permit pursuant to this section shall not be interpreted as, and it shall be unlawful for any individual holding any agent's permit to expressly or impliedly represent by any means whatever, that the board has made any evaluation, recognition, accreditation or endorsement of any proprietary school or of any course of study being offered for sale by the agent of any such proprietary school. Any oral or written statement, advertisement or solicitation by any proprietary school or agent which refers to the board shall state:

"(Name of school) is registered with the State Board of Education in accordance with Section 33-2403, Idaho Code."

It shall be unlawful for any agent holding an agent's permit under the provisions of this section to expressly or impliedly represent, by any means whatsoever, that the issuance of the agent's permit constitutes an assurance by the board that any course of study being offered for sale by the agent or proprietary school will provide and require of the student a course of education or training necessary to reach a professional, education, or vocational objective, or will result in employment or personal earning for the student, or that the board has made any evaluation, recognition, accreditation, or endorsement of any course of study being offered for sale by the agent or proprietary school.

No agent shall make any untrue or misleading statement or engage in sales, collection, credit, or other practices of any type that are illegal, false, deceptive, misleading or unfair.

The board shall maintain records for five (5) years of each application for an agent's permit, each bond, and each issuance, denial, termination, suspension and revocation of an agent's permit.

The board or a student may bring an action pursuant to the Idaho rules of civil procedure for an agent's violation of the provisions of this chapter or any rule promulgated pursuant to this chapter, or any fraud or misrepresentation. The court shall determine which party is the "prevailing party" and the prevailing party shall be entitled to the recovery of damages, reasonable attorney's fees and costs both at trial and on appeal.

Additionally, any agent who violates the provisions of this section is also guilty of a misdemeanor punishable by imprisonment in the county jail not exceeding six (6) months, or by a fine not exceeding five thousand dollars

(\$5,000), or both.

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33-2405. PURCHASE STATEMENT. At the time of depositing any moneys to purchase the product of any proprietary school, the proprietary school shall require the student to execute the following statement on an appropriate form which shall be maintained on record by the proprietary school in the individual student's file:

"I understand that (Name of proprietary school) is registered with the State Board of Education in accordance with Section 33-2403, Idaho Code. I also understand that the State Board of Education has not accredited or endorsed any course of study being offered by (Name of proprietary school), and that these courses will not be accepted for transfer into any Idaho public postsecondary institution."

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33-2406. SURETY BOND. A surety bond issued by an insurer duly authorized to do business in this state in favor of the state of Idaho for the indemnification of any student for any loss suffered as a result of the occurrence, during the period of coverage, of any fraud or misrepresentation used in connection with the solicitation for the sale or the sale of any course of study, or as a result of any violation of this chapter or the rules promulgated pursuant to this chapter shall be required of an agent. The term of the bond shall extend over the period of the permit. The bond shall be supplied by the proprietary school.

The bond shall provide for liability in the penal sum of one hundred thousand dollars (\$100,000) for a proprietary school with one hundred (100) or more students; fifty thousand dollars (\$50,000) for a proprietary school with fifty (50) to ninety-nine (99) students; twenty-five thousand dollars (\$25,000) for a proprietary school with less than fifty (50) students. Notwithstanding the above, for a proprietary school that submits evidence acceptable to the board that the total unearned tuition of the proprietary school will not exceed ten thousand dollars (\$10,000) at any given time during the period of registration, a bond in the penal sum of ten thousand dollars

(\$10,000) may be provided, regardless of the number of students.

The board may submit a demand upon the surety on the bond on behalf of a student or students when it is reasonably believed that a loss has occurred due to fraud or misrepresentation used in connection with the solicitation for the sale or the sale of any course of study, or as a result of any violation of the provisions of this chapter or the rules promulgated pursuant to this chapter.

Neither the principal nor surety on the bond may terminate the coverage of the bond, except upon giving one hundred twenty (120) days' prior written notice to the board, and contemporaneously surrendering all agents' permits.

Each proprietary school shall certify, at the time of registration, the number of students presently enrolled at the proprietary school and shall make available, upon request of the board, proof of enrollment numbers.

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33-2407. STUDENT TUITION RECOVERY ACCOUNT -- CONDITIONS FOR RECOVERY. (1)

There is hereby created in the state treasury the student tuition recovery account to be administered by the board for the purpose of relieving or mitigating pecuniary losses suffered by any student of a proprietary school registered under provisions of this chapter and who meets either of the following conditions:

- (a) The student was enrolled in a proprietary school prior to that school's closure, had prepaid tuition, and suffered loss as a result of:
 - (i) The closure of the proprietary school; or
 - (ii) The proprietary school's breach or anticipatory breach of the agreement for the course of study.

For the purpose of this section, "closure" includes closure of a branch or satellite campus, the termination of either the correspondence or residence portion of a home study or correspondence course, and the termination of a course of study for some or all of the students enrolled in the course before the time the students have satisfactorily completed the program, or before a student who has been continuously enrolled in a course of study had been permitted to complete all the educational services and classes that comprise the course.

- (b) The student obtained a judgment against the proprietary school for any violation of the provisions of this chapter or rules promulgated pursuant to this chapter, and the student certifies that the judgment cannot be collected after diligent collection efforts.

- (2) Payments from the account to any student shall be subject to rules

and conditions as the board shall prescribe.

(a) The proprietary school shall provide to the board at the time of the proprietary school's closure the names and addresses of persons who were students of the proprietary school within sixty (60) days prior to its closure, and shall notify these students within thirty (30) days prior to the proprietary school's closure, of their rights under the student tuition recovery account and how to apply for payment.

(b) If the proprietary school fails to comply with the provisions of this section, the board shall attempt to obtain the names and addresses of these students and shall notify them, within ninety (90) days of the proprietary school's closure, of their rights under the student tuition recovery account and how to apply for payment. The board may require the proprietary school to reimburse the board for all reasonable costs and expenses incurred in notifying students.

(c) The board shall develop a form fully explaining a student's rights, which shall be used by the proprietary school or the board to comply with the notice requirement. The form shall include or be accompanied by a claim application form and an explanation of how to complete the application.

(d) Students filing for payment from the student tuition account as a result of the closure of a proprietary school must submit the claim within one (1) year from the proprietary school's or board's service of notice on the student or within two (2) years of the closure of the proprietary school, whichever is earlier.

(3) Students entitled to payment shall file with the board a verified application including, but not limited to each of the following:

(a) The student's name, address, telephone number and social security number.

(b) If any portion of the tuition was paid from the proceeds of a loan, the name of the lender and any state or federal agency that guaranteed the loan.

(c) The amount of the prepaid tuition.

(d) The dates the student started and ceased attending the proprietary school.

(e) A description of the reasons the student ceased attending the proprietary school.

(f) If the student ceased attending because of a breach or anticipatory breach, a statement describing in detail the nature of the economic loss incurred.

(4) Students entitled to payment based on a judgment shall file with the board a verified application indicating the student's name, address, telephone number and student identification, the amount of the judgment obtained against the proprietary school, a statement that the judgment cannot be collected, and a description of the efforts attempted to enforce the judgment. The application shall be accompanied by a certified copy of the judgment and any other documents indicating the student's efforts made to enforce the judgment.

The application shall be filed with the board within two (2) years after the date upon which the judgment became final.

(5) If the board pays the claim, the amount of the payment shall be the total amount of the student's economic loss, although the amount of the payment shall in no event exceed the amount of the student's tuition and cost of equipment and materials related to the course of study plus interest on all student loans used to pay tuition, equipment and materials. Upon payment of the claim, the board shall be subrogated to all of the student's rights against the proprietary school to the extent of the amount of the payment. If the board receives several claims from students, the payment of which cannot be totally covered by the student tuition recovery account, the claims shall receive a pro rata share of the account.

(6) If the board denies a claim, the board shall notify the student of the denial and of the student's right to request a hearing within thirty (30) days. The hearing shall be held pursuant to the administrative procedure act, chapter 52, title 67, Idaho Code. If a hearing is not requested the board's decision shall be final.

(7) It is the intent of the legislature that, when a student is enrolled in a proprietary school that closes prior to the completion of the student's program, the student shall have the option for a teach-out at another proprietary school with a comparable course of study. The board shall seek to promote teach-out opportunities whenever possible, with the student to be informed by the board that he or she has the option of either payment from the account or a teach-out which shall be funded from the account.

(8) No liability accrues to the state of Idaho from claims made against the student tuition recovery account.

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33-2408. ASSESSMENT FOR STUDENT TUITION RECOVERY ACCOUNT. The board shall assess each registered proprietary school which collects any moneys in advance of rendering services, an amount equal to one-tenth of one percent (.1%) of the total course cost for each student enrolled. The assessment per student shall not be less than one dollar (\$1.00), and not more than four dollars (\$4.00). In addition, for each student who prepays a proprietary school an amount in excess of four thousand dollars (\$4,000), the board shall assess the proprietary school one-half of one percent (.5%) of the prepaid amount which exceeds four thousand dollars (\$4,000). The board shall promulgate rules regarding collection and administration of the student tuition account.

At any time that the balance is in excess of fifty thousand dollars (\$50,000), the board shall suspend collection, except as provided in the event

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of a newly registered proprietary school or the transfer of ownership of a proprietary school as provided in this section, until such time as the balance is again below fifty thousand dollars (\$50,000).

Newly registered proprietary schools shall, regardless of the balance in the account, contribute the assessment set forth in this section for two (2) consecutive years.

If fifty-one percent (51%) or more of the ownership interest in a proprietary school is conveyed through sale or other means into different ownership, the new owner shall commence contributions under the provisions applying to a new applicant.

No more than ten percent (10%) per fiscal year shall be used for the administration of the tuition recovery program. The interest earned on money in the account shall be credited to the account.

In the event of a closure of a proprietary school registered under the provisions of this chapter, any assessments which have been made against those proprietary schools, but have not been paid into the account, shall be recovered to the extent feasible, or any payments from the student tuition recovery account made to students on behalf of any proprietary school may be recovered from that proprietary school by appropriate action taken by the board. The moneys so deposited in the student tuition recovery account shall be exempt from execution and shall not be the subject of litigation or liability on the part of creditors of those proprietary schools or students.

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33-2409. ENFORCEMENT. Any violation of the provisions of this chapter shall be referred to the attorney general by the board for appropriate action including, but not limited to, injunctive relief.

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TAB	DESCRIPTION	ACTION
1	STATE BOARD OF EDUCATION 2007 STRATEGIC PLAN	Information Item
2	BOISE STATE UNIVERSITY 2007 STRATEGIC PLAN	Information Item
3	SMALL BUSINESS DEVELOPMENT CENTER 2007 STRATEGIC PLAN	Information Item
4	IDAHO COUNCIL OF ECONOMIC EDUCATION 2007 STRATEGIC PLAN	Information Item
5	TECH HELP 2007 STRATEGIC PLAN	Information Item
6	IDAHO STATE UNIVERSITY 2007 STRATEGIC PLAN	Information Item
7	FAMILY PRACTICE RESIDENCY 2007 STRATEGIC PLAN	Information Item
8	IDAHO DENTAL EDUCATION PROGRAM 2007 STRATEGIC PLAN	Information Item
9	MUSEUM OF NATURAL HISTORY 2007 STRATEGIC PLAN	Information Item
10	UNIVERSITY OF IDAHO 2007 STRATEGIC PLAN	Information Item
11	WOI (WI) (ORIGINALLY WASHINGTON-OREGON-IDAHO, BUT NOW WASHINGTON-IDAHO) VETERINARY MEDICINE PROGRAM 2007 STRATEGIC PLAN	Information Item

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12	WAMMI - WASHINGTON, WYOMING, ALASKA, MONTANA, AND IDAHO MEDICAL EDUCATION PROGRAM 2007 STRATEGIC PLAN	Information Item
13	FOREST UTILIZATION RESEARCH PROGRAM 2007 STRATEGIC PLAN	Information Item
14	IDAHO GEOLOGICAL SURVEY 2007 STRATEGIC PLAN	Information Item
15	AGRICULTURE RESEARCH AND EXTENSION 2007 STRATEGIC PLAN	Information Item
16	LEWIS-CLARK STATE COLLEGE 2007 STRATEGIC PLAN	Information Item
17	EASTERN IDAHO TECHNICAL COLLEGE 2007 STRATEGIC PLAN	Information Item
18	COLLEGE OF SOUTHERN IDAHO 2007 STRATEGIC PLAN	Information Item
19	NORTH IDAHO COLLEGE 2007 STRATEGIC PLAN	Information Item
20	IDAHO EDUCATION PUBLIC BROADCAST SYSTEM 2007 STRATEGIC PLAN	Information Item
21	IDAHO STATE SCHOOL FOR THE DEAF AND THE BLIND 2007 STRATEGIC PLAN	Information Item
22	DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION 2007 STRATEGIC PLAN	Information Item

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23	DIVISION OF VOCATIONAL REHABILITATION 2007 STRATEGIC PLAN	Information Item
24	IDAHO STATE HISTORICAL SOCIETY 2007 STRATEGIC PLAN	Information Item
25	IDAHO COMMISSION FOR LIBRARIES 2007 STRATEGIC PLAN	Information Item

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SUBJECT

Approval of 2007 Institute/Agency Strategic Plans

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code, Chapter 19, Title 67, Sections 67-1901 through 67-1905

BACKGROUND

In 2005, the legislature passed HB237 that revamped the state's strategic planning; and agency profile, performance measures, and benchmarks report. All agencies, institutions, and special programs that report to the State Board of Education (SBOE) must comply with the requirements set out in the statute.

In the past, the SBOE created a template to be used by agencies and institutions to submit an executive summary of their complete strategic plans.

DISCUSSION

Strategic plans must be submitted to the Division of Financial Management (DFM) by July 1 of each year. Therefore, all strategic plans must be reviewed by the SBOE at their June meeting. Because the SBOE does not review and approve their strategic plan until their May meeting, this causes a timing issue for the agencies and institutions. The agencies and institutions historically don't have enough time to review the Board's updated strategic plan and make amendments to their own strategic plans and still submit those to the Office of the State Board of Education (OSBE) for preparation for the June board meeting. This year, that has been compounded even more because the SBOE strategic plan will not be reviewed and possibly approved until the August Board meeting.

Most of the strategic plans that have been submitted for this year have been created or updated using the template supplied by OSBE. Because the Board did not adopt an updated plan in May, these strategic plans are more closely aligned to the SBOE strategic plan that was submitted last year. Some of the plans contain performance measures and benchmarks that will also be included in the Agency Profile and Performance Measure Report that will be brought to the SBOE at the August Board meeting.

IMPACT

If the Board approves the strategic plans as submitted, staff will submit the plans to DFM by the July 1 deadline.

If the Board does not approve the strategic plans as submitted, the Board could direct staff to work with the agencies, institutions, and small programs to revise their strategic plans. However, it would be likely that staff would be unable to submit the updated plans to DFM by the July 1 deadline.

ATTACHMENTS

Attachment 1 – State Board of Education Strategic Plan

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 13-14, 2007

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STAFF COMMENTS AND RECOMMENDATIONS

As the SBOE moves forward with a broader, long range strategic plan, Board staff would like to see the SBOE adopt or amend their strategic plan at their April Board meeting. This will accomplish two things. It will allow the agencies, institutions, and small programs some time to update their own strategic plans prior to bringing them to the Board at the June meeting, and it will reduce the meeting in May to a one day meeting. While it may add some additional time to the April Board meeting, staff believes that the benefits outweigh this possible detriment.

Board staff would also recommend that, next year, all strategic plans be submitted to the Board in the same format as the final adopted version of the SBOE plan. Board staff believes this will assist agencies, institutions, and small programs to more closely align their strategic plans with the SBOE plan, and will also assist them to comply with the requirements set forth in the statute.

Board staff will make further recommendations at the August Board meeting concerning performance measures and benchmarks when those reports are submitted for review and approval.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 13-14, 2007

Board staff has reviewed the strategic plans submitted by the agencies, institutions, and small programs. While there is a large deviation in the plans, Board staff believes that all the plans meet the requirements set out in statute. Board staff recommends approval of the strategic plans as submitted.

BOARD ACTION

Motion to approve the 2007 Institution, Agency, and Small Program Strategic Plans as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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State Board of Education DRAFT STRATEGIC PLAN 2008 – 2012

MISSION STATEMENT

Efficiently provide all Idahoans access to a quality and relevant education.

VISION

Improve the knowledge, skills and opportunities of all Idahoans by efficiently delivering quality, accessible and relevant education, training, rehabilitation and information/research services.

Quality – Continuously improve the quality of Idaho’s education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement and a well-informed citizenry.

Access – Provide individuals of all ages and abilities access to services to develop their skills, knowledge and social awareness in order to be responsible citizens, globally competitive workers and lifelong learners.

Relevancy – Ensure services are relevant to the needs of Idaho’s citizens, workforce, business, industry and local, state and federal government.

Efficiency – Ensure maximum benefit from education resources through effective operation and management of the educational system.

ORGANIZATION

The framers of Idaho’s Constitution (Article IX, Section 1), knowing that “the stability of a republican form of government depending mainly on the intelligence of the people,” required the legislature to establish and maintain our public school system. The framers then vested (Article IX, Section 2) the “general supervision” of the Idaho public education system in the State Board of Education, “the membership, powers and duties of which shall be prescribed by law.”

The State Board is constitutionally vested with the general supervision of all public higher education and sits in a constitutional capacity as the Board of Regents of the University of Idaho. The State Board is identified in statute as the Trustees of Idaho State University, Lewis-Clark State College, Boise State University and the Idaho School for the Deaf and the Blind as well as the State Board for Professional-Technical Education. *The Idaho public education system*, over which the Board is responsible, consists of the following institutions and agencies:

All public primary/secondary schools
Boise State University
Idaho State University
Lewis-Clark State College
University of Idaho
College of Southern Idaho*
North Idaho College*
Eastern Idaho Technical College

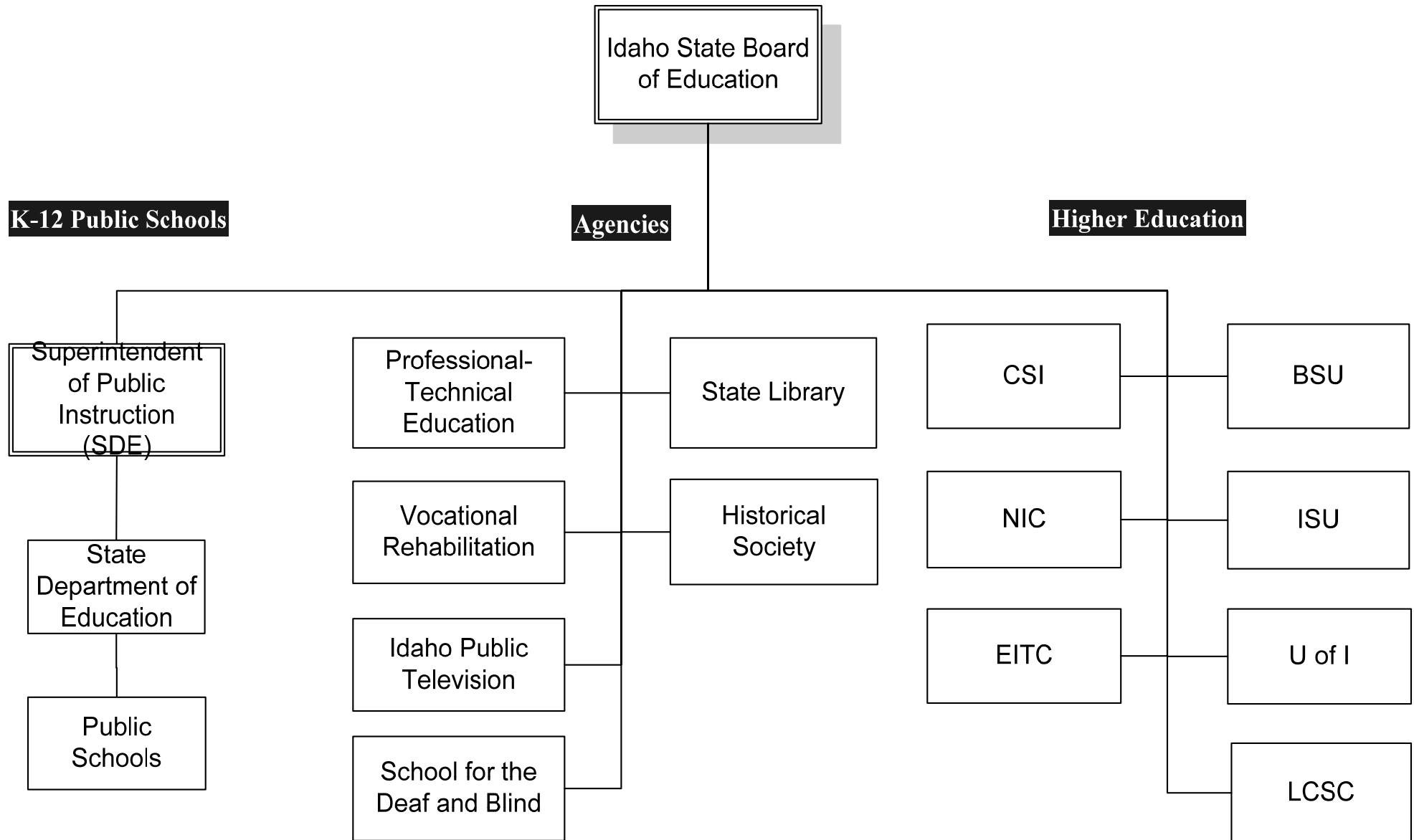
**Also have local elected boards*

State Department of Education
Office of the State Board of Education
Division of Professional-Technical Education
Division of Vocational Rehabilitation
Idaho Public Broadcasting System
Idaho Commission for Libraries**
Idaho State Historical Society**
Museum of Natural History
School for the Deaf and the Blind

***Also have separate oversight boards appointed by the State Board of Education*

Idaho State Board of Education Organizational Planning Chart

Monday, August 14, 2006



STATE BOARD FUNCTION AND ROLE

The function and role of the State Board is to coordinate the efforts of the institutions that report to it to assure the accomplishments of its mission, vision and goals. It accomplishes this by:

- Monitoring and tracking the performance of the education system using national reports and state-by-state statistics and comparisons;
- Assuring system accountability by implementing and monitoring education assessment standards
- Observing trends and establishing system goals (targets) to improve the system;
- Seeking out best practices and implementing them in Idaho;
- Coordinating the efforts (plans, programs, curricula) of its subordinate institutions;
- Interacting with regional accreditation bodies to ensure program quality;
- Informing policy makers on issues and needs of the educational system;
- Advocating for adequate funding for education;
- Assuring a seamless education system from kindergarten through graduate level;
- Coordinating system-wide planning, programming, budgeting, and assessment efforts; and
- Assessing its own performance (planning, execution, quality of efforts).

CALENDAR

**Office of the State Board of Education
Schedule of Dates
For
Strategic Planning, Agency Profiles, and Budget Requests**

Due Date	Item	Assignment
April	Board strategic planning session with institution presidents & agency heads	Management
April - May	Institutions and agencies prepare strategic plans	Institutions and Agencies
Mid May	Strategic plans due to OSBE for inclusion in June Board Agenda	Institutions and Agencies
Mid June	Board approves strategic plans and budget guidelines	Board
July 1	OSBE submits all strategic plans to DFM	Management
Early-July	Agency Profiles sent to institutions and agencies	DFM
Mid July	Agency Profiles due to OSBE for inclusion in August Board Agenda Agencies/Institutions submit line items to OSBE Fiscal for inclusion in August Board agenda	Institutions and Agencies
Mid-August	Board approves strategic plans and budget requests	Board
Late-August	All budget documents returned to OSBE for final submission to DFM & LSO (4 Copies)	Institutions and Agencies
September 1	OSBE submits budget requests to DFM & LSO OSBE submits Agency Profiles and Performance Measures to DFM	Fiscal and Management

POST SECONDARY SCHOOLS

Use the data from the Uniform Performance Measures (UPM) currently collected from all universities to measure the following goals and develop trend line data from the last five years to develop benchmarks for the coming five years. (Note: The current UPMs developed in 2000 will be reviewed during the coming year in developing the 2008-2011 Strategic Plan.)

Goal/Performance Measure/Benchmark:

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
1. Improve retention rate of students in college <i>Performance Measure/Benchmark: UPM 4</i>	X			X
2. Expand accelerated learning opportunities <i>Performance Measure/Benchmark:</i> 1. Increase the number of dual enrollment courses from ____ in 2006 to ____ in 2007 (information not available at this time) and ____ in 2010, and; 2. Increase the number of students participating in dual enrollment courses from ____ in 2006 to ____ in 2007 (information not available at this time) and 25% in 2010		X		X
3. Improve the quality, quantity and relevance of research <i>Performance Measure/Benchmark: UPM 10</i>	X		X	
4. Increase Employer Satisfaction for recent graduates <i>Performance Measure/Benchmark: UPM 7</i>	X		X	
5. Have all institutions and programs meet national accreditation and/or industry standards <i>Performance Measure/Benchmark: UPM 6</i>	X		X	
6. Increase the number of students attending college <i>Performance Measure/Benchmark: UPM 1</i>		X		
7. Increase access to comprehensive Community College services <i>Performance Measure/Benchmark: UPM 1, 5</i>		X		
8. Improve Teacher Education <i>Performance Measure/Benchmark: UPM 7</i>	X		X	
9. Fulfill specific education needs of Idaho students, communities and businesses to prepare students for a global economy <i>Performance Measure/Benchmark: UPM 6, 7, 9</i>	X		X	

Uniform Performance Measures for All Idaho Postsecondary Institutions

(Approved April 2000)

1. Student Applications, Admissions, and Enrollment – Report headcount of first-year students completing application, being admitted and enrolling at the institution. (PSR6.1)
2. Remediation Activity – Report remedial/developmental headcount and credit hours for first-year students. Report institutional total remedial/development activity. (PSR6.2)
3. Student Retention – Report the number from the cohort of new first-year students who enroll for the second year (or reach program completion in a professional technical program of one year or less). Use only first-time, full-time students. Include both the number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).
4. Graduation Rates – Use the cohort definitions and levels from the IPED-GRS Survey. Report the total graduation rate in 100% and 150% of catalog program length for the most recent complete cohort year.
5. Off-Campus Credit Hour Delivery – Report undergraduate, graduate and professional-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence). Use PSR1.7 Report summed by delivery method and level (graduate, undergraduate). Add corresponding data from professional-technical programs.
6. Exam Pass Rates – Report the pass rates for programs that have licensing or certification exams. Indicate national or state norms when available.
7. Employer Satisfaction – Provide a brief summary of employer satisfaction surveys for recent graduates and of the results of the PTE Completers/Leavers reports. Include both narrative summaries and tabulated data by program where available.
8. Student Transfer – Report institution by institution the number of students transferring to and from your campus. Show the number of transfers for all Idaho institutions and from the out-of-state institutions with the three largest numbers of students transferring to and from campus.
9. Outreach and Public Service – Provide a brief summary of institutional outreach and public service programs and an executive assessment of outcomes.
10. Externally Funded Research – Report the annual dollar amount expended on externally funded research and other external grants and contracts. Provide subtotals in each category.
11. Degrees and Certificates Awarded – Use data from IPEDS Completion Survey to Report subtotals for each certificate or degree level and the institutional total.
12. Collaboration with Other Organizations – Provide a brief summary of collaborative efforts with other organizations (public and private) in support of the institution's mission.

ELEMENTARY & SECONDARY SCHOOL

Note: These goals are the same as the Idaho Department of Education's goals.

Goal/Performance Measure/Benchmark:

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
Increase academic achievement in all curricular areas and civic, personal and relevant workplace skills.	X		X	
<u>Performance Measure:</u>				
1. Increase the number of students completing a challenging curriculum				
<u>Benchmark:</u>				
Decrease the number of HS graduates enrolled in post secondary education taking remedial math and English courses from 40% in 2006 to 38% in 2007 and to 30% in 2010.				
<u>Performance Measure:</u>				
2. Increase the number of 9 th graders graduating from high school				
<u>Benchmark:</u> Increase the number of 9 th graders graduating from High School from 80% in 2006 to 82% in 2007 and to 85% in 2010				
<u>Performance Measure:</u>				
3. Increase the number of high school students successfully transitioning to postsecondary education.				
<u>Benchmark:</u> Increase the number of high school graduates going to post secondary education from 32% in 2006 to 34% in 2007 and to 38% in 2010.				
<u>Performance Measure:</u>				
4. Increase the number of students meeting academic standards.				
<u>Benchmarks:</u>				
- Increase the number of students and schools meeting ISAT proficiency levels from 75% in 2006 to 80% in 2007 and to 100% in 2010.				
- Increase the number of students improving skills under the ISAT growth model from in 2006 45% to 50% in 2007 and to 55% in 2010.				
Increase the number of qualified effective educators in Idaho's K-12 schools to meet the hiring needs of school districts.		X		
<u>Performance Measures:</u>				
5. Increase the number of teachers engaged in professional development relevant to their teaching assignment.				
<u>Benchmark:</u> Increase the number of teachers engaged in professional development from ____ in 2006 to ____ in 2007 and to ____ in 2010 (information not available at this time)				
<u>Performance Measure</u>				
6. Increase students in postsecondary teacher training programs				
<u>Benchmark:</u> Increase the number of students in teacher training programs from ____ in 2006 to ____ in 2007 and to ____ in 2010 (information not available at this time)				

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
Increase the quality and accuracy of relevant data collection and reporting for informed decision making.	X		X	
<i><u>Performance Measure:</u></i>				
7. <i>Successfully implement a quality, valid assessment system</i>				
<i><u>Benchmark:</u> Complete by 2011</i>				
<i><u>Performance Measure:</u></i>				
8. <i>Increase the employment attainment of Idaho students after secondary and postsecondary education.</i>				
<i><u>Benchmark:</u> Develop measures to track employment attainment after high school, and after various levels of post-secondary training and education including non-credit workforce training.</i>				
Increase the educational capacity to respond effectively and efficiently to the changing needs of public education.	X			X
<i><u>Performance Measures:</u></i>				
9. <i>Increase the access and variety of programs and classes to meet state content standards.</i>				
<i><u>Benchmark:</u> To be developed</i>				
<i><u>Performance Measures:</u></i>				
10. <i>Enhance specific techniques of teachers to deliver effective instruction by increasing the number of teachers engaged in reaching academies, math instruction, coaching and other professional development.</i>				
<i><u>Benchmark:</u> To be developed</i>				

AGENCY GOALS & PERFORMANCE MEASURES

IDAHO DIVISION OF VOCATIONAL REHABILITATION

Goal/Performance Measure/Benchmark:

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
Continually improve the quality of VR services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment. <i>Performance Measure:</i> Increase the number of individuals who successfully become employed after receiving VR services. (For FY2006 this objective will not be met as there will be some decline from the previous year, which was the best in agency history.) <i>Benchmark:</i> The number of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance	X		X	
Increase the earnings of individuals who successfully become employed after receiving VR services. <i>Benchmark:</i> The average hourly earnings of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.	X		X	
Ensure That All Eligible Individuals With Disabilities Have Equal Access To Services. <i>Performance Measure:</i> Increase the number of individuals from minority backgrounds who successfully become employed after receiving Vocational Rehabilitation services. <i>Benchmark:</i> The number of individuals with disabilities from minority backgrounds exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.		X		
Continually improve the relevance of VR services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment <i>Performance measure:</i> Increase the number of individuals with severe disabilities from special populations, i.e., School Work Transition, Corrections, Mental Health, etc., who successfully become employed after receiving Vocational Rehabilitation services. <i>Benchmark:</i> The number of individuals with severe disabilities from special populations, i.e., School Work Transition, Corrections, Mental Health, etc., exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.			X	

IDAHO PUBLIC TV

Goal/Performance Measure/Benchmark:

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.		X		
<i>Performance Measures: Number of awards for IPTV produced media and services.</i>				
<i>Benchmark: FY 06 - 60 national and regional awards – FY 07 – 60 national and regional awards.</i>				
Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.		X		
<i>Performance: Provide statewide access to IPTV media and services.</i>				
<i>Benchmarks: Transmitters/digital ready translators/satellite carriage/web visitors</i>				
(FY 06)	10	/	5	/ 6 / 1,623,860
(FY 07 goal)	10	/	8	/ 7 / 1,700,000
Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.			X	
<i>Performance Measure: Number of IPTV channel hours of Idaho specific educational and informational programming.</i>				
<i>Benchmarks: 2,162 channel hours (FY 06); 2,500 channel hours (FY 07 goal)</i>				
Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.				X
<i>Performance Measure: Total personnel in content delivery/distribution & administration as compared to peers (statewide public broadcasters, CPB SABS data)</i>				
<i>Benchmark: 27.66 FTE personnel (FY 05 IPTV), 50.74 national average</i>				

PROFESSIONAL TECHNICAL EDUCATION**Goal/Performance Measure/Benchmark:**

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
Develop additional PTE capacity at the postsecondary level	X			
<i><u>Performance Measure:</u> Availability of professional-technical programs to prepare students for employment, and continuing education and development</i>				
<i><u>Benchmark:</u> Enrollments will increase</i>				
Support articulation between secondary and postsecondary professional-technical education		X		
<i><u>Performance Measure:</u> Ensure policies, procedures and curricula allow effective articulation between secondary and postsecondary professional-technical education to support SBOE Policy III, Subsection V., and strengthens a goal of seamless education for Idaho students.</i>				
<i><u>Benchmark:</u> Percent of Tech Prep students will increase</i>				
Maintain high placement rates			X	
<i><u>Performance Measure:</u> Number of postsecondary completers who obtain work in their related field</i>				
<i><u>Benchmarks:</u> Overall placement will be at 90 percent or better; training-related and educational placement will be 80% or better</i>				
Improve the capacity of PTE to support high school reform			X	
<i><u>Performance Measure:</u> Ability of professional-technical education to support academic achievement standards</i>				
<i><u>Benchmark:</u> Percent of professional-technical education teachers trained in academic integration will increase</i>				

IDAHO SCHOOL OF THE DEAF AND BLIND

Goal/Performance Measure/Benchmark:

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
Explore broader avenues for education and training	X			
<i>Performance Measure: Incorporate emerging technologies (e.g. Cochlear Implants) into Campus & Outreach programs state-wide.</i>				
<i>Benchmark: Increase the ability for students to have access to these technologies by 15% per year.</i>				
Develop programs to assist students in living independently	X		X	
<i>Performance Measure: Expand Independent Living Program // Develop better life long learning habits</i>				
<i>Benchmark: Increase to 70% the number of students living independently or at college or training facility</i>				
Study alternative models for Regional Outreach Service Delivery; most Day-Campuses, or Improved Internet Access via an "ISDB Virtual Academy" approach		X		
<i>Performance Measure: Pursue expansion of outreach programs</i>				
<i>Benchmark: Develop legislation for the 2007 session to address service mode delivery.</i>				
Establish better ties with nation-wide Deaf & Blind teacher training programs		X		
<i>Performance Measure: Enhance recruiting/retention of more highly qualified staff members</i>				
<i>Benchmarks: Increase by 10% the number of highly qualified staff employed by ISDB</i>				



STRATEGIC PLAN

2005-2010

BOISE STATE UNIVERSITY STRATEGIC PLAN 2005-2010

Introduction

A present day examination of Boise State University reveals a vibrant picture of a public university with a history of teaching excellence, offering a wide range of degree programs, and serving the citizenry of the state of Idaho. This tradition to strive for excellence is reflected in our vision of becoming a metropolitan research university of distinction.

Boise State's strategic plan defines the path and means to move us from our current state to where we aspire. This journey puts first and foremost the learning environment and our scholarly/creative work to expand the boundaries of knowledge. Our most recent planning process began in early 2005, and initially included over 30 focus groups comprised of more than 600 University faculty, staff and students. Ultimately, a cross section of individuals from our campus community comprised a 40-plus member planning team that drafted the final document, a strategic matrix, providing opportunity for all of our stakeholders to provide input at some point along the way. We are currently in the process of developing performance benchmarks to measure progress toward these goals, which should be completed and in place in Fall 2006.

VISION STATEMENT

Boise State University strives to be a metropolitan research university of distinction.

- A University where **public engagement** links the University's academic mission with its community partners to address issues of mutual benefit.
 - A University of **academic excellence** with high-quality, student-focused programs that integrate theory and practice, engage students in community based learning, and that are informed by meaningful assessment. .
 - A University with a **vibrant culture** that embraces and fosters innovation, responsiveness, inclusiveness, accessibility, diversity, and effective stewardship.
 - A University of **exceptional research** defined by progressive scholarship and creative activity, and graduate programs that have groundbreaking applications locally, regionally and globally.
-

MISSION STATEMENT

As provided by the State Board of Education, Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education, and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

Alignment with SBOE Goals of Quality, Access, Relevancy & Efficiency	BOISE STATE UNIVERSITY GOALS & STRATEGIES*	Anticipated Completion Date
	Goal I. Develop network and outreach opportunities with the community	
Quality, Relevancy Quality, Relevancy Access, Efficiency, Quality, Relevancy Access, Quality, Relevancy Quality, Relevancy	Strategies: <ul style="list-style-type: none"> • Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching. • Promote and reward research in and with the community. • Create a community college • Align educational offerings with economic development needs and incorporate employers' input into curriculum design. • Promote collaboration and sharing of information between campus and the community. 	
	Goal II. Respond to the educational needs of the region	
Access, Efficiency, Quality, Relevancy Access, Quality, Relevancy Access, Efficiency	Strategies: <ul style="list-style-type: none"> • Create a community college • Align educational offerings with economic development needs and incorporate employers' input into curriculum design. • Offer flexible course delivery options 	

	Goal III. Provide development opportunities for faculty to integrate research and teaching	
Quality, Relevancy Quality, Relevancy, Efficiency Quality, Efficiency Relevancy, Efficiency Access, Relevancy, Quality Quality, Relevancy, Efficiency Access, Relevancy, Efficiency Access, Efficiency, Quality, Relevancy	Strategies: <ul style="list-style-type: none"> • Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching. • Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching. • Develop flexible workload policies for faculty. • Promote and reward research in and with the community • Align educational offerings with economic development needs and incorporate employers' input into curriculum design. • Facilitate faculty collaborations across departments and colleges. • Promote collaboration and sharing of information between campus and the community. • Secure funds for sponsored research activity. 	
	Goal IV. Build and maintain facilities to support programs and create an attractive and accessible environment	
Access, Efficiency, Quality, Relevancy Access, Quality, Relevancy Access, Efficiency, Quality, Relevancy Access, Efficiency, Quality, Relevancy Access, Efficiency, Quality, Relevancy	Strategies: <ul style="list-style-type: none"> • Create a community college. • Build residential communities for students, faculty, and staff. • Secure funds for sponsored research activity. • Build and sustain a comprehensive advancement/fundraising program. • Implement the campus master plan. 	


	V. Promote diverse communities that foster faculty, staff, and student interaction	
<p>Access, Efficiency, Quality, Relevancy</p> <p>Access, Efficiency, Quality, Relevancy</p> <p>Access, Quality, Relevancy</p> <p>Efficiency, Quality, Relevancy</p> <p>Access, Quality, Relevancy</p> <p>Access, Quality, Relevancy</p> <p>Access, Efficiency, Quality, Relevancy</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Implement Freshman Success Task Force Action Plan • Create active learning opportunities in-class and out-of-class • Build residential communities for students, faculty and staff • Facilitate faculty collaborations across departments and colleges • Schedule, promote, and facilitate involvement in cultural and intellectual events • Develop and promote programs to internationalize campus • Implement the campus master plan 	
	Goal VI. Recruit and retain an academically prepared and diverse student body	
<p>Quality, Relevancy</p> <p>Access, Efficiency</p> <p>Access, Efficiency</p> <p>Access, Efficiency, Quality, Relevancy</p> <p>Access, Efficiency, Quality, Relevancy</p> <p>Access, Efficiency, Quality, Relevancy</p> <p>Access, Efficiency</p> <p>Access, Quality, Relevancy</p> <p>Access, Quality, Relevancy</p> <p>Access, Quality, Relevancy</p> <p>Access, Efficiency, Quality, Relevancy</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching. • Expand student recruitment efforts • Create additional opportunities for student financial assistance • Implement the Freshman Success Task Force Action Plan • Create active learning opportunities in-class and out-of-class • Create a community college • Offer flexible course delivery options • Build residential communities for students, faculty and staff • Schedule, promote, and facilitate involvement in cultural and intellectual events • Develop and promote programs to internationalize campus • Promote to the State the value of investing in higher education 	

Access, Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Secure funds for sponsored research activity 	
Access, Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Implement the campus master plan 	
	Goal VII. Recruit and retain faculty and staff to support the vision	
Quality, Relevancy	Strategies: <ul style="list-style-type: none"> Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching. 	
Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching. 	
Efficiency, Quality	<ul style="list-style-type: none"> Develop flexible workload policies for faculty. 	
Efficiency, Relevancy	<ul style="list-style-type: none"> Promote and reward research in and with the community. 	
Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Facilitate faculty collaborations across departments and colleges 	
Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university 	
Access, Quality, Relevancy	<ul style="list-style-type: none"> Schedule, promote, and facilitate involvement in cultural and intellectual events 	
Access, Quality, Relevancy	<ul style="list-style-type: none"> Develop and promote programs to internationalize campus 	
Access, Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Promote to the State the value of investing in higher education 	
Access, Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Secure funds for sponsored research activity 	
Access, Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Build and sustain a comprehensive advancement/fundraising program 	
Access, Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Implement the campus master plan 	

	Goal VIII. Provide student-centered services	
Access, Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Implement the Freshman Success Task Force Action Plan 	
Access, Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Create active learning opportunities in-class and out-of-class 	
Access, Efficiency	<ul style="list-style-type: none"> Offer flexible course delivery options 	
Access, Quality, Relevancy	<ul style="list-style-type: none"> Build residential communities for students, faculty and staff 	
Access, Quality, Relevancy	<ul style="list-style-type: none"> Schedule, promote, and facilitate involvement in cultural and intellectual events 	
	Goal IX. Create an organization that is responsive to change	
Efficiency, Quality, Relevancy,	Strategies: <ul style="list-style-type: none"> Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching. 	
Efficiency, Quality	<ul style="list-style-type: none"> Develop flexible workload policies for faculty. 	
Access, Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Create a community college 	
	Goal X. Obtain fiscal resources necessary to support the vision	
Quality, Relevancy	Strategies: <ul style="list-style-type: none"> Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching. 	
Access, Efficiency	<ul style="list-style-type: none"> Create additional opportunities for student financial assistance 	
Access, Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Create a community college 	
Access, Relevancy, Quality	<ul style="list-style-type: none"> Align educational offerings with economic development needs and incorporate employers' input into curriculum design. 	
Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university 	
Access, Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Secure funds for sponsored research activity 	
Access, Efficiency, Quality, Relevancy	<ul style="list-style-type: none"> Build and sustain a comprehensive advancement/fundraising program 	

*Strategies support multiple goals

<div> <div> <div>Boise State University</div> <div>Strategy Matrix</div> </div> <div> <div>These guiding strategies reflect routes by which Boise State University will achieve its goals.</div> <div>METROPOLITAN RESEARCH UNIVERSITY OF DISTINCTION</div> </div> </div>		GOALS									
STRATEGIES		(1) Develop network and outreach opportunities with the community	(2) Respond to the educational needs of the region	(3) Provide development opportunities for faculty to integrate research and teaching	(4) Build and maintain facilities to support programs and create an attractive and accessible environment	(5) Promote diverse communities that foster faculty, staff, and student interaction	(6) Recruit and retain an academically-prepared and diverse student body	(7) Recruit and retain faculty and staff to support the vision	(8) Provide student-centered services	(9) Create an organization that is responsive to change	(10) Obtain fiscal resources necessary to support the vision
	(a) Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching										
	(b) Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching										
	(c) Develop flexible workload policies for faculty										
	(d) Promote and reward research in and with the community										
	(e) Expand student recruitment efforts										
	(f) Create additional opportunities for student financial assistance										
	(g) Implement Freshman Success Task Force Action Plan										
	(h) Create active learning opportunities in-class and out-of-class										
	(i) Create a community college										
	(j) Align educational offerings with economic development needs and incorporate employers' input into curriculum design										
	(k) Offer flexible course delivery options										
	(l) Build residential communities for students, faculty, and staff										
	(m) Facilitate faculty collaborations across departments and colleges										
	(n) Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university										
	(o) Schedule, promote, and facilitate involvement in cultural and intellectual events										
	(p) Promote collaboration and sharing of information between campus and the community										
	(q) Develop and promote programs to internationalize the campus										
	(r) Promote to the State the value of investing in higher education										
	(s) Secure funds for sponsored research activity										
	(t) Build and sustain a comprehensive advancement/fundraising program										
	(u) Implement the campus master plan										

Strategies support multiple goals;  illustrate examples

Numbers and letters do not signify priority ranking

Strategic Plan

2008



**Small Business
Development Center**
directions solutions impact

Idaho Small Business Development Center Strategic Plan State FY 2008

Background:

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as part of a nationwide network created to improve the success of small businesses. The U. S. Small Business Administration, the State of Idaho, the hosting institutes of higher education, and private donations fund the organization.

The Idaho SBDC is a network of business consultants, trainers, and support staff that operate from the state's colleges and universities. Boise State University's College of Business and Economics serves as the host with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts between the host institutions and Boise State University:

North Idaho College - Coeur d'Alene
Lewis-Clark State College - Lewiston
Boise State University - Boise
College of Southern Idaho - Twin Falls
Idaho State University - Pocatello
Idaho State University - Idaho Falls



Services include individualized one-on-one consulting, focused training, and applied research. Staff in these offices are very involved in the business and economic development efforts in their areas and are positioned to respond rapidly to the changing business environment. Ninety percent of Idaho's businesses are within an hour's drive of one of the offices. This allows the Idaho SBDC to effectively and efficiently serve the business community in Idaho.

Mission:

To enhance the success of small businesses in Idaho by providing high-quality consulting and training.

Vision:

To be the primary provider of quality assistance to small business clients, our customers.

Tag Line:

direction solutions impact

Operating Philosophy:

Service is the primary product of the Idaho SBDC. Consequently, the Center must be committed to creating and maintaining a high standard of service. This standard has three cornerstones:

1. **Focus on the Client:** The very future of the Idaho SBDC program depends on creating satisfied clients. To this end, each client contact must be considered an opportunity to focus on client needs and desires. Responding quickly with individual attention to specific and carefully identified client needs, then seeking critical evaluation of our performance, is the routine that will be followed with each client and training attendee.
2. **Devotion to Quality:** Providing consulting and training through a quality process and constantly seeking ways to improve that process are the principles of this cornerstone of service. Fostering teamwork, eliminating physical and organizational barriers that separate people, establishing long-term relationships with partners and encouraging all to participate in quality improvement are some of the actions that demonstrate the Center's devotion to quality.

3. **Concentration on Innovation:** To innovate is to improve through change. The Center must constantly seek ways to improve its methods and processes and assume a leadership role in trying new approaches to serve clients. Regular performance reviews, participation in organizations, and attending professional development workshops are some of the ways that the Center identifies and encourages innovation.

Priorities:

The Idaho SBDC will focus on the following priorities:

1. Add additional resources (people and money).
2. Redirect focus and image to established and high growth business assistance.
3. Develop online and targeted training offerings.
4. Develop specialized programs for women and Hispanics.

Market Segments:

The small business market that the Idaho SBDC serves can be divided into three different segments. With limited resources and the knowledge that in-depth, on-going consulting gives greater returns, this Strategic Plan calls for different approaches to each segment. The Idaho SBDC Marketing Plan also contains additional information about these segments and more specific marketing and services designed for each of these segments.

1. Pre-venture – These potential clients are not in business but have an idea for starting a business. They will be assessed for the level of effort already put into the venture. Very early entrepreneurs will be directed to a variety of information, training, and resources, and asked to return when they have progressed. These pre-venture clients will be 20% of the Idaho SBDC's clients.
2. Established businesses – These potential clients already have an established business. A consultant will meet with them to evaluate their needs and formulate a plan to address them. Within this segment will be some businesses with the potential for high growth (segment 3). The majority of businesses in this category will have 20 employees or less. Eighty percent of Idaho SBDC clients will be in this category.
3. High-growth – These prospective clients generally have the potential for employment growth at the rate of 15% per year or 100% in five years. (This category has been more specifically identified in the Marketing Plan.) These businesses will receive focused long-term services and coaching and be tracked separately. Ten percent of Idaho SBDC clients will be in this category with the majority of these businesses having fewer than 20 employees.

Allocation of Resources:

The Idaho SBDC shifts resources, as appropriate, to achieve the goals of the Strategic Plan. The SBA portion of the Idaho SBDC's budget has remained level since 1998. This has prompted shifting financial resources from operating to personnel to assure that Idaho small businesses receive the same level of service. At this point, the operating budget for the Idaho SBDC is at what is considered a floor for supporting existing personnel and offices. Currently, the annual budget for the Idaho SBDC is distributed as follows:

- ♦ Personnel = 71% of total budget, 90% excluding indirect costs
- ♦ Operating (travel, consultants, supplies, etc.) = 8% of total budget and 10% excluding indirect costs
- ♦ Indirect costs = 21%

In addition to financial constraints, the Operations Manual sets a policy for allocation of time as 60% consulting, 20% training, and 20% administrative. Milestones for each center and minimum hours for consultants and regional directors are based on the time allocation. To maintain service at the existing level, operate within the financial constraints, and meet the time allocation policy, the Idaho SBDC focuses on shifting personnel resources to achieve strategic plan goals. For example, to shift the focus to high-growth companies, strategies were developed to more efficiently serve start-up clients. The time gained through these efficiencies is redirected to work with high-growth clients within the 60% consulting framework. The SBDC will continue to use this model for distribution of resources to achieve the strategic plan goals as long as a constraint remains on operating resources.

Strengths, Weaknesses, Opportunities, and Threats:

Internal	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> ▪ Monthly conference calls ▪ Critical measures • People in the organization <ul style="list-style-type: none"> ▪ Good teamwork, leadership, cooperation, vision, customer relations ▪ Friendly, resourceful, responsive, nice, entrepreneurial, creative, positive attitude, dedicated, want to work here ▪ Broad experience, diverse expertise, gender diversity ▪ No turf battles, professional network • Good professional development – try to stay on cutting edge • Longevity - established organization, recognized and accepted results, good reputation • Institutional support and people good at maintaining it • Strong partnerships/networking <ul style="list-style-type: none"> ▪ SCORE, WBC, TechHelp, Technology Connection, Idaho Virtual Incubator, Economic development, Chambers, banks, Rotary, etc. • Access to research through state office, ASBDC, and listserv • Serve businesses in a large area • Ahead of most businesses in technology use and knowledge 	<ul style="list-style-type: none"> • Funding • Time – consultants stretched thin • Large geographic areas to cover • Communication between training folks • Mostly reactive vs. proactive in choosing clients • Relationship with college/university and internships • Follow-up on ideas (especially after conference calls) • Ability to pull from statewide expertise and know what others are doing • Bureaucratic processes • Timely feedback to centers/counselors • Recent large staff turn over • How little we're known in some sectors – not everyone goes to the Chamber, visibility in business community • Training attendance and revenue • Success in shifting focus to long-term clients • Clear marketing strategy including frequency of mass mailing to clients • Recognition for clients • No Spanish speakers or Hispanics
External	
Opportunities	Threats
<ul style="list-style-type: none"> • Partnerships – SBA, SCORE, WBC, Chambers, other institutions • Technology - helps makes us more efficient, teach our clients how to use, links offices • Economy – layoffs/shutdowns <ul style="list-style-type: none"> ▪ More businesses will need our help ▪ Need to diversify economy • Added emphasis of “technology” in our name and expertise/service – high-tech/high-growth companies • Finding/attracting existing businesses and nurturing existing entrepreneurs vs. attracting new businesses • Other funding sources – Department of Commerce rural economic initiative, USDA, fire money • Incubators • Watching trends/projections • Venture capital community • Recognition as “the” small business assistance provider • Executive coaching/mentoring trend 	<ul style="list-style-type: none"> • Economy – especially in rural areas <ul style="list-style-type: none"> ▪ Agriculture and natural resource based businesses ▪ Plant layoffs/closures, increase in unemployment ▪ Energy, fire, low-water, other disasters • Funding for SBDC <ul style="list-style-type: none"> ▪ Professional development, operating ▪ Attract and keep quality staff ▪ Afford technology ▪ Time to chase money ▪ State budget challenges (legislature) • Rural areas behind technology curve • Perception of duplication – SBA, SCORE, WBC, Chambers, economic development • Encroachment on our turf - agricultural extension and rural initiative/economic development • Free money events • Potential clients don't know about us and/or don't realize they need us

Goals, Objectives, Strategies, and Measures:

Goal 1: Improve the success of small businesses through delivery of our core services – one-on-one business consulting, training and research.				
Objective 1.1: Increase the impact of consulting assistance by proactively seeking clients appropriate for long-term consulting assistance.				
	Strategies: 1.1.1 Each center and the state will average 8.5 hours per client and maintain or increase in subsequent years. 1.1.2 Each Regional Center will continue to deliver services to prepare pre-venture clients for more effective individualized consulting with a target of 25% of the clients are pre-venture. 1.1.3 Deliver at least one NxLevel course per region per year. 1.1.4 Support SBA's efforts to develop and/or enhance SCORE assistance with the goal of an active chapter in each region capable of individual consulting with clients. 1.1.5 Each office will set a target of the number of businesses that will participate in using the assessment tool. <ul style="list-style-type: none"> Develop standard procedures to be used statewide Continue to refine and increase the use of the assessment tool. 	SD/RD* RD RD RD RD	ongoing ongoing Annually ongoing Annually 12/2006 ongoing	Output measures: <ul style="list-style-type: none"> Completing tasks Average 8.5 hours/client Outcome measure: **
Objective 1.2: Provide research support to help small business owners and managers in decision-making.				
	Strategies: 1.2.1 Each office will fully utilize all research support, including: <ul style="list-style-type: none"> SBDC Net (www.sbdcnets.utsa.edu) ASBDC list serv American Business Disk State Office research Intranet research reports 1.2.2 Each office will maintain a library of business information specifically designed to meet the needs of small businesses.	RD & Mason RD	Ongoing Ongoing	Output measures: <ul style="list-style-type: none"> Completing tasks Number of research projects Outcome measures: ** <ul style="list-style-type: none"> Feedback on research
Objective 1.3: Ensure that services are available to minorities and available all counties.				
	Strategies: 1.3.1 Meet the needs and milestones of special focus groups such as women, Hispanics, and veterans <ul style="list-style-type: none"> Ensure that at least 100 veteran clients receive services Ensure that % of women, Hispanic, and minority clients meet the latest percentages for these sectors contained in the Idaho SBDC Marketing Plan. 1.3.2 Hire a bilingual (English/Spanish) business consultant to serve southern Idaho. Seek funding from the State and other public and private sources.	RD SD	Annually 9/2007	Output measure: <ul style="list-style-type: none"> % Minority, veteran, and women clients Outcome measure: **

	1.3.3 Assure that allocation of resources and milestones are based on 60% consulting, 20% training, 20% administrative as required in the Operations Manual.	RD*	Annually	
	1.3.4 Meet the milestone established for the # of clients and consulting hours for each county to ensure services to all areas of the state.	RD	Annually	
	1.3.5 Develop and implement a specialized program to serve women entrepreneurs.	All	12/2006 & ongoing	
Objective 1.4: Identify and address the needs of small businesses and entrepreneurs.				
	Strategies:			
	1.4.1 Collect needs information from regional centers, training evaluations and other sources annually.	RD	Annually Feb.	Output Measure: • List of priority needs • Completing tasks on time
	1.4.2 Conduct an online survey to determine small business needs. Incorporate results into needs assessment.	DD	Annually	Outcome measure: **
	1.4.3 Present needs to State Advisory Council to rank priority areas.	SD	April	
	1.4.4 Determine priority needs during the Spring Professional Development Conference and incorporate into training, consulting, and professional development.	All	May/June	
	1.4.5 Participate in the National Delivery System, as appropriate.	All	As needed	
Objective 1.5: Expand capabilities to assist individuals and small businesses in developing and deploying technology.				
	Strategies:			
	1.5.1 Obtain "technology" designation during the 2008 ASBDC accreditation.	SD & DD	12/2008	Output measures: • Completion of tasks • Meeting milestones
	1.5.2 Identify necessary activities and a time line for achieving the specific activities.	DD	12/2006	
	1.5.2 Each office will have at least one person attend technology training at the annual ASBDC conference to complete all modules within 4 years.	SD & DD	12/2010	Outcome measure: **
Objective 1.6: Expand capabilities to assist high growth companies.				
	Strategies:			
	1.6.1 Each office will conduct two trainings per year focused on high growth business needs.	RD	yearly	Output measures: • Completion of tasks • Meet goal
	1.6.2 Include at least one session in each semi-annual Professional Development Conference on a topic related to high-growth companies.	MM	Semi-Annually	Outcome measure: **
	1.6.3 Implement the marketing strategy to reach and assist high growth companies.	DD & All	ongoing	
	1.6.4 10% of Idaho SBDC clients are identified as high growth potential companies.	RD & DD	annually	
	1.6.5 Help meet the goals of the State Science and Technology Plan.	SD & RD	ongoing	
Goal 2: Expand and enhance partnerships to strengthen our ability to reach and assist small businesses.				
Objective 2.1: Be visible and proactive in solving the business and economic issues in Idaho's rural communities.				
	Strategies:			
	2.1.1 Continue to enhance the SBDC as business development professionals in the key community and/or vulnerable communities in each county.	RD	yearly	Output measures: • Completion of tasks
	2.1.2 Maintain close contact with the economic development professionals and collaborate in appropriate activities.	RD	yearly	Outcome measure: ** • Feedback in rural areas
	2.1.3 Each regional office will set and meet a yearly goal (to be included in their action plan) for referrals to IVI.	RD	yearly	
	2.1.4 Seek long-term funding to continue support for IVI.	SD & Jill	6/2008	

	2.1.5 Establish a direct link with the Cooperative Extension to provide business consulting in rural areas.	SD	6/2008	
	Objective 2.2: Collaborate with SBA and their resource partners to maximize small business assistance and minimize duplication.			
	Strategies: 2.2.1 Meet with SBA and their resource partners (SCORE, WBC, BIC) on a regular schedule (to be developed by each region) to assure open communication, cooperation and minimize duplication. 2.2.2 Help SBA market and deliver training.	SD/RD Training Coord.	As scheduled As needed	Output measure: • Completing tasks Outcome measure: **
	Objective 2.3: Expand the resources of the Center using volunteers from the community, faculty members, students, and other partners.			
	Strategies: 2.3.1 Work collaboratively with other resource providers to meet the needs of small businesses interested in international trade. 2.3.2 Refer appropriate clients to the legal assistance program operated by the University of Idaho. 2.3.3 Establish a yearly goal, to be included in the regional action plans, for faculty and student involvement in SBDC programs. 2.3.4 Establish and meet a yearly goal, included in the regional action plans, for the number of mentoring sessions to be conducted during the year. 2.3.5 Ensure close coordination with the host institution to help meet the goals for the host institution and small businesses. 2.3.6 Develop stronger ties with the OSHA consultation program at BSU through routine meetings, cross-selling services, etc. 2.3.7 Achieve success in the two-year pilot of the Environmental Solutions program and pursue permanent transfer of funding to the Idaho SBDC.	All Consultants RD/SD RD RD & SD Sally and DD Sally, DD and SD	ongoing Ongoing Annually Annually Annually 6/2007 6/2007	Output measures: • Completing tasks on time • Faculty/student involvement Outcome measure: **
	Objective 2.4: Strengthen our funding and position as the primary business development organization.			
	Strategies: 2.4.1 Include a description of how the 2003 Marketing Plan will be implemented in the regional and personal action plans. 2.4.2 Do a comprehensive update of the Marketing Plan in 2007. 2.4.3 Develop funding and partnerships to expand our services to include small business regulatory assistance. 2.4.4 Develop and implement a strategy to increase funding for the program at the local and statewide levels. Increase funding by \$60,000 per year with each region having a goal of \$10,000. 2.4.5 Support the ASBDC and its efforts to increase funding for the SBDC network. Educate congressional offices about the impact of the SBDC program in Idaho and share information with key stakeholders. 2.4.6 Shift the Idaho SBDC image from assistance for startups to assistance for existing and high growth businesses. ♦ Develop a database of target audience and distribute to regions. ♦ Recruit targeted businesses ♦ Focus success stories on established and high growth businesses. ♦ Market and use assessment tool	All DD and All SD SD SD & RD 12/2008	ongoing 12/2007 12/2007 12/2007 ongoing	Output measure: • Completing tasks Outcome measure: **

Goal 3: Refine and improve our organization to increase efficiency, effectiveness, and quality.				
Objective 3.1: Meet the requirements of Consultant Certification, ASBDC Accreditation, the Operations Manual and the SBA cooperative agreement to assure consistency and quality.				
	<p>Strategies:</p> <p>3.1.1 Use the Strategic Plan & ASBDC Accreditation standards to review each office annually with every fourth year being a peer review to achieve accreditation without conditions during the 2008 review.</p> <p>3.1.2 Each year, every office and every employee will develop an action plan. Regional action plans will show the regional activities planned to accomplish the goals and objectives of the Strategic Plan and region-specific activities. The plan will include specific numerical goals, list the person responsible, and a date to be completed. Individual action plans will include activities to be accomplished to achieve the Strategic Plan and Regional Action Plans, dates, and the professional development goals for the year.</p> <p>3.1.3 Conduct Idaho SBDC-sponsored professional development, focused on priority needs and strategic plan items - twice per year for professional staff and once per year for administrative staff.</p> <p>3.1.4 Each employee will ensure that they meet the professional development certification or recertification requirements for their position on a yearly basis.</p> <p>3.1.5 Review progress on critical measures during the monthly conference call.</p> <p>3.1.6 Conduct due diligence on all outside consultants, trainers, and presenters to assure that they are high quality and reflect a positive image on the SBDC. Take action immediately on any presenters not receiving high evaluations.</p>	<p>SD & DD</p> <p>All</p> <p>SD & Chambers</p> <p>All</p> <p>SD Trainers</p>	<p>Annually & 2008</p> <p>Annually by Sept. 1</p> <p>Scheduled</p> <p>Yearly</p> <p>Monthly ongoing</p>	<p>Output measures:</p> <ul style="list-style-type: none"> Complete tasks Critical measures <p>Outcome measures: **</p> <ul style="list-style-type: none"> ASBDC certification Training evaluations
Objective 3.2: Maintain good communication throughout the organization.				
	<p>Strategies:</p> <p>3.2.1 Conduct monthly Director's conference calls, semiannual professional development conferences, consultant meetings, and an annual Administrative Assistance conference to share information.</p> <p>3.2.2 Conduct strategic planning annually during the Spring conference and review the plan monthly during the Director's conference call.</p> <p>3.2.3 Ensure that the training, MIS, consultants, and administrative staff communicate according to the Operations Manual.</p>	<p>SD/SAA</p> <p>SD</p> <p>DD</p>	<p>Annually</p> <p>May & Quarterly quarterly</p>	<p>Output Measure:</p> <ul style="list-style-type: none"> Completing task on time <p>Outcome measure: **</p>
Objective 3.3: Maintain high quality services and customer satisfaction.				
	<p>Strategies:</p> <p>3.3.1 Survey clients' satisfaction after each session of 1 hour or more of contact time. Maintain a 50% response rate with 90% of the responses reporting above average and excellent rating.</p> <p>3.3.2 Use a third-party consultant to survey past clients to determine economic impact of Idaho SBDC services. Assure that the impact of Idaho SBDC services is equal or greater than the years before.</p> <p>3.3.3 Compile results of training evaluations and use to adjust training topics, schedule, and speakers. Follow-up immediately on any unfavorable comments.</p>	<p>Chambers RD</p> <p>SD & Chambers</p> <p>RD</p>	<p>ongoing</p> <p>Annually</p> <p>April and as needed</p>	<p>Output measures:</p> <ul style="list-style-type: none"> Completing task on time 50% return rate on client survey <p>Outcome measures: **</p> <ul style="list-style-type: none"> 90% Client Satisfaction Equal or greater impact

	3.3.4 Develop and implement a process for evaluating the impact of the NxLevel training program.	DD	12/2007	
	3.3.5 Survey stakeholders (universities, SBA, SBA partners) and economic development partners to determine satisfaction with SBDC.	SD/DD	yearly	
	3.3.6 Develop an incentive program for offices and/or consultants.	SD/DD	6/2007	
	3.3.7 Regions will identify (goal is 25%) and track "impact" clients. Impact from these clients will be reported in the MIS system.	RD	ongoing	
Objective 3.4: Collect and report all required management information and determine if any additional measures are needed to make management decisions.				
	Strategies: 3.4.1 Track all non-client contacts and stakeholder contacts. 3.4.2 Review trends in measures at the end of each calendar year 3.4.3 Develop and implement a system to track client success. (Vycital, Noack, Sewell)	All SD/DD team	ongoing annually 12/2005	Output measures: • Completion of tasks on time Outcome measure: **
Objective 3.5: Continuously improve the Idaho SBDC network.				
	Strategies: 3.5.1 Each region will set a target for piloting the video conferencing system with clients. 3.5.2 Review new technologies for their application to enhancing the efficiency and effectiveness of the Idaho SBDC network. Discuss at each Professional Development Conference and develop strategies to adopt.	RD All	12/2006 Annually	

* SD = State Director, DD = Deputy Director, and RD = Regional Director

** Overall Outcome measure: The trend in the success measures of our clients reported in the yearly impact study is level or increasing

Needs Assessment:

The needs assessment information presented below was compiled from data collected by the six SBDC regional centers, training evaluations, and surveys. It was reviewed by the Advisory Council and prioritized during the June Professional Development Conference. The Idaho SBDC will incorporate this information into delivery of services and into semi-annual professional development for Idaho SBDC staff. Each region will conduct at least two trainings in each of the areas.

Priority needs: Marketing strategies/research
Writing a business plan
Sources/access to capital
Customer service

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**IDAHO COUNCIL
ON ECONOMIC EDUCATION**
Financial Literacy & Economic Education Across Idaho

Strategic Plan
2007 – 2012

Introduction

The Idaho Council on Economic Education was formed in 1972 and is hosted on the campus of Boise State University. In addition, the Council operates Centers for Economic Education at University of Idaho, Boise State University, College of Southern Idaho and Idaho State University.

The Council is known throughout the state of Idaho as the premier provider of teacher training materials and services in regard to economic and financial literacy education. Its programs encompass materials and activities for students all the way from kindergarten to high school graduation and are designed to support the educational achievement standards established by the State of Idaho.

The Council works closely with the State Department and Board of Education, local school districts, the universities, other government agencies and with the business community to ensure that Idaho students receive the highest quality training and education available in regard to economic and financial literacy.

Vision Statement

The Idaho Council on Economic Education will be the **premier provider of economic and financial education** to teachers and students throughout the entire state of Idaho.

- The Council will **engage the public** in the important mission of economic and financial education of Idaho's youth.
 - The Council will provide **the highest quality materials and training** services for teachers and students available anywhere in the United States.
 - The Council will provide a **balanced approach to economic education** and financial literacy that will include academically sound concepts together with practical, understandable and enjoyable learning materials and activities.
 - The Council's programs will contain a significant element of **global and international education**, consistent with the international activities of the State of Idaho and Boise State University and the needs of Idaho students to prepare to live and work in the global economy of today's world.
-

Mission Statement

The mission of the Idaho Council on Economic Education is to increase the extent and the quality of economic and financial literacy education to Idaho's students. It accomplishes this mission primarily by providing professional development workshops and materials to Idaho teachers and by conducting a variety of student programs aimed at helping them understand and apply sound principles of economics and money management.

Goals and Objectives

	I. Maintain and support affiliated Centers of Economic Education at Idaho State, University of Idaho and College of Southern Idaho.	
	<ul style="list-style-type: none"> A. Meet with Center Directors on a quarterly basis to coordinate activities and plans. B. Provide materials and training to the Centers, which they will then promote and implement to K-12 schools in their regions. C. Assist the Centers with marketing, promotion and implementation of programs. 	
	<p>II. Reach out to the business, education and state government communities to enlist their assistance in providing economic and financial education in Idaho.</p> <ul style="list-style-type: none"> A. Maintain a Board of Directors that includes members from each of the above constituencies. B. Provide updates and progress reports to the SBOE, the Department of Education, the business community and others as requested on the state of economic and financial education in Idaho. C. Engage in fund raising and volunteer support activities with the above communities to help supplement financial and economic education in Idaho. 	
	III. Maintain in good standing the Council's official affiliation with the National Council on Economic Education.	
	<ul style="list-style-type: none"> A. Attend the semi-annual conferences of the National Council. B. Establish working relationships with Council Directors from other top performing states. C. Provide timely reports to the National Council as required in their affiliation agreements. 	

	D. Maintain a library of National Council materials and insure that teachers throughout Idaho are aware of these materials.	
	IV. Provide development courses and materials to teachers in Idaho relative to economic education and financial literacy.	
	<p>A. Provide a rotating variety of financial literacy and economic programs to Idaho K-12 teachers in multiple locations throughout the state every year.</p> <p>B. Develop and provide on-line teacher training courses in financial literacy and economic education.</p> <p>C. Develop relationships with district superintendents, principals and teachers throughout the state to enlist their support in financial and economic education.</p>	
	<p>V. In cooperation with the Center for Economic Education, offer the International Economic Summit program to Idaho high schools to help prepare students to live and work in the global economy.</p> <p>A. Offer the Summit program each semester to high schools throughout Idaho.</p> <p>B. Prepare and provide necessary materials for the Summit programs.</p> <p>C. Facilitate the Summit program end-of-semester events.</p>	

Contact

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A Strategic Vision for TechHelp 2007-2009

**a NIST | Network
MEP | Affiliate**

A Strategic Vision for TechHelp 2007-2009

Our Mission

To provide professional and technical assistance, training and information to strengthen the competitiveness of Idaho manufacturers and targeted service firms through continuous product and process innovation.

Our Vision

Accessible Organization - TechHelp will be an accessible organization with effective communication flowing to and from its manufacturing customers, partners and employees. TechHelp will also be a learning organization that provides its stakeholders with value-added and mutually beneficial solutions that drive business and personal growth.

Customer Satisfaction - TechHelp will be in the vocabulary of all Idaho manufacturers because of its reputation for business relationships based on long-term commitment, trust, tangible results and putting company interests first. TechHelp will further enhance customer satisfaction by helping businesses transform their operations while helping them become self-sufficient in managing the change.

Statewide Impact - TechHelp will be seen as a public investment that pays for itself through significant returns to businesses, stakeholders and the state economy. Idaho's leaders will be aware of TechHelp's specific contribution to the state economy, including higher productivity and wages, an increased tax base, quality jobs for Idaho graduates, growth in rural areas and improvements to the environment.

Our Core Values – PRI⁴

Performance - We will produce bottom-line results by helping Idaho manufacturers become more productive and competitive through continual product and process innovation. We will ensure a positive return from the public investment in TechHelp.

Responsiveness - We will deliver services that are responsive to the needs of Idaho manufacturers and are based on the evolving performance standards for industrial competitiveness. We will focus on companies that demonstrate a commitment to investing in their own growth and development.

Individual - We will demonstrate that people are our most important asset by recognizing accomplishment, establishing clear roles and responsibilities and offering professional advancement. We will value the dignity of the individual and will respect the actions that businesses have already undertaken.

Integration - We will follow a holistic approach and recognize that management, financial and technical issues are closely intertwined. We will be a reliable and credible partner in providing business assistance as part of the Idaho economic development team.

Innovation – Innovation is at the core of all that we do. We will deliver unique, innovative and quality services that help Idaho companies become more competitive through continual product and process innovation. We will seek continuous evaluation and improvement of those services to ensure we generate positive impact for our customers.

Integrity - We are committed to operating in an ethical, effective and efficient manner and will always apply best practices and professionalism in our work. Our work reflects our values.

TechHelp Goals and Objectives

Goals/Objectives	Description	Alignment with SBOE Goals & Objectives			
		Quality	Access	Relevancy	Efficiency
Goal One: Impact on Manufacturing					
Deliver a positive return on both private business investments and public investments in TechHelp by adding value to the customer and the community.					
Short Term Objectives:				X	
1	Establish new business services to help businesses grow.				
a.	Establish a marketing Community of Practice (CoP) consisting of partners that will help TechHelp clients market more effectively.			X	
i.	Marketing focus will include market research, make or buy decisions, pricing, promotion, distribution, intellectual property, importing and exporting, outsourcing issues and image management.			X	
ii.	Marketing CoP partners will include the university resources, ISBDC, national MEP resources, Idaho Department of Agriculture, Idaho Commerce & Labor and professional third party service providers.		X		X
b.	Expand TechHelp's partnership with the Idaho Business Network and develop additional cross marketing activities.			X	
2	Develop a methodology to build relationships with new and relocating companies.		X		
a.	Develop an agreement with Idaho Commerce and Labor to share contact information of relocating companies.		X		
b.	Stay abreast of economic changes and activity in Idaho communities.		X		
c.	Provide TechHelp information to new and relocating companies.		X		
d.	Provide TechHelp information to chambers of commerce, economic development groups and the Idaho Economic Development Association.		X		
e.	Develop a methodology for TechHelp staff to add information for new and relocating companies to the TechHelp database.		X		
f.	Assign a TechHelp specialist to follow up with new and relocating companies.		X		
3	Develop and deliver new TechHelp products and workshops.				
a.	Offer Lean Office to past and targeted new clients and continue to assess market potential for this product.		X	X	

b.	Continue to develop and offer the Lean Enterprise Certificate Program.			X	
c.	Develop and publish an annual workshop schedule.		X		
d.	Encourage manufacturing specialists to actively listen for training opportunities and report them to the TechHelp training lead.			X	
e.	Coordinate with Washington Manufacturing Services (WMS) on joint workshops and schedules.		X		X
f.	Determine market potential for Lean Health Care and Lean Government.			X	
g.	Explore the feasibility of creating partnerships to nurture Idaho business clusters. Partnership clusters for growing Idaho industries can improve the competitive position of partners through cooperative action.			X	X
h.	Explore opportunities within the Northwest Food Processors cluster.			X	X
i.	Stay abreast of what sister MEP centers are doing in this area.			X	
j.	Identify lead practitioners within the TechHelp staff who will scout advances in services and report to the team.			X	
4	Meet MEP System goals.	X	X	X	X
a.	Participate in or develop a project with at least one NIST national account each year.				
b.	Pursue a funding opportunity with a NIST MEP strategic partner.				
c.	Complete at least one product innovation project per year.				
Goal Two: Market Penetration					
Ensure that a significant share of Idaho manufacturers use TechHelp services.					
Short Term Objectives:					
1	Develop a clear marketing message with concise talking points.	X			
a.	Inform Idaho manufacturers of TechHelp technical assistance, training and public policy and education services.		X		
b.	Articulate TechHelp's value proposition.				
c.	Articulate TechHelp's role as an integral member of Idaho's economic development team.				
d.	Communicate TechHelp's strategy to nurture entrepreneurial activity within existing businesses.				
2	Increase communication activities of TechHelp manufacturing specialists.		X		
a.	Work with TechHelp specialists to develop and deliver the TechHelp marketing message.		X		

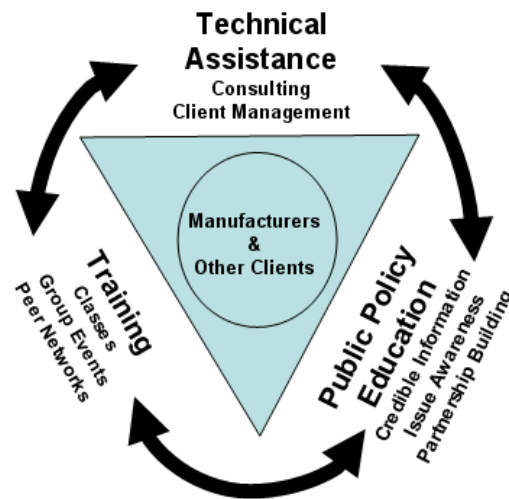
b.	Customize the TechHelp electronic newsletter and distribute it to clients from individual manufacturing specialists in order to improve specialist name recognition and networking opportunities.		X		
c.	Continue to build and groom the TechHelp database in order to accurately target TechHelp marketing materials to customers and stakeholders.		X		
d.	Create a semi annual printed version of the TechHelp newsletter that specialists and staff will distribute to clients and stakeholders.		X		
3	Target TechHelp services to "Top 200" Idaho prospects.		X		
a.	Identify "Top 200" prospects and deliver marketing materials in order to build awareness of TechHelp products, services and staff.		X		
b.	Develop a forward-looking client needs survey in order to anticipate future needs and to build awareness of new TechHelp products.		X	X	
c.	Engage TechHelp Advisory Board members in outreach activities with top prospects.		X		
4	Market key TechHelp products and services.		X		
a.	Develop a new "Enterprise Assessment" tool that specialists can use to develop and broaden consulting relationships with clients.		X	X	
b.	Continue to publish and distribute TechHelp success stories and explore ways to maximize their effectiveness.				
c.	Present TechHelp "Spirit of Continuous Innovation" award to successful clients at local events. Invite TechHelp Board Members, media, legislators, potential clients and other stakeholders in order to highlight the positive results of TechHelp engagements.				
d.	Engage TechHelp Board Members in local marketing efforts.		X		X
e.	Cross-market TechHelp services in cooperation with partner agencies and stakeholders.		X		X
5	Evaluate demand for and consider hosting an Idaho Manufacturing & Innovation Conference every other year (odd numbered years).			X	
a.	In October of even numbered years, consult with the potential sponsors, the TechHelp team, the TechHelp Advisory Board, university partners and other economic and legislative stakeholders to determine the interest in hosting a manufacturing & innovation conference the following October.			X	
b.	If there is sufficient interest, as determined by TechHelp's Executive Director, engage partners and begin planning for the conference.				
Goal Three: Financial Health					

Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.					
Short Term Objectives:					
1	Seek additional recurring state funding to solidify TechHelp's ability to provide services statewide and to provide solid match for other funding opportunities.				
a.	Use private sector members of Advisory Board to help communicate TechHelp's message to key legislators, administrators and policymakers.				
b.	Develop a clear position on manufacturing outsourcing. Explain why it is important to assist in new product development even if some manufacturing functions are outsourced.				
c.	Explore the use of an external policy advocate to help communicate the TechHelp message to the Idaho Legislature.				
2	Seek additional funding to support the New Product Development program.				
3	Develop and deliver new TechHelp products and services that will drive increased client revenue.				
4	Improve the clarity of TechHelp's role and relationships with other Idaho business development organizations.				X
a.	Hold joint meeting with TechConnect, TECenter, Idaho Commerce & Labor Division of Science and Technology and ISBDC to clarify roles, understand interests and develop a Memorandum of Agreement (MOA).				X
i.	Differentiate between technology transfer & commercialization and new product development and determine organizational roles and responsibilities.				X
ii.	Determine how each organization supports and works with entrepreneurs.				X
iii.	Work with partners to develop referral protocols that create a "No Wrong Door" network that ensures Idaho businesses will always be guided to the help they need.		X		X
iv.	Explore ways that Idaho economic development agencies can cooperate and communicate as an Idaho Team in order to clarify agency branding and roles.		X		X
b.	Hold joint meetings with university hosts to establish clear channels of communication and recommitment to MOA.				X
c.	Meet with Idaho community colleges and other educational institutions to articulate TechHelp's role and to seek common interests.		X		X

Goal Four: Customer Satisfaction					
Create satisfied customers who make referrals to TechHelp and become repeat customers.					
Short Term Objectives:					
1	Continually assess TechHelp business practices for efficiency and effectiveness.				X
2	Educate clients on the importance of the TechHelp survey process. Explain how it serves their interests to connect investments with measured outcomes.	X		X	
3	Continually improve the quality of TechHelp services.	X			
4	Increase cross marketing between TechHelp's technical assistance and training functions.				X
Goal Five: Capacity Utilization and Operational Efficiency					
Make efficient and effective use of TechHelp staff, systems and Board members.					
Short Term Objectives:					
1	Develop training plans for TechHelp specialists and staff.				
a.	Provide professional development training to manufacturing specialists in the areas of client management, sales and marketing.				
2	Improve TechHelp information systems.	X			X
3	Make greater use of the MEP Community of Practice (CoP).				
4	Standardize TechHelp third party contractor process and practice.	X			X
a.	Work with TechHelp specialists and staff to develop, train and engage a network of trusted third party service providers.	X			X
b.	Evaluate third party providers annually for availability, effectiveness and their interest in continuing the relationship.				
c.	Ensure that TechHelp and client evaluations of third party contractors are included in the TechHelp database.				
5	Engage TechHelp Advisory Board members more effectively for marketing and fundraising activities and in developing new TechHelp products and services.			X	X
Goal Six: Employee Satisfaction					
Provide a work environment at TechHelp that encourages life-long learning and personal development.					
Short Term Objectives:					
1	Improve performance management system.	X			X
a.	Build an organizational culture of positive recognition.	X			
b.	Develop an orientation and mentoring process for new employees.	X			

c.	Arrange for top TechHelp managers to job shadow manufacturing specialists.	X			
2	Improve TechTrak software and procedures in order to create efficiency and minimize reporting requirements of manufacturing specialists.	X			
3	Create a professional development plan for each employee.	X			
4	Seek employee compensation increases that exceed the rate of inflation.				
a.	Use competency-based pay banding as a way to reward higher performance with higher pay.				
b.	To provide adequate compensation and motivation for new manufacturing specialists, TechHelp will offer the option of participating in a group incentive plan during the initial year of employment. The group plan would provide performance incentives based on the overall success of TechHelp. New specialists may choose to participate in the individual plan if it better meets their needs.				

TechHelp Operating Platform



TechHelp's Operating Platform is represented by a three legged stool comprised of technical assistance, training and public policy and education. TechHelp's primary mission is to help Idaho manufacturers, processors and inventors become more globally competitive through continuous product and processes innovation. TechHelp specialists, associated with Idaho universities, are available for consultation statewide.

TechHelp consulting work begins when a TechHelp manufacturing specialist initiates a direct relationship with executives at an Idaho firm. TechHelp specialists contract with Idaho manufacturers to complete specific projects within an enterprise framework. In some cases, TechHelp may engage the services of third party contractors to meet the needs of a firm. TechHelp maintains relationships with other public service providers and makes referrals as appropriate. TechHelp technical assistance generates project fees that contribute a significant portion of TechHelp operating revenue.

TechHelp also provides training to meet the needs of its clients. TechHelp tailors on-site workshops to meet the specific needs of clients. Public workshops address topics of interest to manufacturers in general. Relationships developed during public events often lead to direct consulting work.

TechHelp administrators educate policymakers and stakeholders about manufacturing issues and ways to improve the competitiveness of Idaho manufacturers. TechHelp works hard to be a valued member of Idaho's economic development team. TechHelp managers seek to develop relationships and partnerships with stakeholders that will generate external streams of revenue to support efforts to aid Idaho manufacturers.

TechHelp Value Proposition to Clients

- Focused on improving the competitiveness of Idaho manufacturers and on creating jobs
- Solves business problems by providing linkage between university expertise and manufacturers
- Gives Idaho manufacturers access to a national system of manufacturing specialists with deep technical resources
- Provides a connection to policy discussions at state and national levels on issues relevant to manufacturers

TechHelp Product & Service Referral Table

	Product Development	Business Finance & Management	Quality Management	Process Improvement	Human Performance	Sales/Marketing
TechHelp	New Product Lab Development		Quality programs	Food Processing	Workforce Development Training	Gov Contracting Assistance
	Product Planning		ISO 9000	Lean Enterprise		
	Product Design			Manufacturing		
	Prototyping & Testing			Food		
	Manufacturing & Marketing			Food/ESL		
				Wood		
				Office		
				Health Care		
Third Party	Product Packaging	Strategic Planning	Six Sigma Belt Certification	Wood Processing	Executive Coaching	Industrial Marketing
	Intellectual Property Issues	Information Technology	Wastewater Management	Energy Assessment	Organizational Development	
					Recruitment & Selection	
					Safety	
					Supervisory training	
Referral to Other Agency	Patent Development - Tech Connect	SBDC			Workforce Development Training - Community Colleges	Market Research- Idaho Dept of Agriculture, SBDC
	SBIR - Tech Connect & Commerce & Labor	EDDs			Community Colleges	Export Assistance – Idaho Dept. of Ag, Commercial Service, Idaho Export Council, C&L
		Certified Dev Corps				
		SBA				

Strategic Issues in 2007

The TechHelp Team identified several key issues that need to be addressed as TechHelp moves forward:

1. **Expand TechHelp markets and/or customer base** – Technology has blurred the line between manufacturing and services, as functions are separated, streamlined and sometimes contracted to outside firms. Some TechHelp products, like LEAN, can be applied to office or health care systems. TechHelp's core business seems to be technology transfer and the streamlining of business systems, regardless of whether the product is a good or service.
2. **Improve partner relationships and clarify roles** – There are a large number of institutional players with overlapping missions operating in the areas of technology transfer, technology commercialization and small business support. In addition, TechHelp spans three universities and operates in an environment that includes community colleges. TechHelp will work closely with its economic development partners to create a "No Wrong Door" network that routes Idaho businesses to the most appropriate service provider.
3. **Brand TechHelp** – Amid the growing number of agency players clamoring for recognition and attention, TechHelp must balance its need to be visible and to gain recognition with its desire to be a team player within the Idaho economic development community.
4. **Build the TechHelp Team** – TechHelp's manufacturing specialists balance client management activities with direct technical assistance customers. In addition, staff members need to appreciate the connections between the primary function of technical assistance, and the training and public policy education support functions. Recent staff turnover indicates a need to nurture new employees into TechHelp's complex operating culture.
5. **Stay ahead of TechHelp's customers** – TechHelp needs to stay focused on delivering its products to all market segments and to continually develop new products. Issues such as outsourcing, business clusters and the need for workforce training to utilize new technologies create new opportunities for TechHelp to be of service.



Idaho State University STRATEGIC PLAN

2004-2009

Executive Summary

Idaho State University

Strategic Plan Executive Summary 2004-2009

The Idaho State Board of Education's Draft 2007-2010 Statewide Strategic Plan provides direction for postsecondary programs throughout the state. The SBOE plan consists of four main goals, nine post-secondary goals, and twelve uniform performance measures for all Idaho post-secondary institutions. Reflecting the SBOE Draft Plan for 2007-2010, the Idaho State University (ISU) 2004-2009 Strategic Plan centers on six complementary, institution-specific goals with associated objectives and measures. While retaining the basic structure of the 2000-2005 plan, the full 2004 revision of ISU's plan updates report figures and institutional vision, reflecting the context of the previous three years' budget constraints. We note the increased use of new, sometimes ad hoc administrative structures by the institution to handle additional duties and work flow. Those entities often include participation by other external agencies or institutions (Institute for Nuclear Science and Engineering, Institute for Emergency Management Training, Idaho Center for Disability Evaluation and Research, etc.) and are signs of institutional responsiveness to state and national needs. Idaho State University's strategic goals and objectives are ongoing and direct the institution's course over an extended period of time. Hence this executive summary does not include completion dates.

Statewide and institution-specific goals are accompanied by a suite of objectives and measures that serve to direct the institution and document its progress toward achieving those goals. Strategic planning at Idaho State University is ongoing, focused, and practical. It is done both as a tool of internal management and in response to external requests. Past ISU Strategic Plans have reflected new challenges, evolving demographics, a growing vision, and cutting edge solutions. Because planning is ongoing and dynamic, ISU's Strategic Plan represents the institution's goals and objectives at one point in time.

This 2004-2009 Strategic Plan Executive Summary is based upon ISU's full strategic plan. It reflects ISU's SBOE-assigned mission, updates ISU's internal Vision and Mission Statement and displays the alignment of ISU's goals and objectives with those of the State Board of Education. ISU's full Strategic Plan, upon which this Executive Summary is based, may be found at: www.isu.edu/acadaff/PLANNING/stratplan.pdf, though it should be noted that since Dr. Arthur Vailas assumed his role as the new ISU President on July 1, 2006, ISU's overall strategic planning process has been revamped and the full Strategic Plan dated June 29, 2004 is the midst of major revision. A major focus for this coming academic year will be the revision of the current ISU Strategic Plan. The revised ISU Strategic Plan will reflect and align with the revised State Board of Education's Strategic Plan once that has been completed and approved.

Arthur C. Vailas, President

Date

VISION

Guided by its SBOE-assigned mission, Idaho State University is committed to delivering health professions programs throughout the state. ISU also provides an array of other programming in support of its mission. These programs span educational programming from Community College to Doctoral coursework and advanced research. Specific objectives include:

- **Mission and Outreach** – Guided by its mission, the University will continue to deliver its health profession programs throughout the state of Idaho. Examples of such efforts include a major initiative in the Boise area, developments in ISU's Institute for Rural Health and Telehealth project, efforts to produce mental health workers, and a review of our current and potential medical education programs.
- **Enrollment and Quality** – Within budget constraints, the University will continue a course of planned growth (where capacity exists) while increasing the quality of its student body.
- **Growing Sophistication** – Across its program array, the University has been increasing the sophistication of its offerings. By increasing the competitive research dollars received, and enrollment in doctoral programming, the institution will achieve Carnegie classification of Research Universities-High. Research and scholarly activity will grow significantly concomitant with its graduate programs, meet state and national needs, and achieve regional and national stature in selected areas. As entry-level and first professional degree expectations escalate across the health professions, ISU will see more of those programs at the master's and doctoral level. Its College of Technology is the first in Idaho to build offerings at the baccalaureate and graduate levels. With the change in mission of the Idaho National Lab to nuclear science, ISU will expand its programming in this area and continue its leadership.
- **Continuing Efficiency** – As the institution continues its quest for additional resources, it will operate at the high level of efficiency that has marked the past decade.
- **New Revenues** – ISU will strive to develop new sources of revenue. This includes increased efforts in annual fund raising, new initiatives in federal line item appropriations, and the revitalization of summer school and continuing education.
- **Institutional Recognition** – The University is working to ensure that it is recognized locally, statewide, and nationally for the high quality of its educational programs and value of its services and research.

INSTITUTIONAL MISSION STATEMENT
(DRIVEN BY SBOE-ASSIGNED MISSION)

Idaho State University

Leading in Creativity and Innovation

The mission of Idaho State University is to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University

STRATEGIC PLAN 2004-2009

Alignment with SBOE Main Goals & Post-Secondary Goals	IDAHO STATE UNIVERSITY GOALS & OBJECTIVES	Anticipated Completion Date
SBOE Main Goals — Access — Relevancy	Goal 1 ACCESS. Continue to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs. In particular, provide programming in the health professions statewide in fulfillment of ISU's mission.	On-Going Evaluated Annually
SBOE Post-Sec. Goals 1, 2, 6, 7 1, 2, 6, 7 1, 7	Objective 1.1 Maintain and enhance the responsive processes that attract qualified undergraduate and graduate students and that help them meet their educational goals and/or persist to graduation. Objective 1.2 Maintain and enhance access to academic programs through distance technology. Objective 1.3 Maintain and enhance student support and academic services.	On-Going Evaluated Annually
SBOE Main Goals — Quality — Relevancy	Goal 2 LEARNING. Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds.	On-Going Evaluated Annually
SBOE Post-Sec. Goals 1, 4, 5, 9 2, 3, 8, 9 2, 3, 4, 8, 9	Objective 2.1 Set performance-based standards for student learning and communicate these standards to students. Objective 2.2 Develop learning environments that allow students of varied ages, abilities, needs, and backgrounds to succeed. Objective 2.3 Continue collaborative work and partnerships.	On-Going Evaluated Annually

Alignment with SBOE Goals & Objectives	IDAHO STATE UNIVERSITY GOALS & OBJECTIVES	Anticipated Completion Date
SBOE Main Goals — Quality — Relevancy	Goal 3 RESEARCH. Conduct research consistent with the state, regional, and national public service missions and the University's undergraduate and graduate programs.	On-Going Evaluated Annually
SBOE Post- Sec. Goals 3, 5 3, 5 3, 4, 9 3, 5, 9	<p>Objective 3.1 Continue to implement the University's comprehensive research policy, which enhances research quality and instruction and encourages innovation and the use of new technologies.</p> <p>Objective 3.2 Continue to seek research grants and contracts, particularly in the mission emphasis areas of the health professions and basic sciences/engineering.</p> <p>Objective 3.3 Increase shared use of research resources.</p> <p>Objective 3.4 Help faculty increase research productivity.</p>	On-Going Evaluated Annually
SBOE Main Goals — Quality — Access — Relevancy	Goal 4 SERVICE. Provide quality educational services to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events.	On-Going Evaluated Annually

<p>SBOE Post-Sec. Goals</p> <p>3, 4, 9</p> <p>2, 6, 7, 9</p> <p>2, 6, 7, 9</p> <p>2, 6, 7, 9</p> <p>9</p>	<p>Objective 4.1 Support economic growth within the region through applied research and development activities.</p> <p>Objective 4.2 Provide professional and personal developmental opportunities for individuals outside typical educational programs.</p> <p>Objective 4.3 Continue institutional goal of responsiveness by providing citizens of the region and state access to university programs providing direct services as part of the educational process.</p> <p>Objective 4.4 Provide community access to cultural enrichment through programs sponsored by the University and the use of University facilities.</p> <p>Objective 4.5 Support regional organizations and institutions, particularly those involved in education.</p>	<p>On-Going Evaluated Annually</p>
<p>Alignment with SBOE Goals & Objectives</p>	<p>IDAHO STATE UNIVERSITY GOALS & OBJECTIVES</p>	<p>Anticipated Completion Date</p>
<p>SBOE Main Goals</p> <p>— Quality</p> <p>— Relevancy</p>	<p>Goal 5 FACULTY. Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.</p>	<p>On-Going Evaluated Annually</p>
<p>SBOE Post-Sec. Goals</p> <p>1, 3, 4, 5, 8</p> <p>1, 3, 4, 5, 8</p>	<p>Objective 5.1 Continue to recruit a high quality faculty.</p> <p>Objective 5.2 Continue to improve retention of high quality faculty by supporting personal and professional growth.</p>	<p>On-Going Evaluated Annually</p>
<p>SBOE Main Goals</p> <p>— Quality</p> <p>— Access</p> <p>— Efficiency</p>	<p>Goal 6 SUPPORT. Manage University resources to provide appropriate staff and support while maintaining a high quality learning environment.</p>	<p>On-Going Evaluated Annually</p>

SBOE Post-Sec. Goals		On-Going Evaluated Annually
1-9	Objective 6.1 Develop and maintain effective leaders.	
1, 2, 3, 5, 6	Objective 6.2 Develop and encourage the use of information and communication resources.	
1-9	Objective 6.3 Ensure that the University effectively and efficiently manages its resources in pursuit of its mission while maintaining program quality.	

Idaho State University
Family Medicine Residency Medicine Program

S T R A T E G I C P L A N

Executive Summary

May 2007

PROGRAM OVERVIEW

The ISU FMR is a division of the Department of Family Medicine in the Kasiska College of Health Professions at Idaho State University. The ISU FMR has a Graduate Medical Education Committee (GMEC) that oversees all residency functions. The GMEC is made up of members from Idaho State University, Portneuf Medical Center, a Bannock County Commissioner, local physicians and two resident physician members. Jonathan Cree, M.D. is the Director of the ISU FMR and Chairman of the Department of Family Medicine.

The core functions of the ISU FMR, according to Idaho Code are twofold, as follows:

1. Training family physicians to provide care to populations throughout Idaho, both rural and urban.

Idaho is 49th out of 50 in physician per capita state statistics in the USA and has a special problem recruiting physicians to settle in isolated rural Idaho. Both residency programs have an excellent track record of recruiting family physicians that settle and stay in Idaho, and gives Idaho the honor of being eighth state in the nation in retention rates. The ISU FMR has 18 M.D. residents and two pharmacotherapy residents in training, and graduates six new family physicians each June. Twenty eight of fifty nine family physicians graduates from the ISU FMR have been recruited to settle in Idaho since the first class graduated in 1995.

2. Provision of services to underserved populations in Idaho:

Over the last decade the two residency programs and their graduates have become leading medical providers to the underserved populations in Idaho. Reimbursement of such medical services has been declining, while program costs have been climbing. The ISU FMR provides over 1.8 million dollars in medical services to Medicaid, Medicare and the indigent. Approximately 40% of the 2.2 million dollars (or \$900,000) annual charges are written off to bad debt and contractual adjustments. The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents and the home-bound also receive medical support from the residents. Residents who settle in Idaho communities have an excellent track record of continuing outreach services to Medicare, Medicaid and indigent patients and supporting free clinics in their communities.

VISION

The ISU FMR seeks and encourages the best in family medicine for Idaho. Additional accomplishments of the ISU FMR not detailed as core functions above nonetheless underscore the range of vision which drives the program's fundamental connections to Idaho and all of its constituencies.

1. Health Professions Education

The ISU FMR serves as major clinical teaching site for the education of a broad range of future Idaho professionals. A new Medical Informatics Degree is being designed around the information technology component of the ISU FMR. Current and future health professional students include:

Nursing Students	Pharmacy Students
Nurse Practitioner Students	Pharmacotherapy Residents
Physician Assistant Students	College Level Pre-Med Students
Undergraduate Medical Students	Speech Pathology Students
Masters in Health Education Candidates	Psychology Students
Medical Informatics Degree Candidates	Psychotherapy Students
Masters in Psychology Candidates	Business Study Students
Masters in Nutritional Sciences Candidates	

2. Humanities Division

The ISU FMR employs a psychologist to lead the Humanities Division of its program. Residents get training in multi-disciplinary aspects of community medicine and community psychiatry, which are major deficit areas in Idaho. Community Medicine includes exposure to community resources exemplified by hospice, home health, the infant-toddler program, and epidemiology each of which is based out of the Southeastern Idaho District Health Department; introduction to competencies in interviewing and community-oriented primary care; analysis of video-taped clinical encounters drawn from the resident's outpatient clinic tutorials on health behavior change and depression; and exposure to three community psychiatrists operating in three different venues: a short-term inpatient unit for acute psychiatric disturbance; a community mental health center; and a Children's Support Services Clinic. The Psychiatric rotation includes additional exposure to each of the psychiatric settings, domestic violence training; and tutorials in somatoform disorders and health behavior change. MD residents work alongside masters in psychology candidates.

3. Clinical Services Grants

The ISU FMR has active clinical grant writers who pursue grants to help offset residency deficits and enrich the clinical training. These grants include Title VII grants which are extremely important to the Pocatello residency program and the populations it serves. Over the last decade these grants have assisted funding outreach to rural perinatal populations in American Falls and Aberdeen, uninsured GYN patients with precancerous lesions of the uterine cervix, education in The New Model Office Paradigm and new models of psychiatric care. The funds brought into Idaho through the successful grant applications are shown below:

Year	Name	Grant	Term
99/02	OB OUTREACH	\$ 400,000	3 years
02/05	WOMEN'S HEALTH	\$ 351,000	3 years
05/08	NEW MODEL OFFICE	\$ 563,841	3 years
04/05	EMR	\$ 962,701	2 years
98/06	HIV	\$ 550,000	8 years
Total		\$ 3,577,000	8 years

4. Research Division

The ISU FMR sponsors an active and successful research division. We are extremely fortunate in having a nationally renowned pharmacotherapy researcher, Professor Rex Force, PharmD, who has literally brought millions of health care grant funds into Pocatello in the last ten years. These include two prestigious NIH multi-center trials,

ACCORD and AIMHIGH. The ISU Division of Research was a major contributor to the ALLHAT study which changed the approach to hypertension treatment all over the world. Other studies include ONTARGET and TRANSCEND. Dr. Rex Force supervises a highly qualified staff of research assistants and coordinators to service these grants. Additionally, the Clinical Research Division of the Department of Family Medicine at ISU is extremely productive in scholarship research publications and book chapters.

Year	Name	Grant	Term
95/02	ALLHAT	\$ 96,000	7 years
98/01	CONVINCE	\$ 21,000	3 years
99/03	CHARM	\$ 28,000	5 years
02/08	ACCORD	\$ 1,547,911	7 years
06/10	AIM HIGH	\$ 514,000	4 years
02/08	ONTARGET TRANSCEND	\$ 120,000	6 years
	Total	\$ 2,326,911	10 years

5. Information Technology

The ISU FMR is leading the way in education medical institutions in the realm of information technology. We have a fully implemented electronic health record with HIPPA compliant web-based access for both providers and patients. The ISU FMR through a successful appropriations request submitted by the ISU Institute of Rural Health fully funded the Electronic Medical Records at the Boise Family Medicine Residency in addition to funding its own program. Rather than a paper chart, residents and faculty enter the room with a computer tablet on their left arm, and share data with their patients during the consultation directly into the tablet. Both physicians and their patients are constantly on line throughout the consultation to ensure treatments are evidence-based and up to date.

6. Integrative Health

Dr. Jean Bokelmann has started the Integrative Health Clinic in Pocatello, Idaho, which has provided a much-needed alternative approach to chronic medical problems. Her clinic is booked out over four months ahead. This provides a broader perspective of patient needs to residents in family medicine training.

7. Pharmacotherapy Services

The ISU FMR has integrated pharmacy services to model future multi-disciplinary practice profiles. Prescribing from the ISU FMR is now electronically based. As a prescription is entered into the EMR in front of the patient, it is instantly accessible through that patient's pharmacy through the web and is available for pickup by the time they leave the office. Pharmacotherapists run anticoagulation clinics, pharmacotherapy clinics, the pharmacy component of HIV clinics and medication assistance programs for patients who cannot afford their medications. Pharmacy residents assist with quality assurance initiatives and congestive heart failure, asthma, depression, cardiovascular disease and diabetes. They assist in the transition of care from the hospital to the outpatient clinic and ensure the patients understand their new complex medication regimens. Pharmacy staff assist patients and providers with the Medicare D drug program.

8. New Model Office Paradigm

The ISU FMR is strongly invested in an innovative concept of practice called “The Model Office Paradigm for Family Medicine.” Through the Title VII grant award that Associate Director, Dr. William Woodhouse, authored, the residency has sent several faculty members and staff to the Intermountain Health Care Institute for Health Care Delivery Research. The residency now offers open access scheduling, patient centered care with patient advocacy feedback, electronic patient communication and group visits for specific diagnostic categories. Through the data available on the Electronic Health Record the residency has embarked on several quality improvement programs in order to keep the program in line with national standards.

MISSION STATEMENT

The Idaho State University Family Medicine Residency provides a collegial learning experience through which residents become mature, competent and compassionate family physicians. In an environment characterized by academic, technological and clinical innovation, each learner and teacher is encouraged to pursue a path of individual professional growth and leadership. From public policy advocacy to cutting edge information technology to high-quality, multidisciplinary care for the underserved, we seek and encourage the best in family medicine.

STRATEGIC PLAN SUMMARY

Current/Ongoing Strategic Imperatives

1. Recruitment

Goal: Recruit and train excellent family physicians for rural Idaho

- 100% Fill rate of open positions
- Applicant pool six times number of open positions
- Interview 100% of all applicants from Idaho
- 1/3 of each matched class from Idaho

2. Service

Goal: Provide access to medical care for the underserved in Pocatello and Idaho

- 18,000 visits per year
- 1,000 deliveries per year
- Provide hospital service to all patients without physicians
- Extensive community outreach including prisons, free clinic Indian Health Service Hospice and nursing homes
- Culturally appropriate care to migrant farm workers

3. Training

Goal: Provide multidisciplinary clinical training for health professionals

- Family Medicine Residents, Medical students,
- Pharmacy Residents, Pharmacy Students

- Nurses, Nurse practitioners, Nutritionists
- Health Educators, Psychologists, Physicians Assistants
- IT personnel, Health Administrators

4. Innovation

Goal: Explore innovative approaches to health care delivery

- Implement open access scheduling
- Provide group visits
- Enhance patient advocacy and patient participation
- 100% of Residents to complete a quality improvement measured activity
- 100% conversion to electronic prescribing
- Increase electronic communication with patients
- Maintain compassionate personal care in the electronic age

5. Research

Goal: Foster a nationally recognized clinical research center

- Ongoing participation in multi center NIH grant projects such as ACCORD
- At least 3 peer-reviewed articles per year
- At least 1 monograph per year
- At least 1 book chapter per year
- published quality improvement data

6. Advisory

Goal: Act in an advisory capacity to ISU and any state agencies involved in medical education

- Contribute if requested to medical education feasibility study

Future Strategic Objectives 1

(Short-term, 1-2 years)

1. Develop hospitalist program

- Provide hospital care to 100% of patients without doctors in Pocatello
- Hire 3rd and 4th hospitalist
- 100% Case management model
- Enhance FM resident hospital skills

2. Enhance undergraduate medical education expertise and involvement

- Increase undergraduate medical student rotations to 10 per year

3. Activate psychosocial collaboration amongst faculty for teaching and modeling

- Humanistic component to 100% of medical interactions
- Psychosocial component to 100% of didactic afternoons

4. Develop data systems and Health information degree

- Approval of degree 2008
- Intake first class 2009

- IT outreach to physicians of Pocatello and Idaho

5. Develop comprehensive women's health track

- Free care to low income women with abnormal paps
- Comprehensive Colposcopy training to 100% of residents

Future Strategic Objectives 2

(Mid-term, 3-5 years)

1. Embed Quality Improvement (QI) and Payment for Performance initiatives into work processes

- Hire a payment for performance nurse 2008
- Develop P4P billing codes
- Outreach and assistance for Idaho physicians

2. Start a rural training track in Rexburg

- Complete consultation process in 2007
- ACGME approval 2008
- Match RTT residents 2009

3. Develop consistency with regard to psychosocial issues and the EMR

- Initial research completed 2008
- Publish data 2009

4. Enhance and strengthen a rural Family Medicine teaching Clinic in American Falls

- 100% bilingual Family Medicine preceptors both sites
- 100% bilingual FM residents both sites

5. Explore and enhance foundation giving through the ISU Foundation

- Complete faculty foundation training 2008
- Identify major donor 2009
- Focus on multidisciplinary primary care building 2012

Future Strategic Objectives 3

(Long-term, 6-10 years)

1. Move to primary care center of excellence on Portneuf Medical Center's new medical campus

2. Become an integral part of a new Idaho medical education paradigm

3. Start fellowships: Hospitalist, IT, consider Obstetric.

4. Complete foundation funding targets

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Idaho State University
Idaho Dental Education Program (IDEP)

S T R A T E G I C P L A N

May 2007

PROGRAM OVERVIEW

The **Idaho Dental Education Program (IDEP)** serves as Idaho's state-assisted route of access for dental education. The Program is a cooperative effort of Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University's Kasiska College of Health Professions in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University (ISU) and second through fourth years taught at Creighton University. The first year curriculum at ISU has been carefully constructed to be equivalent with the first year curriculum at Creighton. The first year courses are primarily basic science and introductory dental science courses. The second-fourth years are comprised of the regular Creighton curriculum, with elective clinical experiences available in Idaho. Creighton University is fully accredited by the Commission on Dental Accreditation. The IDEP program is a recognized satellite program of Creighton University's School of Dentistry and is accredited in conjunction with the School of Dentistry.

The Idaho Dental Education Program is designed to provide residents of Idaho with ready access to a high quality education. There are eight positions in each year's entering class which are reserved exclusively for Idaho residents. The number of positions available in the program is subject to change by the Idaho Legislature.

VISION

The Idaho Dental Education Program is designed to provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry at its finest. Furthermore, they will have the background to evaluate changes and future treatment methods as they relate to provision of outstanding patient care.

The Idaho Dental Education Program is managed so that it fulfills its mission and vision in the most effective and efficient manner possible. This management style compliments the design of the program and provides the best value for the citizens of Idaho who fund the program.

MISSION STATEMENT

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to superb educational opportunities in the field of dentistry.

GOALS OF THE IDAHO DENTAL EDUCATION PROGRAM

The Idaho Dental Education Program (IDEP Program) serves as the sole route of state supported dental education for residents of Idaho. The IDEP program has been consistent in adhering to the mission statement by fulfilling the following goals:

1. Provide access to a quality dental education for qualified Idaho residents.
2. Maintain some control over the rising costs of dental education.
3. Serve as a mechanism for responding to present and/or anticipated maldistribution of dental personnel in Idaho.
4. Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

PERFORMANCE STANDARDS

The following performance standards are designed to permit measurement of the IDEP program's effectiveness in achieving the goals enumerated above and thus, relate to the program's efficacy in fulfilling its mission statement. The measurements for each performance standard as outlined below are indicated in the Program Analysis section.

Goal 1-Adequate Access

Standard A. Maintain a contract with an accredited dental school to provide guaranteed access for the prescribed number of Idaho Residents. An accredited school is required for students who participate to be eligible for licensure and practice in Idaho and any other state.

Standard B. The contracted dental school will have average national board examination scores above 70% (passing) on both Parts I and II of the Dental National Boards. If a school were unable to produce students who could not achieve a minimal level of didactic competency, it would not serve the needs of the citizens of Idaho.

Standard C. The contracted dental school will have a curriculum which permits the IDEP graduates to achieve a first time pass rate on the Western Regional Board Examination or Central Regional Dental Testing Service (a prerequisite to dental licensure in Idaho) which exceeds 90%. The average first time pass rate is a good indication of clinical competency of a particular dental curriculum and its faculty and facility.

Goal 2-Cost Control

Standard A. The state cost per student will be less than 50% of the national average state costs per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Goal 3-Dental Personnel Distribution

Standard A. The program will provide acceptance opportunities to qualified residents in proportion to the geoeconomic regions of Idaho. Idaho's distinct geoeconomic regions have individual needs from the dental personnel sector. As a program which serves the entire state, it is the responsibility of the program to assure that all regions are represented.

Standard B. The program will maintain return rates for students (of those in private practice) which average more than 50% and with a normal distribution in relation to:

- i) the geoeconomic regions of Idaho
- ii) national specialist to generalist ratios
- iii) rural to urban populations

The dental education system needs to be responsive to the needs of a variety of sectors in the practice of dentistry. Selection of these factors represents a balance of needs among those sectors which best benefit the residents of Idaho.

Goal 4-Dental Personnel Advanced and Continuing Education

Standard A. The program will provide at least one continuing education opportunity each year which can be best offered by the unique faculty and facilities available through Idaho State University and the Idaho Dental Education Program. There is a wide variety of educational opportunities available to Idaho practitioners, but there are still areas or niches of areas which the IDEP program can help fulfill.

Standard B. The Program cooperates with the Advanced Education in General Dentistry (AEGD) program. The "Idaho Advanced General Dentistry Program" began its inaugural year July 1, 2000.

PROGRAM ANALYSIS

Each of the standards for the goals listed in the Performance Standards section of the strategic plan permit analysis by listing a desired outcome result (example: a contract in force as listed in Goal 1, Standard A.) or, by citation of a particular number, percentage or expenditure (example: a 71% cumulative return rate for former IDEP students who are in private practice in FY 2006 as listed in Goal 3, Standard B.) in the appropriate category.

Under the current operation and conditions the program has been able to meet or exceed all of the goals and standards for all fiscal years with the exception of Goal 4, Standard

A. That goal and standard was not met for FY 2006 but will be met for FY 2007 and is expected to be met in future reporting periods.

PERFORMANCE RESULTS AND EFFECTS

The Idaho Dental Education Program has provided Idaho's residents with the opportunity to access dental education as if Idaho had their own dental school. The program has been able to provide that level of access without incurring cost similar to development and funding of an in-state dental school. The program's participants have returned to Idaho to practice dentistry in acceptable numbers and have provided practicing dentists with the opportunity to participate in continuing education programming.

One of the objectives of the program is to continue to provide the positive effects for the citizens of Idaho which it has provided in the past. To achieve that objective and to expand the future role of the program in fulfilling its broad mission will require the continued effort and diligence which has been the hallmark of the program for the past 25 years.

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Idaho State University
Idaho Museum of Natural History (IMNH)

S T R A T E G I C P L A N

Executive Summary

May 2007

MUSEUM OVERVIEW

The Idaho Museum of Natural History was founded in 1934 in Pocatello as the Historical Museum at the Southern Branch of the University of Idaho, as Idaho State University was then called. The Museum was established by a group of professors in an effort to collect, preserve, and display the region's natural and cultural heritage.

The earliest collections, consisting of about 5,000 objects, were primarily anthropological, archaeological, and historical artifacts largely donated by the Pocatello Chamber of Commerce and faculty and supporters of the Southern Branch. The biological collections were developed by faculty in the Biological Sciences Department at approximately the same time. The Museum was governed by a 17-member Historical Museum Committee until the mid-1950's when it was renamed the Idaho State College Museum and its first full-time director was appointed. In 1963, Idaho State College became Idaho State University, and the Museum changed its name to the Idaho State University Museum.

For many years, the Museum's holdings were strewn about the ISU campus in a variety of buildings. In 1976, Museum offices, exhibits and collections finally found a permanent home in the old library building, now known as the Museum Building. In 1977, the museum reoriented its mission to focus on natural history and the Ray J. Davis Herbarium and zoological collections were formally transferred from the ISU Department of Biological Sciences. The Museum's historical collections were handed over to the Idaho State Historical Society, the Bannock County Historical Society, and the Idaho State University Library.

Also at this time, Museum and university officials worked at the state level to gain recognition for the Museum. In May 1977, the Idaho State Board of Education adopted a resolution requesting that Governor John Evans designate the Idaho State University Museum as the Idaho Museum of Natural History (IMNH); he signed this proclamation on July 1, 1977. In 1986, the Idaho State Legislature confirmed the governor's proclamation by enacting legislation that formally designated the Museum as the official state museum of natural history (Idaho Statute 33-3012).

IMNH now exists as a Special Program of Public Service (with separate line-item funding) of the Idaho State Board of Education, under the administration of Idaho State University. Currently the Museum holds and cares for over 500,000 natural and cultural objects in its collections areas located in the Museum building's basement and fourth floor. The basement also houses the exhibition fabrication shop and artifact and fossil preparation laboratories. The main floor contains administrative offices, the Education Resource Center, education classroom, and Children's Discovery Room, the Stirton-Kelson Library, exhibition galleries, exhibition graphics studio, and Museum Store. Research areas, including the Idaho Virtualization Laboratory, space for student and visiting researchers, and curator offices are found in the basement and on the fourth floor.

In 2009, the Idaho Museum of Natural History will celebrate its 75th birthday.

VISION

Core functions mandated by Idaho Statute 33-3012 for the Idaho Museum of Natural History are:

- To collect, care for, research, interpret and present, through educational programs and exhibitions, Idaho's cultural and natural heritage.
- To support and encourage local and municipal natural history museums throughout the state of Idaho.

In meeting these functions, the core values for the IMNH are:

Stewardship: We care for collections with dedication and accountability.

Community: We engage a diverse community by understanding their interests and empowering their personal relationship with natural and cultural heritage.

Excellence: We educate and inspire with professional integrity, scholarship, research and innovation.

Respect: We listen, consider, and respond fairly to all voices.

Vitality: We flourish by cultivating multiple, diverse avenues of support.

IMNH is well recognized by its constituents and colleagues for outstanding research, collections, and interpretation of Idaho's natural and cultural treasures. We consistently draw diverse and increasing patronage from scholars, educational institutions, and the public-at-large.

We pursue programs in collections enhancement and research to support our mission.

Our interpretive programs are based on audience input, academic research and professional standards, and are scholarly, meaningful, accessible and engaging.

Idaho natural history museums benefit from IMNH resources and services.

Research, collections, and interpretation have an ample and appropriate facility in accordance with all accepted standards of curation, care and delivery.

Diverse funding sources amply support all aspects of operation and staff positions for IMNH mission areas and the retention of outstanding employees.

Partners – educators, businesses, state and federal agencies, and other community service organizations and individuals – are actively engaged in fulfilling the IMNH mission through contributions of funding, time, expertise and advocacy.

Appropriate technologies support all IMNH mission areas efficiently and effectively.

MISSION STATEMENT

The Idaho Museum of Natural History actively nurtures an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets and displays natural and cultural objects for Idaho residents, visitors and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices.

STRATEGIC PLAN

Seven Strategic Directives focus the current IMNH Strategic Plan. These are areas of focus and goals that lead to the delivery of core services and achievement of the vision. The goals identified within these areas of focus encompass all Museum activities for the next three years. In a few cases it was recognized that a goal was larger than three years could accommodate, and five years was set as the time frame. Details for each Goal, with supporting actions and the necessary personnel, resources, and measure of success within a given time frame, are detailed in the IMNH full strategic plan.

Strategic Directives, Goals, and Actions Outline

Strategic Directive I: Fulfill and enhance core services

Goal 1: Deliver core services

- Action 1: Collect Idaho's natural and cultural treasures
- Action 2: Care for Idaho's natural and cultural treasures
- Action 3: Research Idaho's natural and cultural treasures
- Action 4: Interpret Idaho's natural and cultural treasures
- Action 5: Support and encourage Idaho's natural history museums

Goal 2: Strengthen collections and enhance their status

- Action 1: Evaluate local, national, and international significance of all collections
- Action 2: Evaluate collections for weaknesses, explore how to correct
- Action 3: Explore our user audiences, and examine venues for promoting our collections to new users
- Action 4: Explore costs for undertakings identified in Actions 2-3
- Future Action 5: Implement plans as indicated by Actions 1-4*

Goal 3: Increase space for all Museum functions

- Action 1: Assess available space / needs
- Action 2: Prioritize needs
- Action 3: Develop plan to optimize available space
- Action 4: Implement plan to optimize available space
- Action 5: Conduct campaign to raise awareness of supplemental space needs
- Action 6: Explore ideal IMNH facility

Goal 4: Increase Museum research opportunities

- Action 1: Develop materials that describe IMNH strengths and research opportunities
- Action 2: Meet with appropriate entities (e.g. ISU departments, state agencies, etc.) to disseminate information and investigate partnerships
- Action 3: Hold retreat-like forum to discuss IMNH strengths and opportunities
- Action 4: Hold 2nd forum to present and vet the ideas

Action 5: Explore refined list

Goal 5: Strengthen Museum exhibitions and educational programs that represent our mission, research and/or collections for a wider audience

Action 1: Get to know ourselves our mission, research, and collections

Action 2: Get to know our audiences - conduct surveys, etc.

Action 3: Develop interpretive plan reflecting our mission, research, and collections and which rigorously incorporates audiences' needs and curriculum standards

Action 4: Develop long-term plans for exhibits and educational programs

Action 5: Implement interpretive plan for exhibits and educational programs

Goal 6: Attain economic self-sufficiency of the Museum Store

Action 1: Create business plan for Museum Store

Action 2: Update Store business plan

Action 3: Create a viable Museum E-store

Action 4: Increase sales for on-site Museum Store

Action 5: Make store manager position full-time and permanent

Goal 7: Expand Museum membership program

Part 1 - Increase IMNH Membership

Action 1: Conduct yearly membership drive

Action 2: Initiate Kid's Membership Program

Action 3: Encourage broader community support

Part 2 - Care and Feeding of Membership Program

Action 1: Increase member participation in Museum events

Action 2: Integrate and coordinate membership events with Museum divisions and activities

Action 3: Develop and implement events schedule

Action 4: Follow through with membership benefit events and recognition at each level

Goal 8: Explore and pursue opportunities to publish museum-related topics

Action 1: Assess audiences for Museum-related publications

Action 2: Based on audience assessment, develop a business plan for Museum-related publications, if indicated

Future Action 3: Pursue opportunities to publish Museum-related topics, if indicated

Future Action 4: Business plan for publishing Museum-related topics implemented

Strategic Directive II: Increase revenue

Goal 1: Pursue funding from repositing agencies in support of collections

Action 1: Examine existing agreements and other repository structures

Action 2: Track IMNH resources currently expended for repository activities

Action 3: Review national repository storage and processing fees

Action 4: Solicit MOUs from repositing agencies

Action 5: Prepare and send letter to repositing agencies which includes report from Action 3 and a status report for their collections; solicit their comments

Action 6: Explore marketing our repository services to a regional audience

Action 7: Actively track and support appropriate legislation that funds repositing agencies' collection activities.

Action 8: Follow up as indicated by Actions 1-7

Goal 2: Foster an environment to enable exploring and pursuing more grant opportunities

- Action 1: Brainstorm with staff about potential projects suited to grants
- Action 2: Prioritize projects based on available staff and resources, with an eye to how projects will relate to the 2006 Strategic Plan
- Action 3: Identify available granting resources, especially funding sources for previous IMNH projects, and identify matching requirements
- Action 4: Based on priority ranking and available matching resources, begin writing grants
- Action 5: Follow up as indicated for FY 2007-2008

Goal 3: Increase sponsorships for public programs

- Action 1: Determine sponsorship opportunities for programs as they arise
- Action 2: Develop sponsorship approach for each program
- Action 3: Create list of appropriate potential sponsors based on approach
- Action 4: Create sponsorship pitch materials for each program (as needed)
- Action 5: Secure sponsorships

Strategic Directive III: Strengthen the Museum's visibility and professional standing

Goal 1: Strengthen Museum visibility and name recognition

- Action 1: Assess current Museum visibility and name recognition
- Action 2: Create annual general Museum marketing plan
- Action 3: Implement strategies from marketing plan
- Action 4: Develop strategies for differentiating IMNH from other museums
- Action 5: Track marketing plan success

Goal 2: Attain reaccreditation with the American Association of Museums

- Action 1: Secure or develop required documents, as necessary
- Action 2: Complete Self-Study
- Action 3: Host Visiting Committee for on-site reaccreditation evaluation
- Action 4: Museum reaccreditation secured

Goal 3: Complete and implement American Association of Museum's Museum Assessment Program III - Public Dimension Assessment

- Action 1: Prepare for MAP peer reviewers' site visit
- Action 2: Host peer reviewers during site visit
- Action 3: Implement peer reviewers' Assessment Report

Goal 4: Conduct year-long community-wide 75th birthday celebration for Museum in 2009

- Action 1: Secure support of key entities (ISU administration / departments, SBOE)
- Action 2: Convene Celebration Committee
- Action 3: Develop Celebration timeline and budget
- Action 4: Plan activities and secure sponsors
- Action 5: Hold year-long community-wide celebration of Museum's 75th birthday

Strategic Directive IV: Strengthen relationships with key constituents

Goal 1: Increase understanding of users of core Museum services, their needs, and their preferred receipt of services

- Action 1: Review surveys for information about who our audiences are and what we learned from the survey process

Action 2: Develop surveys for visitors and the community-at-large to test their needs

Action 3: Hold focus group to learn how IMNH can better serve its audiences

Action 4: Create a Museum Advisory Board to replace the old Museum Action Panels

Action 5: Create IMNH Community Advocates

Action 6: Track, analyze and use information gathered to shape core services

Goal 2: Strengthen relationship with ISU administration, faculty, students and the community-at-large

Action 1: Assess the relationship of IMNH with ISU administration, faculty and students, etc.

Action 2: Strengthen relationship with ISU administration

Action 3: Assess and strengthen relationship with ISU faculty

Action 4: Assess and strengthen relationship with ISU students

Action 5: Assess and strengthen relationships with major ISU entities (e.g. Obler Library, Center for Ecological Research and Education)

Action 6: Assess and strengthen relationship with likely community partners

Strategic Directive V: Ensure acquisition, retention, and professional development of necessary staff/human resources

Goal 1: Increase opportunities for professional development

Action 1: Assess professional development needs based on 2006 Strategic Plan

Action 2: Identify professional development opportunities

Action 3: Develop a plan for to provide increased professional development

Action 4: Implement plan for increased professional development

Action 5: Assess and revise plan for increased professional development

Goal 2: Increase number of human resources (work-study and graduate students, volunteers and/or paid staff)

Action 1: Identify our current human resource base and sources

Action 2: Identify specific projects that require additional assistance and advertise those positions

Action 3: Create and implement volunteer services program

Goal 3: Create job descriptions and performance plans for all Museum functions (especially curators) based on 2006 Strategic Plan

Action 1: Assess Strategic Plan for ways staff resources are affected

Action 2: Draft addenda to job descriptions / performance plans or create new job descriptions / performance plans to account for changes

Action 3: Addenda / new job descriptions or performance plans reviewed by ISU Human Resources (HR)

Action 4: Revise / redraft job descriptions / performance plans as indicated by HR

Action 5: Job descriptions / performance plans submitted to HR

Strategic Directive VI: Create and implement a shared Museum vision

Goal 1: “We’ve planned the work . . . Now, we work the plan together”

Action 1: Strengthen team work

Action 2: Perform long-range planning and assess sustainability

Action 3: Identify and prioritize long-term goals (5 to 10 year)

Goal 2: Define and codify relationship with the Idaho State Board of Education (SBOE)

- Action 1: Investigate other state museum of natural history relationships with their governing entities
- Action 2: Present a strategy for relationship to ISU parents
- Action 3: Present strategy to SBOE Executive Director
- Action 4: Present to SBOE for approval

Goal 3: Define, codify and grow relationship with IMNH Foundation/ISU Foundation**Goal 4:** Increase opportunities for institutional development

- Action 1: Assess institutional development needs based on revised 2006 Strategic Plan
- Action 2: Identify institutional development opportunities
- Action 3: Develop a plan to provide for increased institutional development
- Action 4: Implement plan for increased institutional development
- Action 5: Assess and revise plan for increased institutional development

Strategic Directive VII: Identify, develop and implement effective, efficient technology systems to support all Museum functions**Goal 1:** Upgrade all Museum technology to ISU and/or Museum professional standards

- Action 1: Assess technology currently in use
- Action 2: Assess and prioritize technology needs
- Action 3: Develop and implement plan for museum technology
- Action 4: Assess, revise, and implement museum technology plan



University of Idaho STRATEGIC PLAN **2007-2012**

The University of Idaho

STRATEGIC PLAN 2007-2012

The University of Idaho is an internationally recognized land-grant institution combining research, graduate, and professional education with a strong undergraduate base in the liberal arts and sciences.

VISION STATEMENT¹

Our *teaching and learning* activities seek to engage every student in a transformative journey of discovery and understanding. Our *scholarly and creative activity* aspires to generate knowledge that strengthens the scientific, economic, cultural, social, and legal foundations of an open, diverse, and democratic society. Our *outreach and engagement* facilitates lifelong learning and energizes the development of prosperous and environmentally sound communities, while enhancing the relevance and excellence of our academic enterprise. Programs in the arts and athletics aspire to high levels of accomplishment and visibility.

Our work is shaped by a passion for knowledge, innovation and creativity, by the rigor of high academic and ethical standards, by the attainment of each individual's full human potential, by the enrichment generated through diversity, and by the dissolution of cultural and organizational barriers. We are committed to improving our community, the communities we serve, and the facilities necessary for us to fulfill our vision and mission.

We emphasize quality and access, focusing our efforts on sustaining strong programs and investing resources in strategic directions that advance the interests of Idaho in an increasingly interdependent and competitive world. Through collaboration across strong academic disciplines, and through the creation of public, private, and community partnerships, we will undertake bold initiatives to promote science, technology, and their applications; to invigorate the liberal arts and sciences; to catalyze entrepreneurial innovation; to steward the natural environment; and to develop the design, lifestyles and civic infrastructures of sustainable communities.

MISSION STATEMENT²

The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also

¹ This Vision Statement was developed by key university leaders under the direction of President Tim White and Provost Doug Baker in the spring of 2006. (For more details see Appendix 1).

² This revised mission statement is in discussion by the Council for Academic Affairs and Programs (CAAP) and is proposed for approval by the State Board of Education this summer.

responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

The University of Idaho will formulate its academic plan and generate programs with *primary emphasis* on agriculture, natural resources, metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will *give continuing emphasis* in the areas of business, education, liberal arts and physical, life, and social sciences, which provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and nation as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

Dr. Timothy White, President

Alignment with SBOE Goals & Objectives (listed below)	<h2 style="text-align: center;">University of Idaho</h2> <h2 style="text-align: center;">GOALS & OBJECTIVES</h2>	Anticipated Completion Date
	<p>Goal 1: Teaching and Learning</p> <p><i>Engage students in a transformational experience of discovery, understanding, and global citizenship.</i></p> <p>Context: <i>Our graduates will live, work, compete, and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills, and experiences that advance humankind.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality</p> <p>Quality & Relevancy</p> <p>Relevancy</p> <p>Quality & Relevancy</p> <p>Relevancy</p> <p>Efficiency</p> <p>Quality & Efficiency</p>	<p>Objective A: Build and sustain competitive advantages through innovative curricula of distinction.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop learning outcomes at the University as well as at program levels for graduate and undergraduates. 2. Use learning outcomes assessment pro-actively as a means to keep teaching and learning vital, contemporary, and grounded. 3. Utilize distinctive Core curricula to engage students in participatory learning and to prepare them for the challenges of higher education. 4. Expand partnerships with industry, government, schools, and foundations that emphasize active learning opportunities such as internships, practica, athletics, and the arts. 5. Invest in field work and outreach as a means of contributing to learning and the land-grant responsibilities of the University. 6. Develop flexible course schedules and year-round programs to meet student needs throughout the University. 7. Establish curricular content that utilizes interdisciplinary student teams to solve complex learning tasks. 	<p>July 1, 2007 Number and percent of programs</p> <p>July 1, 2008 Number and percent of programs</p> <p>PSR 6.2 Remediation Activity</p> <p>Student Transfers between Institutions, especially within Idaho</p> <p>Degrees and Certificates Awarded</p>

Alignment with SBOE Goals & Objectives (listed below)	<p style="text-align: center;">University of Idaho GOALS & OBJECTIVES</p>	Anticipated Completion Date
	<p>Goal 1: Teaching and Learning (cont.)</p> <p><i>Engage students in a transformational experience of discovery, understanding, and global citizenship.</i></p> <p>Context: <i>Our graduates will live, work, compete, and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills, and experiences that advance humankind.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality</p> <p>Quality & Relevancy</p> <p>Quality</p> <p>Relevancy & Efficiency</p> <p>Relevancy & Efficiency</p> <p>Quality</p> <p>Relevancy</p>	<p>Objective B: Develop effective integrative learning activities to engage and expand student minds.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Enhance innovation, development, and recognition of high quality teaching and student learning. 2. Expand opportunities for students to experience self discovery through hands-on activities such as graduate-level and undergraduate research, creative activity and service learning, national student exchanges, internships, education abroad, disciplinary competitions, and engagement in professional societies. 3. Provide graduate and professional students with integrated experiences in teaching, research, creative activity, and outreach. 4. Integrate educational experiences with the living and learning environments. 5. Engage alumni and stakeholders as partners in student recruitment, retention, mentoring, learning, and post-graduation transitions. 6. Engage students in personal mentoring and academic advising to facilitate their learning. 7. Engage students, staff, and faculty in curricular and co-curricular activities that enhance our understanding of our place in a diverse local and global community. 	<p>PSR 6.1 First-year Student Applications, Admissions and Enrollment</p> <p>IPEDS Graduation Rate Survey (GRS)</p> <p>NCAA Graduation Success Rate (GSR)</p> <p>PSR 6.3 Licensure and Certification Pass Rates</p>

Alignment with SBOE Goals & Objectives (listed below)	<p style="text-align: center;">University of Idaho GOALS & OBJECTIVES</p>	Anticipated Completion Date
	<p>Goal 2: Scholarly and Creative Activity</p> <p><i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i></p> <p>Context: Most scientific, social, economic, environmental, legal, and political problems are partly embedded in a complex system of interlinking causes and effects. The University is strategically positioned to effectively address these complex societal issues through interdisciplinary collaboration.</p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality & Efficiency</p> <p>Quality</p> <p>Quality & Relevancy</p> <p>Access & Quality</p> <p>Access & Relevancy</p> <p>Access & Efficiency</p> <p>Quality & Relevancy</p>	<p>Objective A: Promote an environment that increases faculty engagement in interdisciplinary scholarship.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Establish administrative structures, policies, procedures, and incentives for faculty, departments, centers/institutes, and colleges to participate in interdisciplinary programs. 2. Ensure that individual levels of effort in interdisciplinary programs and grants are adequately recognized by their department and college. 3. Improve and strengthen faculty appointments, position descriptions, advancement, and recognitions to ensure interdisciplinary collaboration is attractive and effective. 4. Increase hiring to strengthen interdisciplinary scholarship that advances the University's strategic themes and land-grant mission. 5. Strengthen programs that encompass cultural, economic, legal, scientific, policy, environmental, and/or international dimensions. 6. Establish, renew, remodel, and reallocate facilities that encourage collaborative interdisciplinary inquiry and provide access to information resources and innovative technologies. 7. Increase grants that support interdisciplinary activities. 	Annual Externally-funded Research Report – Grants and Contracts by Category

Alignment with SBOE Goals & Objectives (listed below)	<p style="text-align: center;">University of Idaho GOALS & OBJECTIVES</p>	Anticipated Completion Date
	<p>Goal 2: Scholarly and Creative Activity (cont.)</p> <p><i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i></p> <p>Context: Most scientific, social, economic, environmental, legal, and political problems are partly embedded in a complex system of interlinking causes and effects. The University is strategically positioned to effectively address these complex societal issues through interdisciplinary collaboration.</p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Access & Quality</p> <p>Quality & Efficiency</p> <p>Quality</p> <p>Access & Efficiency</p> <p>Quality & Access</p> <p>Efficiency</p> <p>Relevancy</p> <p>Quality & Relevancy</p>	<p>Objective B: Emphasize scholarly and creative activities that support the University's strategic themes, the research-extensive and land-grant missions, and strategically important graduate and professional programs.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Increase the number of competitive graduate assistantships. 2. Improve and expand start-up packages and compensation that attract and retain a diverse, competitive faculty in the scholarly modes of discovery, application, integration, and teaching. 3. Increase the number of endowed faculty positions and fellowships. 4. Allocate physical and financial resources for operation, maintenance, safety, and security of technical infrastructure facilities. 5. Strengthen library capacity, collections and technological innovation to improve access to information sources. 6. Partner with faculty and staff from all disciplines and professions to provide grant processing management support, and proposal preparation assistance on proposals submitted to government agencies, private organizations and foundations, and industries. 7. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens, government, economy, and environment in the state of Idaho. 8. Build strategic educational, research, and/or technological transfer activities regionally, nationally, and abroad. 	

Alignment with SBOE Goals & Objectives (listed below)	<h2 style="text-align: center;">University of Idaho GOALS & OBJECTIVES</h2>	Anticipated Completion Date
	<p>Goal 3: Outreach and Engagement</p> <p><i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i></p> <p>Context: <i>The University has a long and strong history of extending agriculturally related teaching and research findings throughout the state. We seek to broaden that outreach and engagement to better link all academic areas of the University with the needs of constituents and stakeholders throughout Idaho.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Access & Efficiency</p> <p>Quality & Relevancy</p> <p>Access & Relevancy</p> <p>Relevancy</p> <p>Quality & Access</p> <p>Relevancy</p> <p>Relevancy</p> <p>Efficiency</p> <p>Access & Relevancy</p>	<p>Objective A: Build upon, strengthen, and connect the University of Idaho Extension with other parts of the University to engage in mutually beneficial partnerships with stakeholders.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop a coordinated university-wide funding strategy for University engagement that complements resources received from county, state, and federal sources. 2. Build an organizational system that empowers, encourages, and recognizes scholarly engagement relevant to the issues and needs of Idaho and our region. 3. Grow the capacity of the University to engage with communities by involving all faculty who have programs relevant to local, regional, national and international issues. 4. Engage with communities and organizations through flexible partnerships that share resources and respond to needs and expectations. 5. Partner with other educational institutions, industry, not-for-profits, and public agencies to enhance outreach delivery and quality. 6. Foster key industry/business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer. 7. Conduct periodic assessments of the needs of the state and work to address those needs. 8. Integrate sustainability into all facets of community engagement and outreach. 9. Broadly and intensively communicate the activity and impact of the University's engagement with society. 	<p>PSR 1.7 Off-Campus Credit Hour Delivery</p> <p>Annual Employer Satisfaction Survey</p> <p>Periodic (3 to 5 yr) Undergrad and Graduate Alumni Surveys</p>

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 3: Outreach and Engagement (cont.)</p> <p><i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i></p> <p>Context: <i>The University has a long and strong history of extending agriculturally related teaching and research findings throughout the state. We seek to broaden that outreach and engagement to better link all academic areas of the University with the needs of constituents and stakeholders throughout Idaho.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Access</p> <p>Quality & Relevancy</p> <p>Access & Efficiency</p> <p>Access</p> <p>Access</p> <p>Access & Efficiency</p>	<p>Objective B: Deliver undergraduate, graduate, continuing professional education, and Extension programs and opportunities for life long learning.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Design and implement an institutional system that promotes access to program/course delivery statewide and facilitates faculty in course/program design and development. 2. Develop an array of academic and outreach programs based on community needs and University expertise. 3. Determine effective program delivery modes as a function of site, available technology, partnerships, and learner characteristics. 4. Implement a fee structure that provides adequate budgetary support based on a realistic costs matrix. 5. Have programs and stakeholders reflect the faces and places of Idaho, including those who have been underserved or underrepresented. 6. Grow and support community internships and service learning activity as opportunities for students and communities to engage for mutual benefit. 	<p>Annual Outreach and Public Service Report</p> <p>Annual Report on Collaboration with Other Organizations</p>

Alignment with SBOE Goals & Objectives (listed below)	<h2 style="text-align: center;">University of Idaho GOALS & OBJECTIVES</h2>	Anticipated Completion Date
	<p>Goal 4: Organization, Culture, and Climate</p> <p><i>Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.</i></p> <p>Context: <i>To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Relevancy</p> <p>Quality</p> <p>Quality & Access</p> <p>Efficiency</p> <p>Efficiency</p> <p>Quality & Relevancy</p> <p>Relevancy & Efficiency</p>	<p>Objective A: Sustain and enhance a positive work climate to enhance the quality of University life.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop a socially healthy and welcoming environment characterized by trust and respect that allows for open communications about difficult issues and differences. 2. Ensure that the University is a safe work and educational environment for its employees and students through proper training and monitoring. 3. Recruit and retain a diverse body of students, staff, and faculty to enrich the quality of the University's activities. 4. Align employees' position descriptions and reward structures with institutional priorities. 5. Create formal and informal opportunities for students, staff, and faculty to learn from each other and build meaningful collaborations. 6. Provide all new students and employees the opportunity for diversity and cultural competence training as a component of their initial orientation and offer ongoing training for all students, staff, and faculty. 7. Provide ongoing opportunities for self discovery and personal and professional growth through cultural, social, recreational, diversity, wellness, and continuing professional development programming. 	

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 4: Organization, Culture, and Climate (cont.)</p> <p><i>Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.</i></p> <p>Context: <i>To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality & Efficiency</p> <p>Efficiency</p> <p>Efficiency</p> <p>Quality & Relevancy</p> <p>Efficiency</p> <p>Relevancy & Efficiency</p>	<p>Objective B: Sustain and enhance an organizational structure, policies, and procedures that enable the University to attain its other goals.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Advance an attitude of making choices, taking actions, and developing mechanisms for making investments in people, programs, places, and processes. 2. Reduce academic, structural, and administrative barriers and enhance rewards for collaboration across the University in all of its locations. 3. Employ best practices and distribute authority-responsibility-accountability to efficiently and effectively manage the people, programs, and places of the University. 4. Enhance accountability measures and employ them to assess our progress on strategic issues. 5. Build strong support from the public sector and private donors to accelerate the attainment of our University goals. 6. Utilize the athletic and art programs to enhance the visibility and image of the University through competitive and integrity-based programs that unite students, faculty, staff, alumni, and their communities. 	

Alignment with SBOE Goals & Objectives (listed below)	<p style="text-align: center;">University of Idaho GOALS & OBJECTIVES</p>	Anticipated Completion Date
	<p>Goal 4: Organization, Culture, and Climate (cont.)</p> <p><i>Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.</i></p> <p>Context: <i>To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality & Access</p> <p>Access & Relevancy</p> <p>Relevancy & Efficiency</p> <p>Quality</p> <p>Quality & Efficiency</p>	<p>Objective B: Sustain and enhance an organizational structure, policies, and procedures that enable the University to attain its other goals.</p> <p>Strategies: (cont.)</p> <ol style="list-style-type: none"> 7. Develop a fund raising effort across the University and its constituents to generate and sustain the resources necessary to implement the strategic plan. 8. Enhance the efforts of our valued alumni, friends, advisory board members, and volunteer organizations in attracting and retaining students and generating gifts to support the advancement of the University goals. 9. Strengthen financial and administrative operations so that they meet the needs of faculty, staff, and students, and those of our constituents and stakeholders. 10. Establish facilities that encourage collaborative interdisciplinary inquiry using informational resources and innovative technologies. 11. Foster a university that is academically, culturally, fiscally, and environmentally sustainable. 	

Appendix 1: Development of the 2007-2012 Strategic Plan

In early 2004, a Vision and Resources Task Force was appointed by President White to examine the future of the institution. The Task Force undertook a broad examination of the university's mission and in September 2004 presented the report detailing the extensive study of the committee's work <http://www.vrt.uidaho.edu/home/>. The report presents ideas and recommendations for a long term design for the University that is based upon a shared vision, a commitment to excellence, and that is attendant with the necessary budget cuts, reallocations, and possibilities of revenue generation. On February 11, 2005, President White, building on the Task Force's work, presented a new vision and mission statement to the University community outlining the University of Idaho's distinctive future values and aspirations:

The University of Idaho will be an internationally respected, land-grant research, undergraduate, graduate and professional education institution with a strong foundation in the liberal arts and sciences. We will emphasize strategically selected programs to serve and benefit the people of Idaho, the United States, and the world. We will demonstrate excellence by: being student-focused; sharing passion for knowledge and discovery; expecting innovation and creativity; establishing a barrier-free community; making a difference to the people of Idaho, the nation, and the world; and being self actualizing. We seek to serve and inspire the people of Idaho and the world as one of America's distinctive land-grant universities.

As Idaho's flagship research and land-grant University, we aspire to continue to be internationally recognized as a student-centered university with distinctive undergraduate, graduate, and professional programs in instruction, research and creative activity, and engagement through outreach. On a foundation of liberal arts and sciences, the University of Idaho delivers programs of study in: Law, Business, Engineering, Education, Agriculture, Life, Physical and Social Sciences, Architecture, and Natural Resources. The University of Idaho supports the creative and performing arts, intercollegiate athletics, recreational sports, and an enriched and engaged student campus life experience. The University of Idaho provides knowledge for the good of Idaho and beyond in its capacity as the intellectual capital central to Idaho's prosperity, preparing graduates to lead the global economy with a foundation of liberal arts and sciences. Our students will have the capacity to think broadly and critically, adapt to diverse environments, and have integrity and analytical skills for prospering in an increasingly complex world. The University of Idaho aspires to excellence through a diversity of ideas, faculty, staff, and students. We will hold true to our principles of ethical behavior of integrity, accountability, responsibility, openness, transparency, and truth.

Formal adoption of mission changes occurs every two years as part of the State Board of Education's eight-year plan revision process. Formal revisions to the University of Idaho mission statement will be made in the summer of 2007.

Provost and Executive Vice President Baker continued this work and led a strategic planning effort beginning in August of 2005. The planning process built on 11 previous studies and reports.

The first draft of the strategic plan was developed by the Provost's Council which is composed of deans, vice provosts, and the Vice President for Research. In October 2005, the plan was presented for discussion to the university and a number of stakeholders. It was formally reviewed by the Faculty Council, Staff Affairs Committee, Associated Students of the University of Idaho, Graduate and Professional Student Association, Student Bar Association, faculty and staff at the university's centers in Boise, Coeur d'Alene, and Idaho Falls and selected advisory board members. In addition, a request for comments and revisions was e-mailed to university faculty and staff members. The resulting feedback influenced revisions to the draft plan that was vetted through meetings of the Provost's Council and President's Cabinet in December 2005 and January 2006.

The final draft was accepted by the President in February of 2006. Implementation began in February with a call to faculty, staff and students to serve on university-wide implementation teams for each of the four goals in the strategic plan. In addition, budget hearings were held in the first week of March in which vice presidents, deans, and directors gave presentations on how they were going to link their budgets to the strategic plan in the early stages of the implementation process. Annual reviews for the deans and vice provosts will also be linked to progress toward attaining goals in the strategic plan. Much work is yet to be done, but the strategic plan offers good compass points to guide the direction of the university.

In consort with the strategic planning activities there has been a reinvestment process in key multidisciplinary areas of the university. In President White's February 11, 2005 Plan for Renewal, five areas of focus were identified: promoting science and technology, advancing liberal arts and sciences, catalyzing entrepreneurial innovation, stewarding the environment, and understanding sustainable design and life style. In the fall of 2005, a request for proposals for multidisciplinary research projects in these five areas was sent to the university community. Following a number of workshops and on-line discussions in the fall, 43 pre-proposals were submitted to a Blue Ribbon Committee for review. Those 43 were reduced to eight finalists who were invited to submit full proposals. Late that spring semester, five proposals were chosen for funding. The projects will split \$1 million per year for five years. This process has led to a great deal of collaboration and cross-talk in multidisciplinary areas across the institution and its many locations. We hope to raise money to do more of these projects in coming years.



University of Idaho

Idaho WOI (WI)/
Caine Veterinary Teaching Center

STRATEGIC PLAN

2007 - 2012

Idaho-WOI (WI)/Caine Veterinary Teaching Center

STRATEGIC PLAN 2007-2012

VISION STATEMENT

The Caine Veterinary Teaching Center has a continuing commitment to foster animal and public health for the benefit of society. Our responsibility is to transfer science-based medical information and technology to veterinary students, veterinarians, animal owners, and the public concerning animal and human health, food safety, and the environment through education, research, public service, and outreach, thereby effecting positive change in the livelihood of the people of Idaho and the region.

MISSION STATEMENT

The Caine Veterinary Teaching Center addresses the animal health needs of the food animal industry of Idaho through education, research, public service, and outreach by providing:

- Formal hands-on educational experiences in production animal medicine and management for senior students in the WOI (now WI – Washington-Idaho) professional veterinary medical education program,
- Conducting research on production animal diseases and management,
- Laboratory and on-farm disease diagnostic expertise for the production animal industry,
- Continuing education programs for veterinary practitioners and specialists,
- Outreach and continuing educational programs for livestock producers and allied industry groups, and
- Information to the public concerning zoonotic and animal diseases, human health, food safety, and the environment when requested or necessary.

INTRODUCTION

The Caine Veterinary Teaching Center (Caine Center) at Caldwell is an off-campus unit of the Animal and Veterinary Science (AVS) Department. The Caine Center was constructed in 1976 and opened in September 1977 as a part of Idaho's contribution to the then WOI Regional Program in Veterinary Medicine (now WI – Washington/Idaho; Oregon dropped out of the cooperative program in 2005). The Caine Center serves primarily as a food animal referral teaching center where veterinary students from Washington State University participate in two- to four-week elective rotations during their senior year in food animal production medicine blocks.

The WOI (WI) Program annually provides 44 Idaho resident students with access to a veterinary medical education through this cooperative agreement. On average, 65-75% of new Idaho resident graduates of the WOI (WI) Program are licensed to practice veterinary medicine in Idaho annually.

The WOI (WI) Program is an AVMA-accredited veterinary medical program. Faculty members in the Idaho-WOI Program specialize in disciplines in the biomedical sciences including: virology, bacteriology, immunology, medicine, and surgery and hold joint appointments between the UI College of Agricultural and Life Sciences in the AVS Department and the WOI (WI) Regional Veterinary Medicine Program. The Veterinary Pathology discipline was lost in 2005 when our board certified veterinary pathologist retired.

Responsibility for the Caine Center programs, daily operations, supervision and leadership for the faculty and staff lies with a Teaching Program Coordinator who functions as a Unit Administrator under the administrative supervision of the Head of the AVS Department.

Tied closely to the food animal production medicine teaching program is the Caine Center's service and diagnostic program, which offers clinical/diagnostic and disease investigation services to the veterinarians and livestock producers in southern Idaho. Many of these services are related to live animal case referrals from practicing veterinarians that are used in the teaching program, and others are directly referred by veterinarians who need additional help to diagnose disease problems.

The WOI (WI) Program has made it possible to develop a cooperative graduate program with Washington State University, which allows cross-listing any of the WSU Veterinary Science graduate courses. Thus, UI students are able to enroll for coursework leading to the UI Master's degree and to the WSU PhD degree programs through the University of Idaho. Through this arrangement, Idaho students are provided with the opportunity to enroll in a tremendous array of graduate courses. The cooperative graduate program has also been the vehicle through which cooperation in research between WSU and UI faculty members has been encouraged and developed.

Teaching:

The Caine Center maintains a highly-rated and effective veterinary medicine teaching program. This success has been largely due to the selection of teaching-oriented faculty and a practical approach to clinical problem solving. The food animal production medicine rotation includes: 1) clinical skills and individual animal medicine, 2) internal medicine, with lectures in bacteriology, virology, fluid therapy, nutrition, food animal production medicine, and record keeping, 3) necropsy, and 4) disease investigation studies for beef cattle, dairy cattle and small ruminants. Specialty blocks include general food animal medicine, dairy production medicine, reproduction/biotechnology, cow/calf management, feedlot medicine, sheep/lambing management, and small ruminant clinical medicine.

Caine Center personnel contribute to the AVS Department undergraduate program by providing summer internship opportunities that are specially designed for the pre-veterinary students. On-campus faculty members serve as advisors for pre-veterinary students. One WOI (WI) Program faculty member in the AVS Department and stationed at Moscow, teaches in the second- and third-year instructional programs at the Washington State University College of Veterinary Medicine. Two Caine Center faculty members also serve on the UI Graduate faculty and are active in the AVS Department graduate student programs.

The facilities and programs at the Caine Center present an outstanding opportunity to offer continuing education programs for veterinarians and livestock producers, particularly in southern Idaho.

Research:

The clinical and/or applied research program at the Center has been highly successful. In some instances, faculty members have received national and international recognition for their efforts. Examples include cryptosporidiosis, anaplasmosis, neonatal calf diseases and fluid therapy, reproductive diseases of cattle and sheep, genetic control of ovine foot rot, EID (electronic identification) of beef cattle, Johne's disease in cattle, sheep and goats, and scrapie in sheep. The faculty members have been productive in securing outside funding to conduct research trials and in publishing scientific papers. There is good collaboration with the Idaho Department of Agriculture on communicable diseases and Idaho Department of Fish & Game on wildlife/domestic disease interaction. The facilities and personnel are dedicated primarily to clinical or applied research relevant to regional disease problems. The Caine Center facilities were designed primarily for teaching, and applied rather than basic or high-tech research.

Service/Outreach/Extension:

Caine Center faculty members also have responsibility for outreach activities, although none of them have official Extension appointments. These activities are carried out through daily/regular interaction and consultation with livestock producers, commodity groups, veterinarians, UI Extension specialists, and others on a variety of topics including: production medicine, disease control or prevention, and reproductive problems. Several faculty members contribute material on a regular basis to lay publications and industry newsletters, and many are active in their state and national professional associations.

Much of the scope of our commitment to serve Idaho agriculture has broad implications which relate to human health, food safety, and the environment. The Caine Center is highly visible and has benefited many producers and practicing veterinarians through comprehensive diagnostic services, disease investigations, and clinical studies provided on a fee-for-service basis and in conjunction with the teaching program. The Caine Center also maintains a close relationship with local practitioners and a referral policy helps to foster this relationship. The Caine Center currently accepts approximately 600 hospital clinical referrals annually, used primarily as student teaching cases, and provides disease diagnostic testing on approximately 15,000 samples per year.

Dr. Marie S. Bulgin, Teaching Program Coordinator

Alignment with SBOE Goals & Objectives (listed below)	Idaho-WOI (WI)/Caine Center GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 1: Teaching and Learning</p> <p><i>Maintain a highly-rated and effective teaching program with a practical approach to clinical problem-solving.</i></p> <p>Context: Faculty and staff at the Caine Center expand the clinical knowledge base of future food animal veterinarians by providing hands-on experience at production animal units, in-house individual patient care, production animal herd medicine, and high-quality laboratory diagnosis of diseases. Veterinary preceptors and AVS Department specialists are also a part of this team.</p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.

	Objective A: Continue to expand clinical experiences in Production Animal Medicine. Strategies:	
Quality, Access	1. Focus efforts to improve agricultural animal production by helping producers improve reproduction rates, nutrition, health, and disease prevention.	
Quality, Relevancy, Efficiency	2. Enhance scope of clinical technology by updating clinical and laboratory instrumentation as available and within budgetary restraints.	
Quality	3. Utilize expertise of specialists in AVS and other CALS departments to prepare students in basic specialized learning experiences.	
Access, Efficiency	4. Expand partnerships with industry, state and local government agencies, and private foundations to fund unique learning opportunities such as internships, residencies, or practice.	
Access, Relevancy, Efficiency,	5. Increase time spent in field services and outreach as a means of contributing to education of producers and to fulfill the land-grant responsibilities of the University.	
Quality, Access, Relevancy	6. Continue to develop pertinent specialty medicine and management blocks with schedules, field experiences, and year-round programs to meet student needs.	
Quality, Relevancy, Efficiency	7. Enhance interaction with local veterinary practitioners and agency specialists by incorporating them as part of the interdisciplinary instructional team.	
Quality, Efficiency,	8. Improve communication with the WSU Veterinary School clinical medicine faculty to identify areas of food animal production medicine training that could be enhanced by providing those opportunities at the Caine Center.	
Quality, Efficiency	9. Work to add a board-certified veterinarian to the faculty.	

Alignment with SBOE Goals & Objectives (listed below)	Idaho-WOI (WI)/Caine Center GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 1: Teaching and Learning (cont.)</p> <p><i>Maintain a highly-rated and effective teaching program with a practical approach to clinical problem-solving.</i></p> <p>Context: Faculty and staff at the Caine Center expand the clinical knowledge base of future food animal veterinarians by providing hands-on experience at production animal units, in-house individual patient care, production animal herd medicine, and high-quality laboratory diagnosis of diseases. Veterinary preceptors and AVS Department specialists are also a part of this team.</p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality, Efficiency</p> <p>Quality, Access, Efficiency</p> <p>Quality, Access, Relevancy, Efficiency</p> <p>Relevancy, Efficiency</p> <p>Quality, Access, Relevancy</p> <p>Relevancy, Efficiency</p>	<p>Objective B: Develop effective integrative teaching and learning activities to engage and expand student minds.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Enhance innovation and development of high quality teaching by recognition and reward of faculty. 2. Expand opportunities for students to experience self discovery through actual hands-on activities such as responsibility for individual medical cases, involvement in field disease investigations, providing preceptorships, and exposure to laboratory procedures used to diagnose disease outbreaks. 3. Provide professional veterinary students with teaching resources by maintaining an adequate large animal caseload, retaining experienced faculty mentors with current knowledge of the animal industry, and state-of-the-art instrumentation. 4. Pursue opportunities for contracts/agreements with veterinary schools outside the WOI (WI) Program to provide food animal medicine teaching experiences at the Caine Center for their senior veterinary students, and an additional revenue source for the Caine Center. 5. Engage alumni and stakeholders as partners in student recruitment, retention, mentoring, and learning. 6. Develop education delivery systems that permit direct access to information through a variety of media (web pages, video conferencing, or web streaming). 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho-WOI (WI)/Caine Center GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 2: Scholarly and Creative Activity</p> <p><i>Expand our influence within the production animal Industry of Idaho.</i></p> <p>Context: <i>Much of the scope of our commitment to serve Idaho agriculture has broad implications which relate to human health, food safety, and the environment. The Caine Center is highly visible and has aided many producers and practicing veterinarians through consultation, research, and diagnostic services.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality, Relevancy, Efficiency</p> <p>Quality, Relevancy, Efficiency</p> <p>Access, Efficiency</p> <p>Relevancy, Efficiency</p> <p>Relevancy, Efficiency</p> <p>Quality, Efficiency</p> <p>Quality, Efficiency</p> <p>Quality, Efficiency</p>	<p>Objective A: Demonstrate the value of veterinary medical services to production animal agriculture by reducing disease and production-associated losses while promoting animal health and well-being, the net effect being increased profitability.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Identify management practices, health risks or disease problems that negatively impact production animal units and counsel animal managers on corrective measures. 2. Promote management practices that enhance animal health, comfort and well-being and implement proven production medicine concepts for producers and veterinarians. 3. Develop ranch and farm health programs focused on specific producer's problems with the flexibility to adapt to other producers with different management systems. 4. Utilize industry and veterinary advisory councils. 5. Improve and strengthen faculty appointments, position descriptions, advancement, and recognition to ensure that interdisciplinary collaboration is attractive and effective. 6. Provide animal health expertise to the University of Idaho Extension System and other University departments when needed. 7. Strive to establish, renew, or remodel facilities necessary to improve teaching, research and service activities. 8. Improve interaction between the AVS Dept/Moscow faculty, the Caine Center, and the WSU Veterinary School to promote collaboration on research projects. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho-WOI (WI)/Caine Center GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 2: Scholarly and Creative Activity (cont.)</p> <p><i>Expand our influence within the production animal Industry of Idaho.</i></p> <p>Context: <i>Much of the scope of our commitment to serve Idaho agriculture has broad implications which relate to human health, food safety, and the environment. The Caine Center is highly visible and has aided many producers and practicing veterinarians through consultation, research, and diagnostic services.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Access, Efficiency</p> <p>Quality, Access, Efficiency</p> <p>Access, Relevancy</p> <p>Access, Relevancy</p> <p>Access, Relevancy, Efficiency</p> <p>Quality, Access, Efficiency</p>	<p>Objective B: Strengthen disease research efforts on relevant disease problems impacting the production animal industries of Idaho.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Expand the number of research grants and contracts from other sources including federal and state government agencies, industry, private organizations and foundations. 2. Strive to improve and expand start-up packages and compensation to attract and retain a diverse, competitive faculty in the scholarly modes of discovery, application, integration, and teaching who can respond to needs of the industry. 3. Increase the number of department-funded graduate assistantships available to off-campus faculty. 4. Strengthen technological innovation to improve access to information sources. 5. Partner with faculty and staff from other disciplines or agencies to identify and address relevant and economically significant animal health issues of our region; focus the research expertise and limited resources of the Caine Center faculty to these selected issues. 6. Conduct strategic educational, research, and/or technological transfer activities regionally, nationally, and abroad. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho-WOI (WI)/Caine Center GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 3: Outreach and Service</p> <p><i>Enhance educational opportunities, disseminate animal health information, and provide needed diagnostic laboratory service for the veterinarians and livestock producers in Idaho and the region.</i></p> <p>Context: <i>The Caine Center has a long and strong history of outreach and service activities to veterinarians and the livestock industry through continuing education programs, conducting disease investigations, and providing diagnostic services throughout the state.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Relevancy, Efficiency</p> <p>Quality, Access</p> <p>Quality, Relevancy</p> <p>Quality, Access, Relevancy, Efficiency</p> <p>Relevancy, Efficiency</p> <p>Quality, Relevancy, Efficiency</p> <p>Relevancy, Efficiency</p>	<p>Objective A: Provide educational enhancement opportunities for veterinarians and livestock producers through clinical experiences and continuing education.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Sponsor clinical symposia including wet lab programs in special techniques for veterinarians and specialists, participate in local and state association annual meetings, and sponsor speakers for local or state meetings. 2. Encourage Caine Center faculty to become active members of local and state veterinary medical associations and participate in association-sponsored programs. 3. Develop and conduct animal health programs for livestock producers. 4. Partner with other educational institutions, industry, and state or federal agencies to respond to needs and expectations of the livestock industry, and to enhance outreach delivery and quality. 5. Contribute to the undergraduate and graduate studies programs of the AVS Department by providing expertise in the area of animal health and disease. 6. Conduct periodic assessments of the needs of the livestock industry in the region and work to address those needs. 7. Broadly and intensively communicate the activity and impact of the Caine Center and AVS Department activities. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho-WOI (WI)/Caine Center GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 3: Outreach and Service (cont.)</p> <p><i>Enhance educational opportunities, disseminate animal health information, and provide needed diagnostic laboratory service for the veterinarians and livestock producers in Idaho and the region.</i></p> <p>Context: <i>The Caine Center has a long and strong history of outreach and service activities to veterinarians and the livestock industry through continuing education programs, conducting disease investigations, and providing diagnostic services throughout the state.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality, Access, Relevancy</p> <p>Quality, Access, Efficiency</p> <p>Quality, Relevancy, Efficiency</p> <p>Access, Relevancy</p> <p>Quality, Relevancy</p> <p>Quality, Relevancy, Efficiency</p> <p>Quality, Relevancy, Efficiency</p>	<p>Objective B: Provide state-of-the-art diagnostic laboratory service to the veterinary medical profession service the livestock industry of the state and region.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Determine laboratory and diagnostic services needed and desired to support the practicing veterinarians and livestock producers. 2. Partner with other University departments or units and state agencies to enhance service, improve quality, and expand diagnostic testing for zoonotic and communicable diseases of importance to Idaho and the Northwest region. 3. Develop and enhance diagnostic laboratory testing procedures as appropriate to technology or needs of the industry. 4. Facilitate field investigations and outreach activities; enhance ability to respond to requests in outlying areas of the state. 5. Develop evaluation procedures for production animal medicine service and outreach activities and develop an impact statement for each activity. 6. Implement and keep updated a fee-for-service structure that helps provides adequate budgetary support based on costs of diagnostics, other available funding, and industry need. 7. Maintain support personnel levels adequate to ensure increased volume of activity can be efficiently serviced. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho-WOI (WI)/Caine Center GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 4: Organization, Culture, and Climate</p> <p><i>Create and sustain an energized work environment that is adaptable, dynamic, and vital enabling the Caine Center to advance strategically and function efficiently within the organization and structure of the AVS Department.</i></p> <p>Context: <i>To implement the strategic plan requires an organization adaptive to change and opportunity, a unit characterized by openness and trust, a welcoming climate that enhances our ability to work through difficult issues in a respectful manner, and an adequate budget to ensure that employee workload is appropriate and thereby positively influencing employee morale.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality, Access, Relevancy</p> <p>Quality</p> <p>Quality, Access</p> <p>Quality, Relevancy, Efficiency</p> <p>Quality, Relevancy, Efficiency</p> <p>Quality, Efficiency</p> <p>Quality, Relevancy</p>	<p>Objective A: Sustain and enhance a positive work climate to enhance the quality of University life.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop a socially healthy and welcoming environment characterized by trust and respect that allows for open communications about difficult issues and differences. 2. Ensure that the Caine Center is a safe work and educational environment for its employees and students through proper training and monitoring. 3. Recruit and retain a diverse body of faculty and support staff to enrich the quality of the Caine Center's activities. 4. Align employees' position descriptions with their actual job duties and adequately reward good performance. 5. Create formal and informal opportunities for students, staff, and faculty to interact, socialize, and learn from each other in order to build meaningful working partnerships and collaborations. 6. Provide all new students and employees the opportunity for initial orientation and offer ongoing training for all staff and faculty. 7. Provide ongoing opportunities for self discovery and personal and professional growth through cultural, social, recreational, diversity, wellness, and continuing professional development programming. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho-WOI (WI)/Caine Center GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 4: Organization, Culture, and Climate (cont.)</p> <p><i>Create and sustain an energized work environment that is adaptable, dynamic, and vital enabling the Caine Veterinary Teaching Center to advance strategically and function efficiently within the organization and structure of the AVS Department.</i></p> <p>Context: <i>To implement the strategic plan requires an organization adaptive to change and opportunity, a unit characterized by openness and trust, a welcoming climate that enhances our ability to work through difficult issues in a respectful manner, and an adequate budget to ensure that employee workload is appropriate and thereby positively influencing employee morale.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality, Relevancy</p> <p>Quality, Relevancy</p> <p>Access, Relevancy</p> <p>Quality, Efficiency</p> <p>Relevancy, Efficiency</p> <p>Quality, Relevancy, Efficiency</p>	<p>Objective B: Sustain and enhance an organizational structure, policies, and procedures that enable the Caine Center to attain its other goals.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Encourage and promote continuing education of faculty and staff. 2. Maintain the production animal medicine expertise and service/outreach focus of the Caine Center when hiring faculty and staff. 3. Reduce academic, structural, and administrative barriers and enhance rewards for collaboration across the department and/or College. 4. Employ best practices and distribute authority-responsibility-accountability in order to efficiently and effectively manage the people and activities of the Caine Center. 5. Build strong support from the public sector and private donors to accelerate the attainment of our goals. 6. Enhance the efforts of our valued alumni, friends, advisory board members, and volunteer organizations in attracting and retaining students and generating gifts to support the advancement of our goals. 	



WWAMI

WWAMI is the **University of Washington School of Medicine's (UWSOM)** regional medical education program hosted through the **University of Idaho**, in Moscow, and through **regional clinical training sites around the state**. UWSOM is dedicated to improving the general health and well-being of the public. In pursuit of its goals, the School is committed to **excellence in biomedical education, research, and health care**. The School is also dedicated to ethical conduct in all its activities. As the **pre-eminent academic medical center in our region** and as a national leader in biomedical research, we place special emphasis on educating and training physicians, scientists, and allied health professionals **dedicated to two distinct missions:**

- **Meeting the health care and workforce needs of our region**, especially by recognizing the importance of **primary care** and providing service to **underserved populations**;
- **Advancing knowledge** and assuming leadership in the **biomedical sciences and in academic medicine**.

The School works with public and private agencies to improve health care and advance knowledge in medicine and related fields of inquiry. It acknowledges a **special responsibility to the people** in the states of Washington, Wyoming, Alaska, Montana, and **Idaho**, who have joined with it in a unique

regional partnership. The School is **committed to building and sustaining a diverse academic community** of faculty, staff, fellows, residents, and students and **to assuring that access to education and training** is open to learners from all segments of society, acknowledging a **particular responsibility to the diverse populations within our region.**

As the medical education **contract program between the State of Idaho and the University of Washington**, the WWAMI Medical Program **supports the Strategic Action Plan of its host university, the University of Idaho**, while recognizing its obligation to the mission, goals, and objectives of **its accredited parent program, the UWSOM**. As such, WWAMI does not maintain separate mission statements or strategic action plans different from its parent institution. **Further details about the quality, accessibility, relevancy, and efficiency of the UWSOM WWAMI Program, including its mission, vision, goals, and educational objectives, can be found at:** <http://www.uwmedicine.org/Education/EducationOverview/>



Forest Utilization Research and Outreach (FUR)

2007-2012

STRATEGIC PLAN

Forest Utilization Research and Outreach

Mission Statement

The effect of the Forest Utilization Research and Outreach (FUR) program is to increase the productivity of Idaho's forest lands by conceiving, analyzing, and developing methodologies that improve intensive forest harvesting practices, improve and increase wood use and wood residue utilization technologies, improve forest regeneration, forest and rangeland restoration, and nursery management practices, demonstrate state-of-the-art scientifically, socially and environmentally sound forest and range nursery, regeneration, and management practices, provide through the Policy Analysis Group unbiased factual and timely information on natural resources issues facing Idaho's decision makers.

FUR is located in the College of Natural Resources at The University of Idaho, which is an internationally recognized land-grant research institution combining research, outreach, graduate, and professional education with a strong undergraduate base in the liberal arts.

VISION STATEMENT

Our scholarly and creative activity generates knowledge that strengthens the scientific, economic, cultural, social, and legal foundations of an open, diverse, and democratic society. Our outreach and engagement facilitates the development of prosperous and environmentally sound communities and industries. Our learning activities are integrated with FUR research and seek to engage every student in a transformative journey of discovery and understanding.

Our work is shaped by a passion for knowledge, innovation and creativity, by the rigor of high academic and ethical standards, by the attainment of each individual's full human potential, by the enrichment generated through diversity, and by the dissolution of cultural and organizational barriers. We are committed to improving our community, the communities we serve, and the facilities necessary for us to fulfill our vision and mission.

We emphasize quality and access, focusing our efforts on sustaining strong programs and investing resources in strategic directions that advance the interests of Idaho in an increasingly interdependent and competitive world. Through collaboration across strong academic disciplines, and through the creation of public, private, and community partnerships, we undertake bold initiatives to promote science, technology, and their applications; to catalyze entrepreneurial innovation; to steward the natural environment; and to develop the design, lifestyles and civic infrastructures of sustainable communities.

Alignment with SBOE Goals & Objectives (listed below)	Forest Utilization Research and Outreach (FUR) GOALS & OBJECTIVES	Anticipated Completion Date
Quality Efficiency	Goal 1: Scholarship and Creativity <i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i> Context: Most scientific, social, economic, environmental, legal, and political problems are partly embedded in a complex system of interlinking causes and effects. The University is strategically positioned to effectively address these complex societal issues through interdisciplinary collaboration.	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
Relevancy Quality Efficiency	Objective A: Promote an environment that increases faculty engagement in interdisciplinary scholarship. Strategies: <ol style="list-style-type: none"> 1. Use hiring to strengthen interdisciplinary scholarship that advances the college's strategic themes and land-grant mission. 2. Establish, renew, remodel, and reallocate facilities to encourage collaborative interdisciplinary inquiry and provide access to information resources and innovative technologies. 	
Access Quality	Objective B: Emphasize scholarly and creative activities that support the college's strategic themes, the research-extensive and land-grant missions, and strategically important graduate and professional programs. Strategies: <ol style="list-style-type: none"> 1. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho that improve forest and rangeland regeneration, nursery management practices, and forest and rangeland productivity. 2. Build strategic research and technological transfer activities statewide and regionally through unbiased analyses of the Policy Analysis Group. 	

Alignment with SBOE Goals & Objectives (listed below)	Forest Utilization Research and Outreach (FUR) GOALS & OBJECTIVES	Anticipated Completion Date
Access	<p>Goal 2: Outreach and Engagement</p> <p><i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i></p> <p>Context: <i>The University has a long and strong history of extending agriculturally related teaching and research findings throughout the state. We seek to broaden that outreach and engagement to better link all academic areas of the University with the needs of constituents and stakeholders throughout Idaho.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
Access Efficiency Quality	<p>Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Grow the capacity of the College of Natural Resources to engage with communities by involving faculty and students in programs relevant to local and regional issues. 2. Engage with communities and organizations through flexible partnerships that share resources and respond to local needs and expectations. 3. Foster key industry/business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests, rangelands, and waterways. 	

Alignment with SBOE Goals & Objectives (listed below)	Forest Utilization Research and Outreach (FUR) GOALS & OBJECTIVES	Anticipated Completion Date
Relevancy Access	<p>Goal 3: Teaching and Learning</p> <p><i>Engage students in a transformational experience of discovery, understanding, and global citizenship.</i></p> <p>Context: <i>Our graduates will live, work, compete, and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills, and experiences that advance humankind.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
Access Relevancy Quality	<p>Objective A: Develop effective integrative learning activities to engage and expand student minds.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Provide undergraduate, graduate and professional students with education and research opportunities in nursery management, wood utilization technologies and forest and rangeland regeneration and restoration. 2. Integrate educational experiences into research programs at CNR outdoor laboratories, including the college Experimental Forest, the Forest Nursery complex, and McCall campus. 3. Engage alumni and stakeholders as partners in research, learning, and outreach. 	

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Idaho Geological Survey (IGS)

2007-2012

STRATEGIC PLAN

Idaho Geological Survey

MISSION STATEMENT

The Idaho Geological Survey is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology. The agency is staffed by 10.35 state-funded FTEs and 20-25 externally funded temporary and part-time employees.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental and private agencies. The Idaho Geological Survey's geologic mapping program is the primary applied research function of the agency. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps. Other main Idaho Geological Survey programs include geologic hazards, hydrology, mining, mine safety training, abandoned and inactive mines inventory, and earth science education outreach. As Idaho grows, demand is increasing for geologic information related to population growth, mineral- and water-resource development, landslide hazards and earthquake monitoring.

VISION STATEMENT¹

Our teaching and learning activities seek to engage every student in a transformative journey of discovery and understanding. Our scholarly and creative activity aspires to generate knowledge that strengthens the scientific, economic, cultural, social, and legal foundations of an open, diverse, and democratic society. Our outreach and engagement facilitates lifelong learning and energizes the development of prosperous and environmentally sound communities, while enhancing the relevance and excellence of our academic enterprise. Programs in the arts and athletics aspire to high levels of accomplishment and visibility.

Our work is shaped by a passion for knowledge, innovation and creativity, by the rigor of high academic and ethical standards, by the attainment of each individual's full human potential, by the enrichment generated through diversity, and by the dissolution of cultural and organizational barriers. We are committed to improving our community, the communities we serve, and the facilities necessary for us to fulfill our vision and mission.

We emphasize quality and access, focusing our efforts on sustaining strong programs and investing resources in strategic directions that advance the interests of Idaho in an increasingly interdependent and competitive world. Through collaboration across strong academic disciplines, and through the creation of public, private, and community partnerships, we will undertake bold initiatives to promote science, technology, and their applications; to invigorate the liberal arts and sciences; to catalyze entrepreneurial innovation; to steward the natural environment; and to develop the design, lifestyles and civic infrastructures of sustainable communities.

¹ This Vision Statement was developed by key university leaders under the direction of President Tim White and Provost Doug Baker in the spring of 2006.

Alignment with SBOE Goals & Objectives (listed below)	Idaho Geological Survey (IGS) GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 1: Teaching and Learning</p> <p><i>Engage students in a transformational experience of discovery, understanding, and global citizenship.</i></p> <p>Context: <i>Our graduates will live, work, compete, and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills, and experiences that advance humankind.</i></p>	The IGS publishes an Annual Report as required by its enabling act.
<p>Access Efficiency</p> <p>Access Quality</p> <p>Quality</p>	<p>Objective A: Build and sustain competitive advantages through innovative curricula of distinction.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Expand partnerships with industry, government, schools, and foundations that emphasize active learning opportunities such as internships, practica, athletics, and the arts. 2. Invest in field work and outreach as a means of contributing to learning and the land-grant responsibilities of the University. 3. Establish curricular content that utilizes interdisciplinary student teams to solve complex learning tasks. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho Geological Survey (IGS) GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 1: Teaching and Learning (cont.)</p> <p><i>Engage students in a transformational experience of discovery, understanding, and global citizenship.</i></p> <p>Context: <i>Our graduates will live, work, compete, and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills, and experiences that advance humankind.</i></p>	The IGS publishes an Annual Report as required by its enabling act.
<p>Quality</p> <p>Quality Relevancy</p> <p>Quality Access</p> <p>Quality Efficiency</p>	<p>Objective B: Develop effective integrative learning activities to engage and expand student minds.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Enhance innovation, development, and recognition of high quality teaching and student learning. 2. Expand opportunities for students to experience self discovery through hands-on activities such as graduate-level and undergraduate research, creative activity and service learning, national student exchanges, internships, education abroad, disciplinary competitions, and engagement in professional societies. 3. Provide graduate and professional students with integrated experiences in teaching, research, creative activity, and outreach. 4. Engage students, staff, and faculty in curricular and co-curricular activities that enhance our understanding of our place in a diverse local and global community. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho Geological Survey (IGS) GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 2: Scholarly and Creative Activity</p> <p><i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i></p> <p>Context: <i>Most scientific, social, economic, environmental, legal, and political problems are partly embedded in a complex system of interlinking causes and effects. The University is strategically positioned to effectively address these complex societal issues through interdisciplinary collaboration.</i></p>	The IGS publishes an Annual Report as required by its enabling act.
<p>Access</p> <p>Relevancy</p> <p>Relevancy</p> <p>Quality Relevancy</p>	<p>Objective A: Promote an environment that increases faculty engagement in interdisciplinary scholarship.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Increase hiring to strengthen interdisciplinary scholarship that advances the University's strategic themes and land-grant mission. 2. Strengthen programs that encompass cultural, economic, legal, scientific, policy, environmental, and/or international dimensions. 3. Establish, renew, remodel, and reallocate facilities that encourage collaborative interdisciplinary inquiry and provide access to information resources and innovative technologies. 4. Increase grants that support interdisciplinary activities. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho Geological Survey (IGS) GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 2: Scholarly and Creative Activity (cont.)</p> <p><i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i></p> <p>Context: Most scientific, social, economic, environmental, legal, and political problems are partly embedded in a complex system of interlinking causes and effects. The University is strategically positioned to effectively address these complex societal issues through interdisciplinary collaboration.</p>	The IGS publishes an Annual Report as required by its enabling act.
<p>Quality Relevancy</p> <p>Quality Efficiency</p> <p>Access Quality</p> <p>Quality Relevancy</p>	<p>Objective B: Emphasize scholarly and creative activities that support the University's strategic themes, the research-extensive and land-grant missions, and strategically important graduate and professional programs.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Improve and expand start-up packages and compensation that attract and retain a diverse, competitive faculty in the scholarly modes of discovery, application, integration, and teaching. 2. Strengthen library capacity, collections and technological innovation to improve access to information sources. 3. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens, government, economy, and environment in the state of Idaho. 4. Build strategic educational, research, and/or technological transfer activities regionally, nationally, and abroad. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho Geological Survey (IGS) GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 3: Outreach and Engagement</p> <p><i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i></p> <p>Context: <i>The University has a long and strong history of extending agriculturally related teaching and research findings throughout the state. We seek to broaden that outreach and engagement to better link all academic areas of the University with the needs of constituents and stakeholders throughout Idaho.</i></p>	The IGS publishes an Annual Report as required by its enabling act.
<p>Relevancy</p> <p>Relevancy Efficiency</p> <p>Quality Access</p> <p>Relevancy</p> <p>Efficiency</p> <p>Relevancy</p>	<p>Objective A: Build upon, strengthen, and connect the University of Idaho Extension with other parts of the University to engage in mutually beneficial partnerships with stakeholders.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Grow the capacity of the University to engage with communities by involving all faculty who have programs relevant to local, regional, national and international issues. 2. Engage with communities and organizations through flexible partnerships that share resources and respond to needs and expectations. 3. Partner with other educational institutions, industry, not-for-profits, and public agencies to enhance outreach delivery and quality. 4. Conduct periodic assessments of the needs of the state and work to address those needs. 5. Integrate sustainability into all facets of community engagement and outreach. 6. Broadly and intensively communicate the activity and impact of the University's engagement with society. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho Geological Survey (IGS) GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 3: Outreach and Engagement (cont.)</p> <p><i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i></p> <p>Context: <i>The University has a long and strong history of extending agriculturally related teaching and research findings throughout the state. We seek to broaden that outreach and engagement to better link all academic areas of the University with the needs of constituents and stakeholders throughout Idaho.</i></p>	The IGS publishes an Annual Report as required by its enabling act.
<p>Access Relevancy</p> <p>Access</p> <p>Access Relevancy</p>	<p>Objective B: Deliver undergraduate, graduate, continuing professional education, and Extension programs and opportunities for life long learning.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop an array of academic and outreach programs based on community needs and University expertise. 2. Determine effective program delivery modes as a function of site, available technology, partnerships, and learner characteristics. 3. Have programs and stakeholders reflect the faces and places of Idaho, including those who have been underserved or underrepresented. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho Geological Survey (IGS) GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 4: Organization, Culture, and Climate</p> <p><i>Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.</i></p> <p>Context: <i>To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.</i></p>	The IGS publishes an Annual Report as required by its enabling act.
<p>Quality</p> <p>Quality</p> <p>Quality Efficiency</p> <p>Quality Relevancy</p> <p>Quality Efficiency</p>	<p>Objective A: Sustain and enhance a positive work climate to enhance the quality of University life.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Ensure that the University is a safe work and educational environment for its employees and students through proper training and monitoring. 2. Align employees' position descriptions and reward structures with institutional priorities. 3. Create formal and informal opportunities for students, staff, and faculty to learn from each other and build meaningful collaborations. 4. Provide all new students and employees the opportunity for diversity and cultural competence training as a component of their initial orientation and offer ongoing training for all students, staff, and faculty. 5. Provide ongoing opportunities for self discovery and personal and professional growth through cultural, social, recreational, diversity, wellness, and continuing professional development programming. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho Geological Survey (IGS) GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 4: Organization, Culture, and Climate (cont.)</p> <p><i>Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.</i></p> <p>Context: <i>To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.</i></p>	The IGS publishes an Annual Report as required by its enabling act.
<p>Relevancy</p> <p>Quality Access</p> <p>Efficiency</p>	<p>Objective B: Sustain and enhance an organizational structure, policies, and procedures that enable the University to attain its other goals.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Advance an attitude of making choices, taking actions, and developing mechanisms for making investments in people, programs, places, and processes. 2. Reduce academic, structural, and administrative barriers and enhance rewards for collaboration across the University in all of its locations. 3. Build strong support from the public sector and private donors to accelerate the attainment of our University goals. 	

Alignment with SBOE Goals & Objectives (listed below)	Idaho Geological Survey (IGS) GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 4: Organization, Culture, and Climate (cont.)</p> <p><i>Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.</i></p> <p>Context: <i>To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.</i></p>	The IGS publishes an Annual Report as required by its enabling act.
<p>Access Quality</p> <p>Efficiency</p> <p>Efficiency</p>	<p>Objective B: Sustain and enhance an organizational structure, policies, and procedures that enable the University to attain its other goals.</p> <p>Strategies: (cont.)</p> <ol style="list-style-type: none"> 4. Enhance the efforts of our valued alumni, friends, advisory board members, and volunteer organizations in attracting and retaining students and generating gifts to support the advancement of the University goals. 5. Establish facilities that encourage collaborative interdisciplinary inquiry using informational resources and innovative technologies. 6. Foster a university that is academically, culturally, fiscally, and environmentally sustainable. 	



AGRICULTURAL RESEARCH & EXTENSION SYSTEM STRATEGIC PLAN

2007-2012

THE AGRICULTURAL RESEARCH & EXTENSION SYSTEM STRATEGIC PLAN 2007-2012

The Agricultural Research and Extension System (ARES) is part of the Land-Grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens through education by helping them apply the latest scientific technology to their communities, businesses, lives and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet needs in Idaho's agriculture, natural resources, youth and family and related areas.

VISION STATEMENT

As a dynamic and responsive knowledge organization serving needs in agriculture, natural resources, the environment, families, consumers, youth and communities, we will integrate the functions of research and extension in an environment of academic excellence that addresses:

- the needs for lifelong learning through innovative programs,
- creative solutions to needs in Idaho through a research system that generates and applies knowledge, and
- an extension system that extends this knowledge to Idaho citizens for use in problem solving at a time and place of their convenience.

MISSION STATEMENT

The Agricultural Research & Extension System's mission is to support economic growth and enhance the quality of life for the people of Idaho by:

- preparing students to be innovative leaders in a global society,
- helping people improve their lives through research-based education and leadership development focused on issues and needs, and
- providing new knowledge to support agriculture and enhance the understanding of natural and human resources.

Alignment with SBOE Goals & Objectives (listed below)	Agricultural Research & Extension System GOALS & OBJECTIVES	Anticipated Completion Date
	Goal 1: Teaching and Learning <i>Engage students in a transformational experience of discovery, understanding, and global citizenship.</i> Context: <i>Our graduates will live, work, compete, and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills, and experiences that advance humankind.</i>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
Quality Relevant Access Efficient Access Relevant Access Relevant Quality	Objective A: Build and sustain competitive advantages through innovative curricula of distinction. Strategies: <ol style="list-style-type: none"> 1. Develop learning outcomes at program levels for graduate and undergraduates. 2. Use learning outcomes assessment pro-actively as a means to keep teaching and learning vital, contemporary, and grounded. 3. Expand partnerships with industry, government, schools, and foundations that emphasize active learning opportunities such as internships and practica. 4. Invest in field work and outreach as a means of contributing to learning and the land-grant responsibilities of the University. 5. Develop flexible course schedules and year-round programs to meet student needs throughout the University. 6. Establish curricular content that utilizes interdisciplinary student teams to solve complex learning tasks. 	

Alignment with SBOE Goals & Objectives (listed below)	Agricultural Research & Extension GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 1: Teaching and Learning (cont.)</p> <p><i>Engage students in a transformational experience of discovery, understanding, and global citizenship.</i></p> <p>Context: <i>Our graduates will live, work, compete, and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills, and experiences that advance humankind.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality</p> <p>Quality Relevant Efficient</p> <p>Quality Access</p> <p>Relevant</p> <p>Quality Access</p> <p>Quality</p> <p>Quality Efficient</p>	<p>Objective B: Develop effective integrative learning activities to engage and expand student minds.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Enhance innovation, development, and recognition of high quality teaching and student learning. 2. Expand opportunities for students to experience self discovery through hands-on activities such as graduate-level and undergraduate research, creative activity and service learning, national student exchanges, internships, education abroad, disciplinary competitions, and engagement in professional societies. 3. Provide graduate and professional students with integrated experiences in teaching, research, creative activity, and outreach. 4. Integrate educational experiences with the living and learning environments. 5. Engage alumni and stakeholders as partners in student recruitment, retention, mentoring, learning, and post-graduation transitions. 6. Engage students in personal mentoring and academic advising to facilitate their learning. 7. Engage students, staff, and faculty in curricular and co-curricular activities that enhance our understanding of our place in a diverse local and global community. 	

Alignment with SBOE Goals & Objectives (listed below)	<h1 style="text-align: center;">Agricultural Research & Extension System</h1> <h2 style="text-align: center;">GOALS & OBJECTIVES</h2>	Anticipated Completion Date
	<p>Goal 2: Scholarly and Creative Activity</p> <p><i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i></p> <p>Context: Most scientific, social, economic, environmental, legal, and political problems are partly embedded in a complex system of interlinking causes and effects. The Agricultural Research and Extension System is strategically positioned to effectively address these complex societal issues through interdisciplinary collaboration.</p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality</p> <p>Quality Efficient</p> <p>Quality Efficient</p> <p>Access</p> <p>Relevant</p> <p>Efficient</p> <p>Relevant</p>	<p>Objective A: Promote an environment that increases faculty engagement in interdisciplinary scholarship.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Establish administrative structures, policies, procedures, and incentives for faculty, departments, centers/institutes, and colleges to participate in interdisciplinary programs. 2. Ensure that individual levels of effort in interdisciplinary programs and grants are adequately recognized by their department and college. 3. Improve and strengthen faculty appointments, position descriptions, advancement, and recognitions to ensure interdisciplinary collaboration is attractive and effective. 4. Increase hiring to strengthen interdisciplinary scholarship that advances strategic themes and the land-grant mission. 5. Strengthen programs that encompass cultural, economic, legal, scientific, policy, environmental, and/or international dimensions. 6. Establish, renew, remodel, and reallocate facilities that encourage collaborative interdisciplinary inquiry and provide access to information resources and innovative technologies. 7. Increase grants that support interdisciplinary activities. 	

Alignment with SBOE Goals & Objectives (listed below)	<h1 style="text-align: center;">Agricultural Research & Extension System</h1> <h2 style="text-align: center;">GOALS & OBJECTIVES</h2>	Anticipated Completion Date
	<p>Goal 2: Scholarly and Creative Activity (cont.)</p> <p><i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i></p> <p>Context: Most scientific, social, economic, environmental, legal, and political problems are partly embedded in a complex system of interlinking causes and effects. The Agricultural Research and Extension System is strategically positioned to effectively address these complex societal issues through interdisciplinary collaboration.</p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Quality</p> <p>Quality</p> <p>Efficient</p> <p>Relevant Quality</p> <p>Efficient</p> <p>Relevant</p> <p>Quality Relevant</p>	<p>Objective B: Emphasize scholarly and creative activities that support the Agricultural Research & Extension System strategic themes, the research-extensive and land-grant missions, and strategically important graduate and professional programs.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Increase the number of competitive graduate assistantships. 2. Improve and expand start-up packages and compensation that attract and retain a diverse, competitive faculty in the scholarly modes of discovery, application, and integration. 3. Increase the number of endowed faculty positions and fellowships. 4. Allocate physical and financial resources for operation, maintenance, safety, and security of technical infrastructure facilities. 5. Partner with faculty and staff from all disciplines and professions to provide grant processing management support, and proposal preparation assistance on proposals submitted to government agencies, private organizations and foundations, and industries. 6. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens, government, economy, and environment in the state of Idaho. 7. Build strategic research, extension, and/or technological transfer activities regionally, nationally, and abroad. 	

Alignment with SBOE Goals & Objectives (listed below)	Agricultural Research & Extension System GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 3: Outreach and Engagement</p> <p><i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i></p> <p>Context: <i>The Agricultural Research & Extension System has a long and strong history of extending agriculturally related teaching and research findings throughout the state. We seek to broaden outreach and engagement to better link all academic areas with the needs of constituents and stakeholders throughout Idaho.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
Quality Efficient Quality Relevant Relevant Relevant Relevant Efficient Relevant	<p>Objective A: Build upon, strengthen, and connect the Agricultural Research & Extension System with other parts of the University to engage in mutually beneficial partnerships with stakeholders.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop a coordinated funding strategy for Agricultural Research & Extension System engagement that complements resources received from county, state, and federal sources. 2. Build an organizational system that empowers, encourages, and recognizes scholarly engagement relevant to the issues and needs of Idaho and our region. 3. Grow the capacity of the Agricultural Research & Extension System to engage with communities by involving all faculty who have programs relevant to local, regional, national and international issues. 4. Engage with communities and organizations through flexible partnerships that share resources and respond to needs and expectations. 5. Foster key industry/business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer. 6. Conduct periodic assessments of the needs of the state and work to address those needs. 7. Integrate sustainability into all facets of community engagement. 8. Broadly and intensively communicate the activity and impact of the Agricultural Research & Extension System engagement with society. 	

Alignment with SBOE Goals & Objectives (listed below)	Agricultural Research & Extension System GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 3: Outreach and Engagement (cont.)</p> <p><i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance discovery and creativity.</i></p> <p>Context: <i>The Agricultural Research & Extension System has a long and strong history of extending agriculturally related teaching and research findings throughout the state. We seek to broaden outreach and engagement to better link all academic areas with the needs of constituents and stakeholders throughout Idaho.</i></p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
<p>Access</p> <p>Access Relevant</p> <p>Access</p> <p>Access</p> <p>Access</p>	<p>Objective B: Deliver undergraduate, graduate, research and extension programs and opportunities for life long learning.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Design and implement a system that promotes access to program/course delivery statewide and facilitates faculty in course/program design and development. 2. Develop an array of programs based on community needs and Agricultural Research & Extension System expertise. 3. Determine effective program delivery modes as a function of site, available technology, partnerships, and learner characteristics. 4. Have programs and stakeholders reflect the faces and places of Idaho, including those who have been underserved or underrepresented. 5. Grow and support community internships and service learning activity as opportunities for students and communities to engage for mutual benefit. 	

[illegible]

Alignment with SBOE Goals & Objectives (listed below)	Agricultural Research & Extension System GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 4: Organization, Culture, and Climate (cont.)</p> <p><i>Create and sustain an energized community that is adaptable, dynamic, and vital to enable the Agricultural Research & Extension System to advance strategically and function efficiently.</i></p> <p>Context: <i>To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The Agricultural Research & Extension System needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.</i></p>	
Relevant Quality Efficient Quality Efficient Efficient	<p>Objective B: Sustain and enhance an organizational structure, policies, and procedures that enable the Agricultural Research & Extension System to attain its other goals.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Advance an attitude of making choices, taking actions, and developing mechanisms for making investments in people, programs, places, and processes. 2. Reduce barriers and enhance rewards for collaboration across the Agricultural Research & Extension System in all of its locations. 3. Employ best practices and distribute authority-responsibility-accountability to efficiently and effectively manage the people, programs, and places of the Agricultural Research & Extension System. 4. Enhance accountability measures and employ them to assess our progress on strategic issues. 5. Build strong support from the public sector and private donors to accelerate the attainment of our Agricultural Research & Extension System goals. 	

Alignment with SBOE Goals & Objectives (listed below)	Agricultural Research & Extension System GOALS & OBJECTIVES	Anticipated Completion Date
	<p>Goal 4: Organization, Culture, and Climate (cont.)</p> <p><i>Create and sustain an energized community that is adaptable, dynamic, and vital to enable the Agricultural Research & Extension System to advance strategically and function efficiently.</i></p> <p>Context: To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The Agricultural Research & Extension System needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.</p>	Annual reports will be generated for each of these objectives, tracking multiple key performance indicators.
Efficient Quality Access Efficient Efficient Efficient	<p>Objective B: Sustain and enhance an organizational structure, policies, and procedures that enable the Agricultural Research & Extension System to attain its other goals.</p> <p>Strategies: (cont.)</p> <ol style="list-style-type: none"> 6. Develop a fund raising effort across the Agricultural Research & Extension System and its constituents to generate and sustain the resources necessary to implement the strategic plan. 7. Enhance the efforts of our valued alumni, friends, advisory board members, and volunteer organizations in attracting and retaining students and generating gifts to support the advancement of the Agricultural Research & Extension System goals. 8. Strengthen financial and administrative operations so that they meet the needs of faculty, staff, and students, and those of our constituents and stakeholders. 9. Establish facilities that encourage collaborative interdisciplinary inquiry using informational resources and innovative technologies. 10. Foster an Agricultural Research & Extension System that is academically, culturally, fiscally, and environmentally sustainable. 	

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Lewis-Clark State College

Strategic Plan Summary

FY2005-2009

[Note: This outline, submitted on 15 May 2007 to the Office of the State Board of Education (in the format specified by the OSBE staff in the fall of 2004), provides excerpts of several elements from LCSC's rolling, 5-year strategic plan. The unabridged version of LCSC's Strategic Plan (available upon request) documents the comprehensive, College-wide process that has been put into place to integrate planning, programming, budgeting, and assessment activities at LCSC. The LCSC plan is linked to the most recent SBOE strategic plan. Questions on LCSC's plans and planning process should be directed to LCSC's Office of Institutional Planning, Research, and Assessment (IPRA) at (208) 792-2065 or instres@lcsc.edu.]

Lewis-Clark State College

Strategic Plan FY2005-2009

"A good plan today is better than a perfect plan tomorrow."

"If everyone is thinking alike then somebody isn't thinking."

George S. Patton

Preamble LCSC is unique among Idaho's four-year public colleges and universities. It is a teaching-centered institution that provides a small-school learning environment at a public institution price. Its integrated, three-part mission—academic, professional-technical, and community programs—and its operational approach make it one of the most accessible portals into higher education and career success for all segments of Idaho's population.

In 2001, LCSC adopted a new strategic planning process that now engages all elements of the college in planning, assessment, and execution of our programs. Our strategic planning process enables us to provide high quality, accessible, relevant, and efficient services to Idaho taxpayers. As of the time of this snapshot to the Office of the State Board (15 May 2007), LCSC is beginning the sixth annual iteration of our integrated planning-programming-budgeting process. We were pleased to have been commended during our latest accreditation visit by the Northwest Commission on Colleges and Universities for our strategic planning process.

The following pages contain selected excerpts from the LCSC Five-Year Strategic Plan (FY05-09) in the format specified by the State Board Staff. The full plan outlines LCSC's strategic environment, analyzes institutional strengths and weaknesses, projects future trends, and provides detailed planning guidance under multiple budget scenarios to LCSC units for the execution year (current fiscal year), budget preparation year (next fiscal year), and out-years of the current strategic planning window. Please refer to the basic plan for the list of SBOE, DPTE, and LCSC goals/objectives; analyses of institutional issues and key external factors; the description of the LCSC strategic planning process;

organizational structure; performance measure; President's Program Guidance (PG) initiatives; Unit Action Plans; and the LCSC family of plans index.


Dene K. Thomas President

VISION STATEMENT

[From Page 5, basic plan]

Unique among Idaho's institutions of higher education, LCSC will fulfill the SBOE vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team. LCSC's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on quality of instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs. Lewis-Clark students' personalized instruction will be complemented by personal application of knowledge and skills in the real world, as embodied in the College's motto: "*Connecting Learning to Life*." LCSC will be an active partner with the K-12 school system, community service agencies, and private enterprises and will support regional economic and cultural development. LCSC will strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs; student fees; housing, textbook, and lab costs; and financial assistance to ensure affordability. LCSC will vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness. LCSC will nurture the development of strong personal values and will emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the state, the nation, and the world.

MISSION STATEMENT

[From Pages 3-4, basic plan.]

Lewis-Clark State College was established by the Idaho State Legislature in 1893 as "Lewiston State Normal School," reflecting the College's initial—and continuing—mission as a teacher training institution. The College's reputation for excellence in teacher training and its focus on teaching and learning in all of its educational and training programs have continued as LCSC has grown to meet the expanding needs of Idaho's citizens. Today, LCSC provides an array of programs in the liberal arts and

sciences, with primary emphasis in business, criminal justice, nursing, professional-technical education, social work, and teacher education.

LCSC's Carnegie classification is *Baccalaureate College—Diverse* with the “diverse” designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is “small four-year, primarily non-residential.”

LCSC's academic, professional, and community programs—coupled with its small school atmosphere and an emphasis on student engagement and applied learning—serve constituencies throughout the state. LCSC's integrated, three-part mission and its operating philosophy have contributed to its recent dramatic growth in enrollment. In the time period since July 2001 when LCSC's chief executive officer, President Dene K. Thomas, assumed her duties as the College's 14th president, LCSC has been the fastest-growing four-year public college/university in Idaho, with a 26% growth in enrollment since FY2001.

LCSC's official role and mission statement (approved by the SBOE in 1998) is provided below:

“1. Type of Institution

Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans.

Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and professional-technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. Programs and Services (listed in order of emphasis)

- . • **Baccalaureate Education:** Offers a wide range of baccalaureate degrees and some qualified professional programs.
- . • **Associate Education:** Offers a wide range of associate degrees and some qualified professional programs.
- . • **Certificates/Diplomas:** Offers a wide range of certificates and diplomas.
- . • **Distance Learning:** Uses a variety of delivery methods to meet the needs of diverse constituencies.
- . • **Technical and Workforce Training:** Offers a wide range of professional, technical and outreach programs.
- . • **Continuing Education:** Provides a variety of life-long learning opportunities.

- **Research:** Conducts select coordinated and externally funded research studies.
- **Graduate:** None.

3. Constituencies Served: The institution serves students, business and industry, the professions, and public sector groups primarily within the region and throughout the state, as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.”

Lewis-Clark State College STRATEGIC PLAN

Alignment with SBOE Goals & Objectives	GOALS & OBJECTIVES [SBOE, DPTE, and LCSC Goals/Objectives are listed on pp. 7-13 of the basic plan. This table lists a representative sample of specific Presidential Program Guidance (PG) initiatives which implement those goals. The complete list of LCSC PGs is contained in Annex D of the basic plan.]	Anticipated Completion Date
	I. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.	
I (also II)	PG-09: Faculty/Staff Compensation: Compensation Review Committee in full operation since FY06. Developed salary tracking system. Recommended initial salary and CEC guidelines.	Annually (review & revise salary tracking system & CEC guidelines as necessary)
I (also II, IV)	PG-13: Information Technology (IT) Long-Term Plan update [Information Technology Planning Group completed year-long analysis, submitted recommendations in Spring 2006]	1 May 08 (continue implementing findings)
I (also II, IV)	PG-30: Update of Campus Facilities Master Plan (CFMP) [CFMP drafted in FY2006]	1 Apr 08
	II. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	

II (also I, IV)	PG-08: LCSC Strategic Enrollment Plan: Review and assess annual Strategic Enrollment Plan.	Annual report
II (also I)	PG-20: Dual-Credit programs (policies, program coordination) [Policy clarifications and process improvements carried out in FY06 for High School dual-credit programs.]	1 Jan 08 (progress report)
II (also I, IV)	PG-25: Developmental (remedial courses) [Planning, funding, and coordination of developmental courses addressed in FY06 highlighted during Legislative hearings in Jan06.]	1 Jan 08 (progress report)
II (also I, IV)	PG-50: Student Housing—Address planning considerations for upgrade and usage of other older residence facilities; optimize residential space utilization.	30 Aug 07 (facility use optimized)

	III. RELEVANCE: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
III (also I, II, IV)	PG-16: Review of Baccalaureate degrees (BA/BS/BAS/BAT/BASAT) [Task force findings completed in AY2004-5. Referred to faculty in AY2005-6 for detailed staffing]	1 Jan 08 (progress report)
III (also I)	PG-48: Fundamental review of General Education Core curriculum [Gen Ed Task Force fundamental review in FY05. Streamlined Gen Ed Committee entered operation in FY06. Core curriculum goals were approved by the Faculty Senate in Spring 2007. Work continues on objectives, structure, assessment, and curriculum.]	1 May 08 (implementation of plan)
	IV. EFFICIENCY: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
IV (also I, II)	PG-02: LCSC Strategic Financial Plan: Groundwork in FY2006 by Planning, Budget, and Controller's offices.	Sept 07 (draft plan submitted)
IV (also I, II)	PG-11: Review of Faculty/Staff Workload [Process put in place in FY2006 to address LCSC internal mgt needs as well as to address 2005 Legislation mandating faculty workload tracking and reporting.]	1 Oct 07 (annual reports)

IV	PG-54: Employee Professional Development and Training (PDT) Process: Review PDT process.	1 Aug 08 (first year review of PDT)
IV (also II)	PG-29: Coeur d'Alene Long-Range Plan: Work with NICHE partners to improve coordination on use of office and classroom space in Coeur d'Alene; explore options for increased programmatic cooperation with partners.	1 Aug 08 (progress report to Provost and President)
IV (also II)	PG-30: Facilities Planning Initiatives: Update plan to reflect FY08 construction projects and Alteration and Repair projects approved by the State, and revised requests for FY09 and beyond.	15 Sept 07 (modified plan submitted)

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*Eastern Idaho Technical
College*

STRATEGIC PLAN

2008-2012

Eastern Idaho Technical College STRATEGIC PLAN 2008-2012

The Eastern Idaho Technical College (EITC) Strategic Plan (The Plan) has been developed in response to the statutory requirements in Idaho Code (see Title 67) and further described in the Office of the State Board of Education (OSBE) Governing Policies and Procedures document (see Section I dated April 2002). The Plan is an integral part of the OSBE overall planning process and aides in the delivery of quality professional-technical education in the nine county EITC service area. The Plan aligns and incorporates the strategic direction of the OSBE and the State Division of Professional-Technical Education (SDPTE).

The EITC Strategic Plan serves to maintain the focus of the college on providing quality education to our students and providing well trained and qualified individuals to employers. The Plan is considered a living document and is an integral part of annual and long-term planning efforts. Instructional and business decisions, including personnel and budgetary considerations, are made based on The Plan. The Plan also serves as the basis for annual execution plans and institutional planning and effectiveness.

Eastern Idaho Technical College's Strategic Plan 2008-2012 is intended to outline what the college needs to accomplish and establish our primary direction for the coming five (5) year period. The details of how we intend to accomplish these goals and objectives will be spelled out in the more detailed Eastern Idaho Technical College Plan under separate cover (not included with this submission).

A handwritten signature in black ink, appearing to read "William A. Robertson". The signature is fluid and cursive, with the first name "William" being more prominent than the last name "Robertson".

William A. Robertson - President

MISSION STATEMENT

Eastern Idaho Technical College provides superior educational services in a positive learning environment that supports student success and regional workforce needs.

VISION STATEMENT

Our vision is to be a superior quality professional-technical college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to any college, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

Eastern Idaho Technical College **STRATEGIC PLAN 2008-2012**

Alignment with SDPTE Goals & Objectives	Alignment with OSBE Goals & Objectives	<i>Eastern Idaho Technical College</i> GOALS & OBJECTIVES	Anticipated Completion Date
OSBE Quality – Continuously improve the quality of Idaho’s education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement and a well-informed citizenry.			
1.3, 2.4, 2.5	Quality	I. Develop a comprehensive marketing campaign to promote college services and improve public perception of the college.	Ongoing Annual Review
1.4	Quality	II. Provide and continually plan for a quality campus environment that encourages student growth, fosters respect for people, advocates positive human interaction and serves the diverse student and community populations within the dimensions of college resources.	Ongoing Annual Review
1.1, 3.1	Quality	III. Fulfill our role as a superior technical college.	Ongoing Annual Review
3.2	Quality	III e. Provide support services that enhance the educational experience of students, including advising, counseling, career planning, placement and other activities.	Ongoing Annual Review
1.4, 1.5	Quality	IV. Analyze existing staffing patterns at the college in support of improved efficiency and replacement staffing needs.	Ongoing Annual Review
OSBE Access – Provide individuals of all ages and abilities access to services to develop their skills, knowledge and social awareness in order to be responsible citizens, globally competitive workers and lifelong learners.			
2	Access	II. Provide and continually plan for a quality campus environment that encourages student growth, fosters respect for people, advocates positive human interaction and serves the diverse student and community populations within the dimensions of college resources.	Ongoing Annual Review

1.1, 1.6, 2.2, 2.3	Access	III a. Provide postsecondary professional technical education for students who plan to enter full-time employment after completing a one or two-year curriculum.	Ongoing Annual Review
1.7, 2.9, 3.4	Access	III b. Participate in the economic development of the service area through collaborative planning, training, and education.	Ongoing Annual Review
2.3, 2.9	Access	III c. Offer developmental programs in adult literacy, General Educational Development, Adult Basic Education and English as a Second Language.	Ongoing Annual Review
1.1, 2.2, 2.3, 2.7, 2.8	Access	III d. Extend professional-technical education to students currently enrolled in area secondary schools.	Ongoing Annual Review
2.9	Access	III e. Provide support services that enhance the educational experience of students, including advising, counseling, career planning, placement and other activities.	Ongoing Annual Review
1.3, 1.7, 2.5, 2.6, 2.7	Access	III f. Maintain and enhance partnerships with regional high schools, colleges, universities, businesses, industry, government and health care institutions.	Ongoing Annual Review
2	Access	III g. Provide an alternative instructional delivery system to enhance learning for all students.	Ongoing Annual Review
OSBE: Relevancy – Ensure services are relevant to the needs of Idaho’s citizens, workforce, business, industry and local, state and federal government.			
3	Relevancy	III a. Provide postsecondary professional technical education for students who plan to enter full-time employment after completing a one or two-year curriculum.	Ongoing Annual Review
2, 3	Relevancy	III b. Participate in the economic development of the service area through collaborative planning, training, and education.	Ongoing Annual Review
2.9	Relevancy	III c. Offer developmental programs in adult literacy, General Educational Development, Adult Basic	Ongoing Annual Review

		Education and English as a Second Language.	
1.3, 1.7, 2.5, 2.6, 2.7	Relevancy	III f. Maintain and enhance partnerships with regional high schools, colleges, universities, businesses, industry, government and health care institutions.	Ongoing Annual Review
OSBE Efficiency – Ensure maximum benefit from education resources through effective operation and management of the educational system.			
4.1	Efficiency	II. Establish mechanisms for enhanced internal communication.	Ongoing Annual Review
1.3, 1.7, 2.5, 2.6, 2.7	Efficiency	III f. Maintain and enhance partnerships with regional high schools, colleges, universities, businesses, industry, government and health care institutions.	Ongoing Annual Review
2.2, 2.3	Efficiency	III g. Provide an alternative instructional delivery system to enhance learning for all students.	Ongoing Annual Review
4.2	Efficiency	IV. Analyze existing staffing patterns at the college in support of improved efficiency and replacement staffing needs.	Ongoing Annual Review



College of Southern Idaho STRATEGIC PLAN

2005-2010

College of Southern Idaho STRATEGIC PLAN 2005-2010

Preamble:

This iteration of the College of Southern Idaho strategic plan shows a very close alignment between the unique mission-oriented goals of the college and the systemic goals and objectives of the State Board of Education.

This side by side comparison of the goals of the two entities demonstrates the College's commitment to discharge its institutional responsibilities while collaborating with sister institutions and agencies in the delivery of community and student opportunities.

Gerald L. Beck, President

MISSION STATEMENT

The College of Southern Idaho, a comprehensive community college, provides educational, social and cultural opportunities for a diverse population of South Central Idaho. In this rapidly changing world, CSI encourages our students to lead enriched, productive and responsible lives.

College of Southern Idaho STRATEGIC PLAN 2005-2010

***Indicates % of tracking alignment; i.e., Tracks 80% to SBOE Goals & Objectives**

Alignment with SBOE Goals & Objectives	College of Southern Idaho GOALS & OBJECTIVES	Anticipated Completion Date
*Quality tracks 85%	1. QUALITY: Direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.	
Competitiveness CSI Goal II	CSI Quality Goals and Objectives 1.1 Discharge duties inventively and creatively... The goal of "innovation" is to establish and to maintain the inventive spirit of the College. (CSI Goal II, "Innovation", statement of strategy.) Objectives 1.1.a Continuously scan pertinent educational and business environments to ensure that programs meet forward-looking student, academic, and business needs and respond appropriately. (II-A,1) 1.1.b Ensure that objective standards, processes, and procedures are in place to determine effectiveness of program mission and function; student preparation and instructional methods; student performance and outcomes. Take corrective action where indicated. (II-A,2) 1.1.c Continuously enhance student access, improved learning, and internal and external services with up-to-date proven technology. (II-B,1) 1.1.d Provide faculty, staff, and administration experience with emerging technologies. (II-B,2)	On-going
II-A,1; II-A,2 II-B,1; II-B,2		Annually
		Annually
		On-going
		On-going
Achievement CSI Goal IV	1.2 Enhance potential successes and high-level achievement through the development and management of human, physical, and financial resources. (CSI Goal IV, "Fully Develop Resources", statement of strategy)	On-going

IV-A,1; IV-A,3; IV-A,4; IV-B,2; IV-B,7	<p>Objectives</p> <p>1.2.a Institute and refine system-wide professional development and renewal. (IV-A,1)</p> <p>1.2.b Cooperatively review personnel classification system; job descriptions; and evaluation process. (IV-A,3)</p> <p>1.2.c Reaffirm salary competitiveness goals. (IV-A,4)</p> <p>1.2.d Develop grounds and facilities that are safe. (IV-B,2)</p> <p>1.2.e 2004 Initiative on Safety and Security. (IV-B,7)</p> <p>1.3 Promote habitual characteristics of respectful and courteous interactions with the widening diversity of the internal community as well as the community at large; enable access to educational and training opportunities; and, demand the highest possible quality of performance. (CSI Goal I, "Service", Statement of Strategy)</p>	<p>Complete</p> <p>Complete</p> <p>Annually</p> <p>Complete</p> <p>On-going</p> <p>On-going</p>
<p>Well informed Citizenry CSI Goal I</p> <p>I-C,3; I-D,1; I-D,2; I-D,3; I-D,4</p>	<p>Objectives</p> <p>1.3.a Establish a systematic survey process to obtain input about the quality of service exhibited by the College, internally, with former students, and with the community at large. (I-C,3)</p> <p>1.3.b Develop process for balancing student growth with quality instruction on an ongoing basis. (I-D,1)</p> <p>1.3.c Set expectations for quality programs and services by assuring that standards of performance and measurements of compliance are in place. (I-D,2)</p> <p>1.3.d Assure quality of instruction in all programs in cooperation with faculty, department heads, division directors, and deans. (I-D,3)</p> <p>1.3.e 2004 Initiative on Quality Instruction and Student Growth. (I-D,4)</p>	<p>Annually</p> <p>Complete</p> <p>Annually</p> <p>On-going</p> <p>Annually</p>

	<p>2.2.d Reinvigorate programs to increase recruitment, retention, and placement of students. (I-A,3)</p> <p>2.2.e Continuously enhance student access, improved learning, and internal and external services with up-to-date proven technology. (II-B,1)</p> <p>2.2.f Maintain and invigorate partnerships with community organizations to further cultural and artistic programs and events. (III-D,5)</p>	<p>On-going</p> <p>On-going</p> <p>Annually</p>
*Relevant tracks 90%	3. RELEVANT: Ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.	
<p>Relevant</p> <p>Citizens, Workforce, Business/ Industry</p> <p>II-A, 1; II-A,2; II-A,3; III-D, 4; II-C,1; IV-C,1</p> <p>Governments II-C,1; IV-C,1</p> <p>*Efficient tracks</p>	<p>CSI Relevant Goals and Objectives</p> <p>3.1 Discharge duties inventively and creatively. This entrepreneurial environment is fostered by administrators and all other employees who undertake thoughtful, insightful, and forward-looking decisions and reasonable risk may be a part of the College enterprise. (CSI Goal II, "Innovation", statement of strategy.)</p> <p>3.2 Continuously scan pertinent educational and business environments to ensure that programs meet forward-looking student, academic, and business needs and respond appropriately. (II-A,1)</p> <p>Objectives</p> <p>3.2.a Ensure that objective standards, processes, and procedures are in place to determine effectiveness of program mission and function... (II-A,2)</p> <p>3.2.b Continuously analyze, regularly report upon and make recommendations related to improvement opportunities in distance learning, internet, and the evolving data, video and voice technologies. (II-A,3)</p> <p>3.2.c Provide organizational leadership in regional economic development. (III-D,4)</p> <p>3.3 Maintain and establish cordial working relationships with supervisory agencies and elected officials. (II-C,1)</p> <p>3.4 Manage and invest money resources prudently on</p>	<p>On-going</p> <p>Annually</p> <p>Annually</p> <p>On-going</p> <p>Annually</p> <p>On-going</p> <p>Annually</p>

80%	behalf of the public in the service area. (IV-C,1) 4. EFFICIENT: Ensure maximum benefit from education resources through efficient operation and management of the education system and investments in student learning centered software.	
Efficient	CSI Efficient Goals and Objectives	
Maximum Benefit from Resources IV-C,1; IV-C,2; II-C,2; II-C,3; I-A, 4; II-B,1; II-B,2 II-B,3	4.1 In the development and delivery of programs and services internally, cooperate and collaborate effectively and efficiently across administrative boundaries and, externally with the other educational institutions, businesses, and community organizations. (CSI Goal III, “Partnerships”, statement of strategy)	On-going
	4.2 Enhance potential successes and high-level achievement through the development and management of human, physical, and financial resources. (Goal IV, “Fully Develop Resources”, Statement of strategy)	Annually
	Objectives	
	4.2.a Promote an entrepreneurial environment. (Goal II, “Innovation”)	On-going
	4.2.b Manage and invest money resources prudently on behalf of the public in the service area. (IV-C,1)	Annually
	4.2.c Develop budgets annually and provide budgetary responsibility and accountability. (IV-C,2)	Annually
	4.2.d Foster acceptance of the expectation that employees participate in seeking funding to supplement State general fund monies. (II-C,2)	Annually
	4.2.e Promote grant development and Foundation activities. (II-C,3)	Annually
	4.2.f Initiative on alternative funding. (II-C,4)	On-going
	4.3 Institutionalize a minimum standard of “computer literacy” for degree-seeking students and expectations of compliance. (I-A, 4)	Complete
	4.3.a Assess and enhance technology for students, staff, faculty and administration. (II-B, 1,2,3)	Annually

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NORTH IDAHO COLLEGE

North Idaho College

STRATEGIC PLAN

2004-2008



North Idaho College STRATEGIC PLAN 2004-2008

North Idaho College's Strategic Plan 2004-2008 is a four-year plan designed to provide the direction and major goals for the institution based on the college's mission. Each of the major goals and associated objectives are more fully described in the North Idaho College Strategic Plan 2004-2008 found under separate cover.

(North Idaho College Interim President, Priscilla Bell, Ph.D.)

Vision Statement

North Idaho College will be . . .

- A comprehensive community college, a regional leader in an integrated education system, and a catalyst for positive change.
- A student-centered institution that embraces innovation and flexibility in response to community needs.
- The first choice of students seeking an accessible and affordable quality education.
- A caring, supportive learning community where the principles of equality are modeled and promoted.
- An institution dedicated to scholarship, personal growth, and lifelong learning.

Mission Statement

North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

North Idaho College Strategic Goals for 2004-2008 Aligned With SBOE Goals

TAB 8 Page 165

<p>RELEVANCY</p>	<p>LEADERSHIP AND RESPONSIVENESS TO COMMUNITY</p> <p>Goal: Meet the community's educational and training needs within NIC's role and mission and be recognized as the leader in educational initiatives in the five northern counties</p> <p>Objective 1: Promote North Idaho College as a comprehensive community college that meets the developing and/or unmet educational, and training needs of the region</p> <p>Objective 2: Collaborate with community groups to identify economic development opportunities and potential solutions</p> <p>Objective 3: Expand capacity and programming in areas identified by internal and external groups</p> <p>Objective 4: Enlist employees as ambassadors of the institution</p> <p>Objective 5: Reinforce the value North Idaho College provides in enhancing the community's earning potential and overall quality of life</p>
<p>RELEVANCY & EFFICIENCY</p>	<p>PLANNED GROWTH</p> <p>Goal: Ensure that institutional growth mirrors community needs and regional growth, and that human, technological, and physical resources exist to support that growth</p> <p>Objective 1: Increase enrollment in proportion to community needs and growth</p> <p>Objective 2: Increase alternative and existing funding</p> <p>Objective 3: Provide the infrastructure to accommodate growth</p> <p>Objective 4: Implement a market-based compensation system to ensure that the college can attract and retain highly qualified faculty and staff</p> <p>Objective 5: Ensure that the training and educational needs for all employees are being met on a continuing basis</p> <p>Objective 6: Develop a funding model for the purchase of land to accommodate NIC's future growth</p>

QUALITY & EFFICIENCY	<p>CONTINUOUS PLANNING, ASSESSMENT AND IMPROVEMENT</p> <p>Goal: Incorporate a continuous improvement component into the planning and assessment cycle to assure accountability and ongoing improvement of the college and its programs</p> <p>Objective 1: Incorporate improvement procedures into the existing planning and assessment process</p> <p>Objective 2: Implement college assessment reports, such as the “Dashboard Indicators,” a five-year view of college enrollment, completion, and budgetary trends</p> <p>Objective 3: Implement a system for assessing the services provided by administrative and support departments</p> <p>Objective 4: Implement across-the-board assessment measures for Student Learning Outcomes and General Education abilities</p>
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Office of Planning, Assessment and Research
May 11, 2007

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*Idaho Public
Television*
STRATEGIC PLAN
2008-2012

Idaho Public Television STRATEGIC PLAN 2008-2012

Idaho Public Television is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals, and objectives of the staff and administration toward achieving those goals. The mission and vision of our agency reflect an ongoing commitment to meeting the needs and reflect the interests of our varied audiences.

Idaho Public Television's services are in alignment with the guiding goals & objectives of the State Board Of Education (SBOE). This plan displays SBOE goals & objectives along side the Agency's Strategic Planning Issues.

5/15/07

Peter W. Morrill
General Manager
Idaho Public Television

VISION STATEMENT

Inspire, enrich, and educate the people we serve, enabling them to make a better world.

MISSION STATEMENT

The mission of Idaho Public Television is to meet the needs and reflect the interests of its varied audiences by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing quality educational, informational, and cultural television and related resources;
- Creating Idaho based educational, informational, and cultural programs and resources;

- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

Idaho Public Television STRATEGIC PLAN 2008-2012

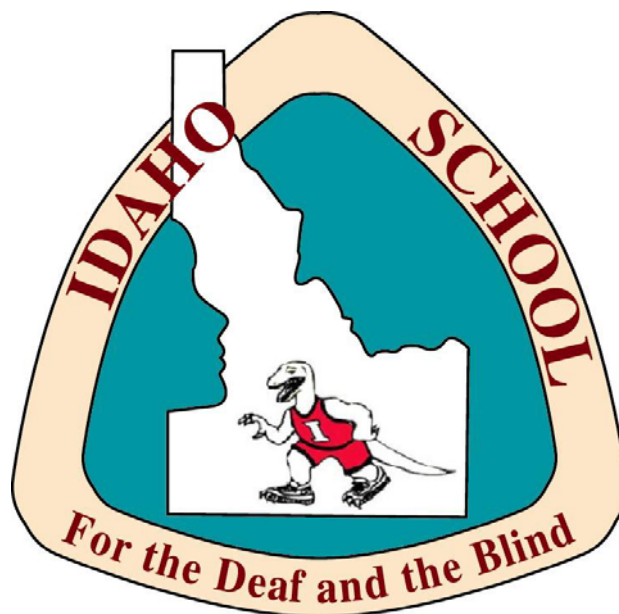
Alignment with SBOE Goals & Objectives	Idaho Public Television GOALS & OBJECTIVES	Anticipated Completion Date
	QUALITY: Continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement and a well-informed citizenry.	
	<p>1. Provide high quality television and web programming, as measured by the number of national awards received by:</p> <ul style="list-style-type: none"> IdahoPTV productions. Programs procured by IdahoPTV for broadcast in Idaho. 	Ongoing
	<p>6. Progress toward DTV implementation, as measured by:</p> <ul style="list-style-type: none"> DTV channel hours of transmission. Number of transmitters broadcasting a DTV signal/ number of DTV-ready translators/number of cable companies carrying our DTV channel/number of Direct Broadcast Satellite (DBS) providers carrying our channel. Percentage of Idaho population within our DTV signal coverage area. 	Ongoing
	ACCESS: Provide individuals of all ages and abilities access to services to develop their skills, knowledge and social awareness in order to be responsible citizens, globally competitive workers and lifelong learners.	
	<p>2. Foster and nurture collaborative partnerships, as measured by number of public in-state and out-of-state, private in-state and out-of-state partnerships displayed in matrix form.</p>	Ongoing
	<p>3. Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired, as measured by the percentage of broadcast hours of:</p> <ul style="list-style-type: none"> Closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired. Descriptive video service provided via the second audio program to aid those with impaired vision. 	Ongoing

	<p>4. Broadcast programs, and provide related resources, that specifically serve the needs of underserved audiences, which include children, ethnic minorities, and learners and teachers (displayed in matrix form):</p> <ul style="list-style-type: none"> • Children (as measured by channel hours of programming designed specifically for children). • Ethnic minorities (as measured by channel hours of programming that addresses diversity, citizenship issues, English as a second language, or includes a Spanish-language audio channel). • Learners and teachers (as measured by channel hours of programs appropriate for use in K-20 classroom, telecourses, teacher professional development resources, adult basic education resources, and technological literacy). 	Ongoing
	<p>5. Provide additional access to citizens anywhere in the state to IdahoPTV and PBS resources, which support citizen participation and educational goals, via the WWW, as measured by the number of visitors to our web sites.</p>	Ongoing
	<p>6. Progress toward DTV implementation, as “a statewide infrastructure in cooperation with public and private entities capable of converging voice, video and data technologies,” as measured by:</p> <ul style="list-style-type: none"> • DTV channel-hours of transmission. • Number of transmitters broadcasting a DTV signal/ number of DTV-ready translators/number of cable companies carrying our DTV channel/number of Direct Broadcast Satellite (DBS) providers carrying our channel. • Percentage of Idaho population within our DTV signal coverage area. 	Ongoing
	<p>RELEVANCY: Ensure services are relevant to the needs of Idaho’s citizens, workforce, business, industry and local, state and federal government.</p>	
	<p>7. Contribute to a well-informed citizenry, as measured by the number of channel-hours of public affairs programming.</p>	Ongoing
	<p>8. Provide relevant Idaho-specific information, as measured by:</p> <ul style="list-style-type: none"> • Number of channel-hours of Idaho-specific programming. • Number of IdahoPTV Idaho-specific productions produced during the year. 	Ongoing

	<p>9. Be a relevant educational and informational resource to all citizens, as measured by Nielsen Station Audience reports on:</p> <ul style="list-style-type: none"> • Children, less than 12 years old, viewing IdahoPTV. • Adults, of 50+ years, viewing IdahoPTV. • Total audience viewing IdahoPTV. 	Ongoing
	EFFICIENCY: Ensure maximum benefit from education resources through effective operation and management of the educational system.	
	10.Total personnel in content delivery/distribution & administration as compared to peers (statewide public broadcasters, CPB SABS data).	Ongoing
	Idaho Public Television Recommends Amendments, Additions, Deletions to the State Board Strategic Plan as follows:	
<i>DELETE</i>	<i>None</i>	
<i>ADD</i>	<i>None</i>	



STRATEGIC PLAN



2007-2010

ISDB STRATEGIC PLAN 2007-2010

The Idaho School for the Deaf and the Blind (ISDB) is an integral part of the State Board of Education's overall system of quality education throughout Idaho. This plan describes the agency's vision and mission and develops the Board's recommended outcomes in the education of sensory-impaired children and youth. The ISDB also follows the Goals for Elementary and Secondary Schools as defined by the State Board and the Department of Education. Specific details of the agency's objectives and activities to support the plan and provide continuing services to Idaho's children, their families and their school districts are included in its Operational Plan, available under separate cover.

ISDB's Strategic Plan 2007-2010 outlines major State Board targets for ISDB services over the next three years, as requested. It should be noted that activities of Board-appointed committees are currently in the process of developing program standards and a service delivery design that will impact this agency and its activities.

Mary L. Dunne, Director

VISION STATEMENT

Access, independence and meaningful integration for everyone.

MISSION STATEMENT

- ISDB's purpose is to provide effective supplemental services, information, and resources to lead agencies and families throughout Idaho.
- ISDB provides a continuum of educational opportunities designed to meet the needs of children, families, and service delivery partners.
- ISDB's education philosophy of rigor and excellence results in student access to the world at large.

Alignment with <u>SBOE</u> Goals & Objectives	ISDB GOALS & OBJECTIVES	Anticipated Completion Date
	<p>1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.</p> <p>* ISDB GOAL: Expand programs that address the habilitation and education needs of children/students who utilize a variety of advanced technologies and learning activities.</p> <p><i>Performance Measure:</i> Incorporate emerging technologies and educational strategies into the entire continuum of educational delivery programs.</p> <p><i>Benchmark:</i></p> <ul style="list-style-type: none"> • Twenty students in the Treasure Valley have local access to appropriate, advanced CI habilitation through ISDB. Students on campus have access to sound habilitation, language and education programs. • Appropriate habilitation and education services for advanced technologies, language and learning will be available locally to 20% of the children/students eligible for [ISDB] services. • Availability of habilitation and education opportunities increased by another 20% • Sixty percent of Idaho's deaf/hard of hearing children/students have access to habilitation and education services that support their chosen assistive technologies, language development, and research-based learning through the state's oversight agency. <p>* ISDB GOAL: Develop programs to assist students in living independently.</p> <p><i>Performance Measure:</i> Expand Independent Living Program to develop better life long learning habits and life skills.</p> <p><i>Benchmark:</i></p> <ul style="list-style-type: none"> • ISDB's Independent Living Program curriculum and position request will be approved by the State Board of Education. • Increase to 30% the number of students living independently or at a college or training facility. • Increase to 50% the number of students living independently or at a college or training facility. • Increase to 70% the number of students living independently or at a college or training facility. 	<p>current baseline</p> <p>August 2008</p> <p>August 2009</p> <p>August 2010</p> <p>December 2007</p> <p>August 2008</p> <p>August 2009</p> <p>August 2010</p>

	<p>2. ACCESS: Provide people of all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.</p> <p>* ISDB GOAL: Study enhanced service and alternative models for Regional Outreach Service Delivery to children and students birth through post-secondary transition; family development systems, day-campuses, a residential component, and improved internet access via an "ISDB Virtual Academy" approach.</p> <p><i>Performance Measure:</i> Expand [ISDB]'s Outreach service options and increase outreach staff to meet the ongoing and changing needs of Idaho families, while continuing to ensure placement options.</p> <p><i>Benchmark:</i></p> <ul style="list-style-type: none"> • Increase outreach staff and budget by 5-7% each year for next 3 years • Hire Transition Coordinators for B/VI and D/HH service transition planning. • Develop and obtain approval of Program Standards for B/VI and D/HH service delivery. • Present legislation/rules to the legislature and implement Legislative guidance and SBOE directives • Establish accountability tracking and reporting for new model • Continue appropriate professional review of services and current best practices. 	<p>May 2010</p> <p>May 2007</p> <p>August 2007</p> <p>January 2008 August 2008</p> <p>September 2008 May 2010</p>
	<p>3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.</p> <p>* ISDB GOAL: Develop programs to assist students in living independently.</p> <p><i>Performance Measure:</i> Expand Independent Living Program to develop better life long learning habits and life skills.</p> <p><i>Benchmark:</i></p> <ul style="list-style-type: none"> • ISDB's Independent Living Program curriculum and position request will be approved by the State Board of Education. • Increase to 30% the number of students living independently or at a college or training facility. • Increase to 50% the number of students living independently or at a college or training facility. • Increase to 70% the number of students living independently or at a 	<p>December 2007</p> <p>August 2008</p> <p>August 2009</p> <p>August 2010</p>

	<i>college or training facility.</i>	
	<p>4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.</p> <p>* ISDB GOAL: Study enhanced service and alternative models for Regional Outreach Service Delivery to children and students birth through post-secondary transition; family development systems, day-campuses, a residential component, and improved internet access via an "ISDB Virtual Academy" approach</p> <p><i>Performance Measure: Expand [ISDB]'s Outreach service options and increase outreach staff to meet the ongoing and changing needs of Idaho families, while continuing to ensure placement options.</i></p> <p><i>Benchmark:</i></p> <ul style="list-style-type: none"> • <i>Increase outreach staff and budget by 5-7% each year for next 3 years</i> • <i>Hire Transition Coordinators for B/VI and D/HH service transition planning.</i> • <i>Develop and obtain approval of Program Standards for B/VI and D/HH service delivery.</i> • <i>Present legislation/rules to the legislature.</i> • <i>Implement Legislative guidance and SBOE directives</i> • <i>Establish accountability tracking and reporting for new model</i> • <i>Continue appropriate professional review of services and current best practices.</i> 	<p>May 2010</p> <p>May 2007</p> <p>August 2007</p> <p>January 2008</p> <p>August 2008</p> <p>September 2008</p> <p>May 2010</p>

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*Idaho Division of
Professional-
Technical Education*
STRATEGIC PLAN
2008-2012

Division of Professional-Technical Education Strategic Plan 2008-2012

The Division of Professional-Technical Education is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. Professional-technical education provides Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for performance in a highly effective workplace. The type of education required for people preparing for careers has changed radically. The percentage of all occupations requiring technical training, but less than a four-year degree has grown from less than 20 percent in the 1950's to 65 percent today. Jobs, especially those requiring less than a baccalaureate degree, are becoming increasingly sophisticated requiring quality technical education as well as a solid academic foundation. Professional-technical education is the delivery system for addressing this need. In step with the changing economy, professional-technical education has made significant changes in curriculum, scope and delivery of courses, services and programs.

This plan is a map for the professional-technical education system that can help to inform, organize and affect continued efforts to deliver these programs and services to people in the State of Idaho. It is a component of the broader strategic plan developed by the State Board of Education (SBOE) and contributes to a seamless system of educational services.

The strategic planning cycle is dynamic, decentralized and enhances our continuous improvement philosophy. The development of this plan is only the beginning. Its ultimate impact will depend on the efforts of dedicated teachers, administrators and business people. We, in the Division, appreciate the opportunity to help facilitate those efforts and encourage suggestions for improvements and new goals, objectives and strategies.

Mike Rush, State Administrator

VISION STATEMENT

A qualified, skilled workforce is essential to the competitiveness of Idaho's businesses and industries, the effectiveness of the public sector, and the well-being and safety of Idaho's citizens. Economic vitality as well as quality of life is dependent on effective people equipped with the necessary skills, knowledge and attitudes necessary to compete effectively, work efficiently and safely while balancing responsibilities to the family and community.

Professional-Technical Education is Idaho's public workforce education and training delivery system and is devoted to preparing students for occupations requiring other than a four-year college degree as well as training workers already in the workplace.

Professional-Technical Education spans educational levels, contributing to a thorough education for youth by providing them with career knowledge, technical skills and attitudes necessary to succeed in the workplace. Programs for youth are provided through the secondary schools operating in concert with the technical college system to provide a continuum of education and training opportunities.

Professional-Technical Education also focuses on providing adults with the skills necessary to perform effectively in the workplace, including skills needed for entry, reentry or advancement. Programs for adults are delivered through the technical college system as well as special arrangements with the private sector. Workforce education and training is delivered in close collaboration and cooperation with other state entities involved in workforce development.

Quality, accessibility, responsiveness and commitment to continuous improvement are hallmarks of Idaho's Professional-Technical Education system.

MISSION STATEMENT

The mission of the Professional-Technical Education System is to provide Idaho's youth and adults with the technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

KEY EXTERNAL FACTORS

- Rapid technological changes in the workplace and the diversification of Idaho's growing job market.
- Capacity of the technical college system to accommodate individuals seeking postsecondary-technical education.
- Identifying and certifying an adequate supply of highly qualified professional-technical instructors.
- Lack of a statewide student data system.
- Increasing support requirements and decreasing staffing resources.
- State and federal legislation that impacts the professional-technical education system.
- Revenues necessary to operate the professional-technical education system are intricately connected to the economy of the nation and state.
- Low employment rates shift postsecondary enrollments from credit programs to short-term training courses.

Professional-Technical Education **STRATEGIC PLAN 2008-2012**

<i>Professional-Technical Education</i> GOALS & OBJECTIVES	Anticipated Completion Date
1. QUALITY: Provide leadership and technical assistance that will continuously improve the quality of Idaho's professional-technical education system.	
<p>Objective 1: Promote initiatives that improve the quality of professional-technical education in Agriculture Science and Technology, Business and Office Technology, Career Guidance, Emergency Services Training, Family and Consumer Sciences, Health Professions, Marketing Education, Tech Prep, Technology Education, Trade and Industry, and Workforce and Technical Training.</p> <p>Objective 2: Maintain quality programs and options available through the technical college system.</p> <p>Performance Measure: Increase the number of postsecondary enrollments.</p> <p>Benchmark: FTE: <u>3,894</u> - 2006 <u>3,972</u> - 2007 <u>4,051</u> -2008 <u>4,132</u> - 2009 <u>4,215</u> - 2010 <u>4,299</u> -2011</p> <p>Headcount: <u>8,309</u> – 2006 <u>8,475</u> - 2007 <u>8,644</u> - 2008 <u>8,817</u> - 2009 <u>8,993</u> - 2010 <u>9,172</u> - 2011</p>	<p>Ongoing</p> <p>Ongoing</p>
Objective 3: Promote business and industry participation in professional-technical education using advisory councils in all programs.	Ongoing
Objective 4: Increase the number and diversity of qualified professional-technical educators by supporting teacher educator programs and professional development opportunities.	Ongoing

Objective 5: Promote professional development opportunities through Summer Conference, education and training courses, seminars, workshops and conferences.	Ongoing
Objective 6: Provide workforce development systems with information and resources needed to make informed decisions about education and training.	Ongoing
Objective 7: Collaborate with agencies and contractors that develop and provide public sector training courses.	Ongoing
2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	
Objective 1: Expand high demand training programs identified by advisory councils.	Ongoing
Objective 2: Provide distance learning opportunities to expand workforce development training	Ongoing
Objective 3: Support underserved regions develop quality programs and services.	Ongoing
Objective 4: Promote short-term, non-credit and credit courses available through the technical college system.	Ongoing
Objective 5: Inform Idahoans about professional-technical education, occupations, educational programs, schools, and scholarships.	Ongoing
Objective 6: Strengthen relationships with industries, agencies, and economic development entities.	Ongoing
Objective 7: Support articulation between secondary and postsecondary professional-technical education.	Ongoing
Performance Measure: Increase the number of Tech Prep students.	
Benchmark: <u>686</u> – 2006 <u>699</u> - 2007 <u>713</u> – 2008 <u>727</u> - 2009 <u>741</u> – 2010 <u>755</u> -2011	
Objective 8: Assist middle schools / junior high schools in defining and implementing exploratory professional-technical education, family and consumer sciences, and	Ongoing

career guidance.	
Objective 9: Expand opportunities that help targeted individuals participate in professional-technical programs and services.	Ongoing
3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
Objective 1: Assess and prioritize professional-technical workforce needs.	Ongoing
Objective 2: Use continuous improvement processes to assess program quality and effectiveness.	Ongoing
Objective 3: Improve the capacity of PTE courses to meet high school graduation requirements.	Ongoing
Performance Measure: Increase the number of approved professional-technical education courses offered at the high schools that meet academic achievement standards.	
Benchmark: <u>5,469</u> – 2006 <u>5,578</u> - 2007 <u>5,689</u> - 2008 <u>5,802</u> - 2009 <u>5,918</u> - 2010 <u>6,036</u> - 2011	
Objective 4: Develop professional-technical education programs using industry standards, licensure and certification requirements, and employer expectations.	Ongoing
Objective 5: Ensure professional-technical education programs have access to the equipment and technology that meet industry standards.	Ongoing
Objective 6: Maintain a system that tracks placement and completion rates for professional-technical education students.	Ongoing
Objective 7: Use career clusters to improve the delivery of professional-technical education.	Ongoing
Objective 8: Maintain high placement rates.	Ongoing

<p><u>Performance Measure</u>: Number of professional-technical education completers who achieve positive placement or transition at 90 percent or better.</p> <p><u>Benchmarks</u>: <u>93.99%</u> -2006 <u>95.39%</u> - 2007 <u>93%</u> - 2008 <u>93%</u> - 2009 <u>93%</u> - 2010 <u>93%</u> - 2011</p>	
<p>4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.</p>	
<p>Objective 1: Review, revise and implement policies to make efficient use of professional-technical education system resources.</p> <p>Objective 2: Ensure funds designated for the professional-technical education system are efficiently managed to support the role and mission.</p> <p>Objective 3: Maintain efficient financial and accounting systems for the Division and the professional-technical education system.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



Idaho Division of
Vocational Rehabilitation

2008 - 2012

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Appendix

Glossary of Terms Specific to the Vocational Rehabilitation Industry

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Introduction

The Role of Strategic Planning Within the Idaho Division Of Vocational Rehabilitation

The Idaho Division of Vocational Rehabilitation (IDVR) has utilized a Strategic Plan to direct its operations for many years. Establishing goals and objectives has allowed the Division to focus on the future and anticipate changes so that it can best serve the changing needs of its clientele. Planning has also enabled the Division to utilize its resources most effectively, which is essential given the fixed resources available and the dynamics of legislation.

Content and Format

Since Federal and State governments operate according to different fiscal years, and since IDVR is accountable to Rehabilitation Services Administration (RSA) on a federal year basis (October 1 – September 30), the agency will use federal year statistics for reporting purposes in this strategic plan. This Plan will cover federal fiscal years 2008 through 2012. A glossary is attached to provide clarification of terms used by the Vocational Rehabilitation profession.

The Plan is divided into three sections. The first section focuses on the Vocational Rehabilitation Program and presents specific goals, objectives and strategies for achieving these goals. While the majority of these goals relate directly to client services, some goals address behind-the-scenes issues that impact delivery of those services. The Division believes that effective and efficient methods of operation enable the Division to provide a high level of service to its clients.

The following two sections relate to IDVR programs: State Renal Disease and Epilepsy Services while Sections IV and V discuss the role of Strategic Planning within the Division, how the Division will achieve and monitor the accomplishment of goals, and external issues that could significantly impact the Division's ability to achieve its goals.

Timing and Process

IDVR is required to submit a completed Strategic Plan to the Idaho Division of Financial Management no later than July 1, 2007.

As part of the process to develop a final version of the Strategic Plan, Vocational Rehabilitation and the State Rehabilitation Council (SRC) solicit public input from around the State of Idaho through Town Meetings. These meetings are intended to address concerns and considerations of any member of the public regarding issues relating to the vocational rehabilitation of individuals with disabilities.

In addition, a State Plan is revised annually and that plan is then submitted to the Rehabilitation Services Administration (RSA), which is located in Washington, D.C. Whenever any significant changes are made to that Plan, the Division must notify RSA. A State Plan will be submitted to RSA in June 2007 for consideration.

Introduction - continued

The Idaho Division of Vocational Rehabilitation takes pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Our Strategic Plan is intended to promote the goals and activities necessary to assist Idahoans with disabilities in their efforts to return to employment.

Vocational Rehabilitation Program Vision Statement

Your success at work means our work is a success.

Vocational Rehabilitation Program Mission Statement

Preparing individuals with disabilities for employment and community enrichment.



Vocational Rehabilitation Program Goals

2008 - 2012

- Continually Improve the Quality of Vocational Rehabilitation Services Available for Eligible Idahoans with Disabilities to Prepare For, Obtain, Maintain, or Regain Competitive Employment
- Ensure That All Eligible Individuals Have Equal Access to Services.

Goal #1 – Continually Improve the Quality of Vocational Rehabilitation Services Available to Eligible Idahoans with Disabilities to Prepare For, Obtain, Maintain, or Regain Competitive Employment

OBJECTIVE 1	PERFORMANCE MEASURES	TIMELINE
Increase the number of individual who have successfully become employed after receiving VR services.	Benchmarks: FFY 2007=2,005 FFY 2008=2,015 FFY 2009=2,025 FFY 2010=2,030 FFY 2011=2,035 FFY 2012=2,040	2008 – 2012

OBJECTIVE 2	PERFORMANCE MEASURES	TIMELINE
The number of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.	Benchmarks: FFY 2007=\$9.31 FFY 2008=\$9.40 FFY 2009=\$9.49 FFY 2010=\$9.59 FFY 2011=\$9.69 FFY 2012=\$9.79	2008 – 2012

OBJECTIVE 3	PERFORMANCE MEASURES	TIMELINE
Increase the number of individuals with significant disabilities placed into employment with long term job support.	Benchmarks: FFY 2007=1,100 FFY 2008=1,120 FFY 2009=1,140 FFY 2010=1,160 FFY 2011=1,180 FFY 2012=1,200	2008 – 2012

Goal 1 - continued

OBJECTIVE 4	PERFORMANCE MEASURES	TIMELINE
Utilize Information Technology to its maximum capacity.	Identify the technologies, business practices, and barriers that must be addressed to support the full usage of Information Technology within IDVR.	2008-2009
	Benchmark: Formation of an IT Task Force to prepare and implement an action plan.	
	Utilize technology to increase the efficiency and capacity of office automation.	2008– 2009
	Benchmark: Initiate a pilot project on document imaging.	
	Enhance Information Technology/Skill Development of all personnel by providing appropriate education and training.	2008- 2012
	Benchmark: Ongoing	

OBJECTIVE 5	PERFORMANCE MEASURES	TIMELINE
Establish statewide consistency for orientation and training to ensure continuity among all levels of staff.	Develop a comprehensive Training Manual for VR Counselors, VR Assistants, Regional Managers, and Assistant Regional Managers.	2008- 2010
	Benchmark: The agency's Organizational Development Specialist will facilitate the completion of this training manual.	

Goal 1 - continued

OBJECTIVE 6	PERFORMANCE MEASURES	TIMELINE
Ensure an effective Division Marketing Plan.	Participate in the National Employer Network through a single point of contact located in the central office.	2008-20112
	Benchmark: Ongoing participation	
	Assess the effectiveness of increasing employer contacts as well as increased employment opportunities for clients through a pilot project of a Vocational Rehabilitation Assistant performing part time duties as a Job Developer.	2008-2009
	<p>Benchmark: Employer Contact Log will be sent to the Planning & Evaluation Manager quarterly.</p> <p>Assess the effectiveness of the Job Developer Pilot Project in linking Regional Offices to the employment community.</p> <p>Benchmark: Employer Contact Log will be sent to the Planning & Evaluation Manager quarterly.</p>	2008-2009

Goal #2 – Ensure that All Eligible Individuals Have Equal Access to Services.

OBJECTIVE 1	PERFORMANCE MEASURES	TIMELINE
Increase the number of individuals from minority backgrounds who successfully become employed after receiving Vocational Rehabilitation services.	Benchmarks: FFY 2007=235 FFY 2008=236 FFY 2009=237 FFY 2010=238 FFY 2011=239 FFY 2012=240	2008-2012

OBJECTIVE 2	PERFORMANCE MEASURES	TIMELINE
Adequately meet the needs of the increasing Adult Corrections population statewide.	Benchmark: Educate VR staff and IDOC personnel on appropriate referrals and services.	2008 – 2009

OBJECTIVE 3	PERFORMANCE MEASURES	TIMELINE
Enhance revenue opportunities for all VR programs.	Identify, pursue and secure revenue sources. Seek enhancement to the budget, pursue grant opportunities and collaborate with other agencies to develop shared projects. Benchmark: Ongoing	2008 - 2012

OBJECTIVE 4	MEASUREMENT CRITERIA	TIMELINE
Strengthen partnerships with community partners.	Regularly attend meetings for the Consortium for Idahoans with Disabilities (CID) to support its efforts.	2008-2012
	Benchmark: Ongoing	
	Establish a closer working relationship with the Idaho Commission on Aging. Benchmark: IDVR will support the Experience Works program by providing temporary work opportunities when appropriate.	2008-2009



State Renal Disease Program

Mission

To provide financial assistance for lifesaving medical care and treatment to Idaho residents who are experiencing end-stage renal disease; and who do not have the financial resources to meet all their end-stage renal disease medical needs; and for whom work is not an option; or are employed, but unable to afford lifesaving kidney related expenses on a continuing basis.

Vision

No Idaho resident experiencing end-stage renal disease should be at risk of death solely due to the inability to financially secure timely and appropriate medical intervention.

Goal #1 – Provide Idahoans experiencing end-stage renal disease with a program for financial assistance for needs relating to life saving medical services.

OBJECTIVE 1	PERFORMANCE MEASURE	TIMELINE
Achieve a minimum of 90% overall satisfaction rate by Idaho residents served in this program.	Utilize satisfaction survey results from study completed in calendar year 2007 as a baseline against which to compare the level of client satisfaction. The client satisfaction survey will be administered every other year due to the size of the caseload served by the Division through this program. Benchmark: A client satisfaction survey will be completed in 2009.	2008-2012

OBJECTIVE 2	PERFORMANCE MEASURE	TIMELINE
To ensure adequate funding is directed to the operation of this program.	Continue to monitor the fiscal needs of the program and request legislative support, as necessary. Benchmark: Ongoing	2008-2012

State Renal Disease Program - continued

Methodologies

The Division strives to ensure that all Idahoans experiencing end-stage renal disease have access to financial assistance through this program by requiring that individuals demonstrate financial need to qualify for services. All potential clients are assessed to determine if they have the potential to be eligible for Vocational Rehabilitation Services and are referred to this program, if appropriate. This determination is based upon their ability to work. For those clients found eligible for the kidney program, only expenses directly relating to renal disease medical services or related goods are covered. To provide a high level of services, the Division works with the treating medical professionals to ensure that the most medically effective and least costly treatment modalities are the treatment of choice.

Program Status

IDVR completed a survey of the Division's Kidney Program in February 2007, mailing questionnaires to 164 current renal program clients. The survey contained seven questions asking clients about their level of satisfaction with the program, IDVR staff, and choice of providers. The survey response rate was 56%.

The results of the Idaho Division of Vocational Rehabilitation's 2007 Kidney Survey verifies overwhelming client satisfaction with services received through the program. Most of the clients responding indicated satisfaction with the program (100%) and believed that the overall quality of their life had been improved because of their interaction with IDVR (98%). In terms of client choice, clients who responded indicated satisfaction with their involvement in decisions relating to the choice of medical services (98%) and service providers (99%). Clients also indicated satisfaction with their treatment by IDVR staff (97%) and the timeliness of services (100%).



Services to People with Epilepsy

Mission and Purpose

The Epilepsy Foundation of Idaho (EFI) is committed to educating people with epilepsy and their families to assist with the problems associated with the disorder. In so doing, persons with epilepsy achieve a better and higher quality of life and the people of Idaho are served through economic savings and increased revenue. EFI works to achieve these goals through unduplicated, comprehensive programs of information and education, advocacy, prevention and the delivery of needed services. EFI serves people affected by the disorder, regardless of age or other criteria. Service response is provided according to individual needs and delivered in an integrated fashion, i.e. individual or family consultation/counseling (either face-to-face or telephone according to transportation limitations), groups, peer support, etc. and by utilizing all resources and appropriate materials, either written or visual. Needed and appropriate referrals are routinely utilized as part of services.

Role of IDVR

This is a flow-through appropriation with no direct programmatic implication for IDVR. A Strategic Plan is submitted to IDVR by EFI and is included with IDVR's Strategic Plan when submitted to the Division of Financial Management. The following is a summary of EFI's Strategic Plan. Please refer to the plan itself for greater detail.

Goal #1 – Serve Idaho families, children and youth affected by epilepsy.

OBJECTIVES	PERFORMANCE MEASURE	TIMELINE
<p>Provide epilepsy consultation and outreach services to enable individuals and/or families to understand the disorder and be active members of their treatment team.</p> <p>Advocate for individual rights.</p> <p>Ensure pharmaceutical compliance in financial emergencies.</p> <p>Facilitate the social and psychological support that other people with similar experiences can provide.</p> <p>Schools are encouraged to develop understanding and acceptance of children with epilepsy. Seizure recognition and first aid training is provided.</p>	Serve 2,500 per State Fiscal Year.	2008-2012

Services to People with Epilepsy - continued

Goal #2 – Provide health education/training to public groups and to schools.

OBJECTIVES	PERFORMANCE MEASURE	TIMELINE
<p>Educate people about the causes of epilepsy to prevent seizure disorders.</p> <p>Teach the public about safety and first aid as it pertains to seizures to reduce seizure-related injuries and avoid unnecessary ambulance calls and hospital visits.</p> <p>Foster and encourage public understanding and acceptance of people with seizure disorders.</p>	Provide outreach to 250 individuals per State Fiscal Year.	2008-2012



Goal Achievement and Evaluation

Goal Achievement

The Division operates according to the normal standards of State Government, subject to legislative oversight. Since the Idaho Division of Vocational Rehabilitation operates within the realm of public service, its strategies involve a wide range of participants, all of whom play an important role in carrying out IDVR's mission.

Human Resources

The practice of IDVR is to recruit qualified rehabilitation personnel, as defined by the Rehabilitation Services Administration, with the skills, knowledge and experience that allow them to perform with the high standards necessary in a public/private competitive field. Professionalism is encouraged at all times with a commitment to the Division's mission and a shared vision among staff. Training is available so staff may stay current with standards and practices in the field. Management strategies that motivate and stimulate personnel performance are encouraged. Staff participation in developing the Strategic Plan is solicited so that the Plan is an all Division participation plan.

Cooperative Efforts

IDVR works closely with many public and private entities in fulfilling the need to prepare individuals with disabilities for employment. Formal cooperative agreements exist between IDVR and other state/municipal agencies that provide services complimentary to the goals of IDVR. The Division intends to expand its efforts to establish cooperative working relationships with other service providers and further pursue comparable benefit opportunities.

IDVR staff work closely with special interest groups targeted to serve specific disability populations or promote opportunities for individuals with disabilities. Division employees participate on many committees and councils. As active or ex-officio members, participation is encouraged for staff with specialized skills. The Division may participate in establishing task force groups that complement the mission and purpose of the Division. VR Staff participate in such groups as the Work Force Development Council, the Developmental Disabilities Council and many more. Participation at both State and Regional levels is encouraged to aid in the professional development of staff members and to provide IDVR information for decision-making purposes as well as to educate others about IDVR.

Goal Achievement - continued

Advisory Boards

As established by Federal mandate, the State Rehabilitation Council (SRC) serves in the capacity to advise IDVR in establishing practices and standards that best serve the needs of individuals with disabilities. IDVR works closely with the SRC to determine client satisfaction identify counselor needs and review methods, so the Division can improve or enhance services.

In the cooperative efforts between IDVR and other entities, staff participates on other State/community advisory boards targeting specific disability issues. The State Mental Health Advisory Board, the School-Work Transition Projects, Developmental Disabilities Council, Assistive Technology Board, University of Idaho Counseling Board, State Independent Living Council, Council on Exceptional Children, Idaho Association of Community Rehabilitation Programs, Vocational Providers of Idaho, and Public Transportation Interagency Working Group are examples of the continued efforts of IDVR to work cooperatively with other entities in achieving its goals.

Customers and Vendors

The intent of IDVR is to work closely with its customers and vendors in establishing quality performance throughout the State. The Division works closely with vendors to ensure quality services and reasonable prices, and strives to work with Federal programs (Social Security Administration, Medicaid, Medicare, etc.) to provide comparable benefits or cost recovery, whenever possible. Certification of many vendors is required to promote continuity and quality. IDVR works continuously to find new and innovative ways to provide necessary quality services to clients with a minimal impact to taxpayers.

IDVR also utilizes a number of tools to accomplish its goals including:

Analysis and Surveys

Every effort is made by the Division to keep abreast of issues concerning services to people with disabilities who are seeking employment. The Division continues to survey special topics and to analyze the findings in an attempt to adjust to the needs of the clients served. The Strategic Plan identifies several areas where the Division hopes to complete studies or ongoing monitoring of services to clients.

IDVR will work with advisory councils, special interest groups, as well as review in-house data to complete the studies. Data is collected on case services, personnel, employment, client satisfaction, etc. and used in annual reviews, administrative reports and special topic analyses determined necessary for evaluation. Reviews determine those areas that are productive and areas for potential improvement. IDVR may also commission a specific study or establish a task force to review results and make recommendations, when appropriate

Goal Achievement - continued

Plans of Operations

The Division's State and Strategic Plans serve as blueprints for establishing goals and maintaining compliance to standards set forth by Federal and State regulations. Managers are responsible for developing specific activities and action plans for achieving the objectives pertaining to their specific areas of responsibility. These plans are distributed throughout all field offices and are supplied as a guide to the mission and direction the Division intends to pursue. The Division believes in decentralizing appropriate tasks to those areas closest to the decision-making. Public comment is solicited on all plans so that the Division is provided input regarding public interest in Vocational Rehabilitation Services. These plans are monitored frequently for compliance and status of completion.

Other Resources

Division Staff use a variety of tools to achieve and monitor performance. Operations manuals, special training, survey instruments, performance planning, flow charts, regularly scheduled staff meetings and statewide management meetings are just a few of the tools used to promote the progress of activities. The Division is also in the process of upgrading its Information Technology Infrastructure in an effort to enhance staff performance.

Evaluation Strategies

IDVR utilizes a variety of evaluation strategies in the management of the Strategic Plan as well as the management of the general operation of the Division to ensure goals and objectives are monitored for successful completion. The Division attempts to incorporate current management strategies and methodologies, whenever appropriate. The primary approaches utilized to evaluate the completion of assignments are:

Monitoring

The Planning and Evaluation Manager is assigned to monitor the Division's progress toward meeting the goals of the Strategic Plan. The Central Office Managers, Field Services Chief and the Administrator meet quarterly regarding the progress of their assigned goals and objectives of the plan. The plan is reviewed for compliance, applicability, resources, status and necessity for revision. Due to the dynamics in Federal and State legislation, some revision may be necessary due to budgetary or legislative changes. The Planning and Evaluation Manager monitors the plan to decide which (if any) elements may be likely to expedite or impede progress toward completing the plan. Any problems in completing the plan are discussed with Central Office Management to determine recommended solutions. The Planning and Evaluation Manager reports the status of plan completion to the Division's Administrator.

Division Management

The Administrator has direct authority over the Field Services Bureau, Fiscal Operations, Information Technology, Human Resources, and Planning and Evaluation. Each functional area has been designated particular objectives in the Strategic Plan. The Managers of these areas are responsible for ensuring the objectives are completed in the time frames specified. The Field Services Chief and Managers may exercise different management practices in achieving their particular goals including the development of activity plans for certain projects. The nature of the activity may warrant the type of management used. Data is maintained electronically for use in quality assurance reviews, client surveys and special program reviews.

Regional Management

Under the direction of the Field Services Chief, three Field Services Managers, and six Regional Managers monitor the progress of activities at a regional level. Performance goals are established annually with the Field Services Chief, Field Services Managers and Regional Managers who are responsible for working closely with their staff to achieve these goals. Regional Managers continually evaluate staff performance. The Planning and Evaluation Manager coordinates field office audits. To review overall operations and case service provision, each regional office is reviewed every other year. Special reviews are available, when necessary, due to personnel changes or special administrative requests.

Evaluation strategies and methodologies used by the Division intend to determine the successful completion of the goals specified in the Strategic Plan. Compliance with Federal and State planning assignments and measurement of Federal and State Performance Standards are performed annually. The approach to evaluation by the Division is to determine the impact of services and overall performance.

Establishing and Revising Goals

In the review and monitoring of the Strategic Plan, management will consider the applicability of the activity to the continued execution of the plan. Management will also consider any changes in the internal and external environments that create a need for goal changes. Changes in the Strategic Plan require the approval of the Administrator who then notifies the Department of Financial Management.

Unanticipated events may dictate changes to the plan such as the changes made to the Federal Rehabilitation Act in 1998. Changes in Federal guidelines may require adjustment of services, costs and regulations.



External Issues Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the clientele served and the variety of disabilities addressed. Challenges facing the Division include:

Technological Advances in Both Assistive Rehabilitation Products and Information Technology

IDVR is dedicated to keeping current of the latest trends and in training Vocational Rehabilitation Counselors and staff. In addition, IDVR employs an Information Technology staff to develop innovative ways to utilize technology in carrying out its mission.

Changes in the Medical Industry

Continuing advancements in the medical industry as well as changes relating to insurance and financial benefits pose complex questions for the Vocational Rehabilitation Counselor. This is especially true in determining eligibility and services. Many IDVR Counselors and Managers are involved with health and disability-related organizations to keep abreast of these changes.

Idaho's Economy

Idaho has seen tremendous growth in its population in the past ten years. This could impact the availability of services to Idahoans. Idaho has also seen a dramatic change in its job market; away from agricultural toward more service, hi-tech and professionally oriented jobs. The environment has always been competitive for IDVR clients. The growth in population has increased the competition for jobs. IDVR recognizes this and strives to develop relationships within the private sector and other public entities in an effort to increase employment opportunities for its clients.

Political Climate

The political elements are by far the most difficult for IDVR to overcome since they are essentially out of the control of the Division. At the State level, the Division is subject to legislative action regarding annual budget requests including service dollars and personnel expansion. Any legislation pertaining to service provision either by public or private sectors will have a definite impact on Division services and service providers.

IDVR is also affected by decisions made at the Federal level. The direction Congress chooses regarding reauthorization of the Rehabilitation Act will impact the future of Vocational Rehabilitation in Idaho. Federal funding decisions (e.g., training grants, block grants, reductions,

etc.), program deletions, changes in health care and employment standards and practices are areas that would impact the Division's planning process.

All staff of the Idaho Division of Vocational Rehabilitation take pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Key people must be focused on precise issues and the internal and external environments must be linked advantageously. Management is committed to continued service to the people of Idaho. IDVR's Strategic Plan promotes goals and objectives, which will serve Idahoans with disabilities in the best manner possible.

A P P E N D I X

Glossary of Terms Specific to the Vocational Rehabilitation Industry

Administrative Costs: Expenditures incurred in the performance of administrative functions including expenses related to program planning and development; financial management and budgeting; information systems and data processing; public information; technical assistance to other State agencies; State Rehabilitation Council expenses; administration of personnel and training; administrative salaries; costs incurred in conducting reviews; and legal expenses.

Client: An individual who applies or is eligible for Vocational Rehabilitation services.

Community Rehabilitation Program: A program that directly provides or facilitates the provision of services to individuals with disabilities to enable those individuals to maximize their opportunities for employment.

Community Supported Employment (CSE): Competitive work in integrated work settings for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has been interrupted or was intermittent as a result of a significant disability; and who, because of the nature and significance of their disability, need intensive supported employment services for work, and extended services after the transition to long-term support in order to perform such work.

Comparable Benefits: Benefits that are provided or paid for, in whole or in part, by other Federal, State or local public agencies, by health insurance, by employee benefits available to the individual at the time needed and are commensurate to the services that the individual would otherwise receive from IDVR.

Competitive Employment: Work in the competitive labor market that is performed on a full-time or part-time basis, in an integrated setting and for which the individual is compensated at or above the minimum wage, but not less than customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

Customer: Includes both clients and employers.

Decentralization: A management concept, which encourages decision making to be accomplished where the authority, responsibility, and accountability reside.

Disability: A physical and/or mental impairment that results in a substantial impediment to employment.

Eligible Individual: An individual is eligible for assistance if the individual has a physical or mental impairment which constitutes or results in a substantial impediment to employment and requires Vocational Rehabilitation services to prepare for, secure, retain or regain employment; and who can benefit in terms of an employment outcome unless the counselor can demonstrate by clear and convincing evidence that such individual is incapable of benefiting from Vocational Rehabilitation services in terms of an employment outcome or SSI or SSDI recipients who intend to achieve an employment outcome.

Employment Outcome: Entering or retaining full-time or, if appropriate, part-time competitive employment in the integrated labor market, supported employment, or any other type of employment including self-employment that is consistent with an eligible individual's abilities, capabilities, and interests and informed choice.

Extended Services: Services needed to support and maintain an individual with the most significant disability in supported employment, provided at a minimum, twice monthly on or off the work site, that are needed to maintain employment stability. Said services are provided by a party other than the State/Federal VR Program. Also called ongoing support services or supported employment services.

General Program: Refers to Title I of the Rehabilitation Act of 1973 and its Amendments.

Integrated Setting: A setting typically found in the community in which clients interact with non-disabled individuals, other than non-disabled individuals who are providing services to those applicants or eligible individuals, to the same extent that non-disabled individuals in comparable positions interact with other persons.

Integrated Work Setting: A setting in which the majority of people, excluding service providers, with whom clients interact, are individuals without disabilities.

ITRMC: The Governor's Information Technology Resource Management Council.

Most Significant Disability (MSD): An individual with the most significant disability (ies) is one with a physical or mental impairment, which results in a substantial impediment to employment and for whom the impairment seriously limits two or more functional capacities; and whose vocational rehabilitation can be expected to require multiple core Vocational Rehabilitation services (services that reduce the impact of functional limitations to achieve an employment outcome) over an extended period of time.

One-Stop Career Center System: A coordinated information and service delivery system for individuals seeking first, new or better jobs and for employers seeking to build a world-class workforce. The idea is that individuals will be able to go to one, easy to locate facility in order to find employment-related information.

Physical or Mental Impairment: Medically or psychologically diagnosable physical or mental condition.

Rehabilitation Success Rate: The percentage of successful closures compared to all closures after having received services from IDVR.

School-Work Transition: Services provided to students with disabilities who are eligible for Vocational Rehabilitation in cooperative programs with Special Education Personnel in each school district. The transition effort between the Idaho Division of Vocational Rehabilitation and Special Education focuses on transition from the secondary school system to adult/life services. Transition refers to that period encompassing high school, graduation, and post-secondary preparation leading to employment.

SGA Level: Substantial Gainful Activity. A term used by the Social Security Administration. It is the performance of significant work for pay or profit with average countable monthly earnings at a level determined by the Social Security Administration allowing for cessation of Social Security Disability Insurance (SSDI) or reduction of Supplemental Security Income (SSI) benefits.

Significant Disability (SD): An individual with a significant disability(ies) means one with a physical or mental impairment which results in a substantial impediment to employment and for whom the impairment(s) seriously limit one or more functional capacities in terms of employment outcome; and whose Vocational Rehabilitation can be expected to require multiple Vocational Rehabilitation services over an extended period of time.

Supported Employment Services: Services consist of the provision of skilled job coaches at the work site, job development and placement, social skills training, observation or supervision, follow-up services to reinforce and stabilize the job placement, facilitation of natural supports at the work site, and any other service needed to assist the individual in entering or maintaining integrated, competitive employment. Also called ongoing support services or extended services.



Idaho State Historical Society

Strategic Planning Results

April, 2007

Mission

Idaho State Historical Society preserves and promotes Idaho's cultural heritage

Vision

Our vision is to inspire, enrich and reach out to all Idahoans by leading the state in preserving and sharing our dynamic cultural heritage.

Values

- Professionalism
- Stewardship
- Customer/Consumer
- Education

Goal Categories

1. Training
2. Funding/Growth
3. Communications
4. Customer/Consumer

2006-07 Strategic Planning Process

Background: In November 2006, the Idaho State Historical Society began an agency-wide strategic planning process, under the facilitation of consultant Penelope Schwiebert. This is the first strategic plan undertaken by the agency in at least the last 30 years that has involved all parts of the agency. The process is ongoing. The following summarizes where ISHS is currently (as of April 2007) in its strategic planning process.

Development of Planning Team: ISHS is administratively divided into the following work units: Administration/Fiscal; Public Archives and Research Library; State Historical Museum; State Historic Preservation Office; Historic Sites and Old Idaho Penitentiary; Capitol Restoration Project/Special Projects. The planning team consisted of the administrator of each of those units, along with one other staff member from each unit. In addition, two trustees participated on the team, as did the President of the Friends of the State Historical Museum, and one former trustee.

Staff Participation: All staff have been kept up to date on the planning process through discussions at work unit staff meetings and all-staff meetings. Staff comments from those meetings have been an integral part of the planning team deliberations. Additional staff members will serve on the four goal committees.

Trustee Participation: Two trustees have been a part of the strategic planning team since inception. The strategic plan will be presented to the trustees at their meeting on May 10, 2007.

Brief Summary of ISHS Goals as they Relate to State Board of Education Vision Statement

[Please note that a more complete list of ISHS Goals follows]

Goal 1: Training

Goal Statement: Develop and implement a training program that will allow staff to acquire the skills necessary to achieve our vision.

Relationship of this ISHS Goal to SBOE Vision Statement: This goal fits with many of the SBOE desires to improve Quality, including SBOE emphasis on training, program competitiveness, and high levels of achievement. This goal also fits with SBOE vision of Efficiency, through ongoing monitoring of the training schedule to determine the most efficient and cost-effective way of delivering on-site and external training.

Performance Measure: Assess ISHS staff training needs

Benchmark: June 2007 _____

Performance Measure: Trustees and Executive Director develop a policy addressing training needs and provide authority to allocate resources

Benchmark: Fall 2007 _____

Performance Measure: Assess what training can be done within agency and what must be done externally; identify sources of external training

Benchmark: November 2007 _____

Performance Measure: Schedule approved training as funds and personnel are made available.

Benchmark: April 2008 (ongoing) _____

Adjust or change ineffective training

Benchmark: May 2008 (ongoing) _____

Goal 2: Funding and Growth

Goal Statement: Implement a funding plan for ISHS growth within two years

Relationship of this ISHS Goal to SBOE Vision Statement: This goal does not precisely fit with any of the SBOE vision goals, except in that funding is necessary to achieve any of the ISHS/SBOE goals.

Performance Measure: Convene goal work group made up of representatives from each ISHS work unit; outline needs for each work unit for next two years

Benchmark: August 2007 _____

Performance Measure: Identify major upcoming projects and identify projects that do not have full funding

Benchmark: October 2007 _____

Performance Measure: Compile list of potential funding sources

Benchmark: November 2007 _____

Performance Measure: Identify personnel to assist with funding process; develop funding strategy

Benchmark: December 2007 _____

Performance Measure: Implement the plan

Benchmark: January 2008 (ongoing) _____

Goal 3: Communication

Goal Statement: Implement an internal communications plan by January 2009

Relationship of this ISHS Goal to SBOE Vision Statement: This goal fits with the SBOE goal of Efficiency, as the internal communication system for an agency widely scattered geographically is necessary for efficient service.

Performance Measure: Assess staff needs

Benchmark: October 2007 _____

Performance Measure: Identify currently effective internal communication; identify gaps; identify tools to fill those gaps

Benchmark: January 2008 _____

Performance Measure: Develop, review, and produce plan to improve internal communications

Benchmark: January 2009 _____

Goal 4: Customer/Consumer

Goal Statement: Assess needs of Idahoans across the state and modify ISHS services to meet those needs.

Relationship of this ISHS Goal to SBOE Vision Statement: This goal fits with all four of SBOE's goals:

Quality, Access, Relevancy, and Efficiency.

Performance Measure: Identify and profile current and potential customers

Benchmark: August 2007 _____

Performance Measure: Assess customer needs

Benchmark: June 2008 _____

Performance Measure: Examine current services; research ways of offering new services; determine funding needs; develop new services and offerings

Benchmark: April 2009 (ongoing)

Goal Details

Goal Development

Goal 1: Training
Goal Leader __ (shared) _____ **Goal Team:**

Milan, Linda, Kurt, Annette

Goal Statement: Develop and implement a training program that will allow staff to acquire the skills necessary to achieve our vision.

Objectives	Tasks	Start Date	Completion Date	Lead/ Others	Cost	Measure	Notes
1.1 Assess training needs and skills on hand	1.1.1 Develop a tool to assess training needs	May 2007	May 2007	team, volunteers	0	was tool developed?	Examples of subject areas: 1) ISHS policies/ procedures; 2) ID history; 3) tech/ prof. development; 4) mentoring; 5) customer service; 6) other (such as grant writing)
	1.1.2 All staff respond to assessment tool as to what of and extent of training is needed	July 2007	July 2007	all staff	0	did all staff respond?	
	1.1.3 Compile results of assessment	Aug 2007	Sept 2007	team	0	results are compiled	
	1.1.4 Trustees & ED develop a policy re: need for training and provide authority to allocate resources	TBD	TBD	trustees, ED	0	Trustees agree and direct ED to allocate resources	
1.2 Develop plan to meet needs from both internal and external sources	1.2.1 Assess what types of training each division can accomplish in-house	Oct 2007	Nov 2007	administrators, team	0	meetings are held; list is compiled	
	1.2.2 Assess what types of training can only be accomplished externally	Oct 2007	Nov 2007	administrators, team	0	meetings are held; list is compiled	
	1.2.3 For training that can only be accomplished externally, identify the appropriate source	Oct 2007	Nov 2007	administrators, team	0	meetings are held, list is compiled	
	1.2.4 Determine time and cost expenditures for each requested training event	Oct 2007	Nov 2007	TBD	0	meetings are held, list is compiled	
	1.2.5 Acquire sufficient	TBD	TBD	trustees, ED, administrators	0	meetings are held,	This is dependent, in part, on annual budget cycle to legislature

	funds to accomplish requested training					funds are identified/acquired	
	1.2.6 Determine acceptable man-hour utilization to accomplish training	Jan 2008 trustee meeting	Jan 2008 trustee meeting	trustees, ED, administrators	0	policy is established	
1.3 Accomplish training	1.3.1 Schedule requested training as funds and personnel are made available	April 2008	ongoing	staff and their supervisor	TBD	training is accomplished	
1.4 Evaluate effectiveness of training	1.4.1 Follow-up with staff and supervisors as to effectiveness of training	May 2008	ongoing	team, staff and their supervisor	0	input is acquired	
	1.4.2 Adjust or change ineffective training	May 2008	ongoing	team, staff and their supervisor	0	changes are made	
	1.4.3 Schedule periodic reassessment of training needs and effectiveness	ongoing	ongoing	team, staff and their supervisor	0		

Goal 2: Funding & Growth**Goal Leader** Jody, Bobbi_ **Goal Team**____ Jody, Bobbi, Keith,

Anne ____

Goal Statement: **Implement a funding plan for ISHS growth within two years**

Objectives	Tasks	Start Date	Completion Date	Lead/ Others	Cost	Measure	Progress	Notes
2.1. Assess current and long-Term funding needs within 6 months	2.1.1 Convene workgroup made up of a person from each workgroup	06/01/07	07/31/07	Keith/Ex Director w/Team & workgroup reps	0	Did we meet?		
	2.1.2 list needs of each division for the next two years	06/01/07	07/31/07	ED Team Reps from each work group	0	Were needs identified		
	2.1.3 identify major projects, big exhibits, digitization, capital needs, Pioneer Village, ongoing programs, building needs, personnel and training	08/01/07	08/31/07	ED Team Reps from each work group	0	Were they identified ?		
	2.1.4 Create report documenting agency needs and major projects.	9/1/07	9/15/07	Lead	0	Was report prepared ?		
2.2 Design and Develop Appropriate Plan (within 1 year)	2.2.1 Identify projects that do not have full funding	09/01/07	9/30/07	ED Team Reps from each work group	0	Was plan developed		
	2.2.2 List potential funding sources (grants, fundraisers, corporations, legislative)	10/01/07	10/31/07		TBD			
	2.2.3 Determine which funding sources are appropriate for which projects and determine and document legal requirements and compliance issues	11/01/07	11/30/07		0			
	2.2.4 Identify personnel and outside help to begin "big picture" funding process	11/01/07	11/30/07		0			
	2.2.5 Market fundraising efforts and share info statewide of needs and funding	12/01/07	12/31/07		TBD			
	2.2.6 Develop legislative strategy for each project as appropriate	12/01/07	12/31/07		0			
2.3 Implement the plan (within 1 year of D&D)	2.3.1	01/01/08	12/31/08		TBD			
2.4 Evaluate and refine the plan (2 years, after 1 year of implementation)		01/01/09	12/31/09		TBD			

Goal 3: Communication **Goal Leader** _Suzi/Ken_____ **Goal Team:** Suzi, Jess, Tom, Ken
Goal Statement: Implement an internal communications plan by January 2009.

Objectives	Tasks	Start Date	End Date	Lead/ Others	Cost	Measure	Progress	Notes
3.1. Design Plan	3.1.1 Select staff to serve on team	July 2007	July 2007	Team	Staff time	List of participants developed		
	3.1.2 Prepare questionnaire for staff needs assessment	July 2007	Sept 2007	Team/Lead	Staff time	Questionnaire developed		
	3.1.3 Conduct staff needs assessment	Oct 2007	Oct 2007	Team	Staff time	Results collected		
	3.1.4 Identify currently effective internal communication	Nov 2007	Dec 2007	Team	Staff time	List of pros developed		
	3.1.5 Identify current gaps in internal communication	Same		Team	Staff time	List of cons developed		
	3.1.6 Identify tools to fill those gaps	Jan 2008	Jan 2008	Team	Staff time	List of tools developed		
3.2 Develop Plan	3.2.1 Develop outline	Jan 2008	May 2008	Team	Staff time	Outline drafted		
	3.2.2 Draft sections			Lead	Staff time	Sections drafted		
	3.2.3 Team review of draft	June 2008	June 2008	Team	Staff time	Comments collected		
	3.2.4 Revise based on team comments	July 2008	July 2008	Lead	Staff time	Revisions completed		
	3.2.5 Director/staff review	Aug 2008	Aug 2008	Team	Staff time	Comments collected		
	3.2.6 Revise based on director/staff comments	Sept 2008	Sept 2008	Lead	Staff time	Revisions completed		
	3.2.7 Team review	Oct 2008	Nov 2008	Team	Staff time	Comments collected.		
	3.2.8 Produce final			Lead	Staff time	Final produced		
	3.2.9.							
3.3 Implement Plan	3.3.1 Director/team present plan	Jan 2009		Team		Meeting held		
	3.3.2. Follow plan				TBD	Communication improved?		
3.4 Evaluate Plan	3.4.1 Resubmit questionnaire to staff	Jan 2010	Jan 2010	Team	Staff time	Comments collected		
	3.4.1 Identify pros and cons of plan			Team	Staff time	List of pros developed		
3.5. Refine Plan	3.5.1. Revise plan based on comments	Feb 2010	May 2010	Lead	Staff time	List of cons developed		
	3.5.2. Re-release plan	July 2010			Staff time/ TBD	Communication improved and institutionalized?		

Goal 4: Customer
Chris, Steve

Goal Leader: Shared

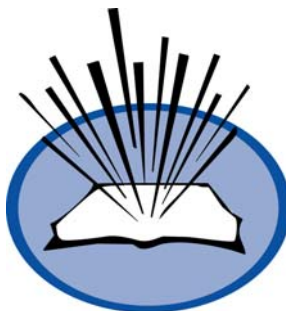
Goal Team: Fred, Rachelle,

Goal Statement: Assess needs of Idahoans across the state and modify ISHS services to meet those needs

Objectives	Tasks	Start Date	Completion Date	Lead/ Others	Cost	Measure	Notes
4.1 Assess customer needs	4.1.1 Identify and profile current and potential (future) external customers	June 1, 2007	July 31, 2007	Rep. from each workgroup/division	TBD		To profile customers and potential customers go to marketing books, Dept. of Commerce, DHR, etc.
	4.1.2 Develop assessment to determine what current and future customers want and need	August 1, 2007	December 31, 2007	Unknown - Rep. from each workgroup/division and/or contractor	TBD		May need to consider contracting this and customer profiling to outside source
	4.1.3 Execute assessment	January 1, 2008	April 30, 2008	Each workgroup will assess its own external customers	TBD (travel, staff time, materials, postage, etc.)		Assessment could be focus groups, surveys, other
	4.1.4 Compile and summarize results	May 1, 2008	May 31, 2008	Rep. from each workgroup/division	\$0 (staff time)		
4.2 Design/redesign services and offerings to meet needs identified in assessment	4.2.1 Study current services and compare to assessment results	June 1, 2008	June 30, 2008	Rep. from each workgroup/division	\$0 (staff time)		This may be where we need to do the Dying Swans matrix.
	4.2.2 Brainstorm/	July 1, 2008	July 31, 2008	Rep. from	\$0 (staff	Do we have new ideas?	

	research new service ideas and offerings (if necessary)	(Depending upon staff schedules we might need to move start of this task to Sept. 2008 thereby pushing everything else back two months)		each workgroup/division	time)		
	4.2.3 Determine how to accomplish new services (keep or get rid of some current services)	August 1, 2008	September 30, 2008	Rep. from each workgroup/division	\$0 (staff time)		
	4.2.4 Consult with funding and growth group to determine available funds for services and offerings	August 1, 2008	September 30, 2008	Rep. from each workgroup/division	\$0 (staff time)		
	4.2.5 Develop services and offerings	October 1, 2008	March 31, 2009	TBD	TBD		
	4.2.6 Finalize services and offerings	April 1, 2009	April 30, 2009	TBD	TBD		
4.3 Implement new/redesigned service offerings	4.3.1 Advertise new/redesigned services	May 1, 2009 (ongoing throughout this timeframe)	April 30, 2011				
	4.3.2 Perform/implement new/redesigned services throughout agency	May 1, 2009 (ongoing throughout this timeframe)	April 30, 2011				
4.4 Evaluate new/redesigned services and offerings	4.4.1 Develop evaluation method for new/redesigned services	May 1, 2011	April 30, 2012				
	4.4.2						

	Determine timeframe for evaluation						
	4.4.3 Evaluate new/redesigned service offerings						
	4.4.4 Compile results of assessment						
	4.4.5 Modify/get rid of offerings that are not working						
4.5 Reassess customer needs	4.5.1 Develop assessment	May 1, 2012	April 30, 2013				
	4.5.2 Execute assessment						
	4.5.3 Compile and summarize results						



IDAHO COMMISSION FOR LIBRARIES

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Strategic Plan 2008 – 2011

Introduction

The Idaho Commission for Libraries (ICFL) has experienced a great deal of change since its mission was revised in 2001. In July 2006, these changes resulted in the former Idaho State Library's name change to better reflect the agency's current mission and activities.

ICFL's work revolves around library development. We work with the library directors, staff, and trustees of Idaho's publicly funded libraries to provide library services that meet the changing information needs of Idaho's citizens.

Idaho libraries have felt the impact of the state's ongoing population growth. Visits at local public libraries increased 23.1% from 2001 through 2005 with circulation of materials growing 17.3% during that same time period.

(<http://libraries.idaho.gov/files/default/Statewide5YearSummaryFY05.xls>) These figures do not include the number of citizens who accessed libraries via the Web. Ongoing improvements, additions, and expansions of library services are needed in academic, public, and school libraries to meet Idaho citizens' expectations.

Looking to the future ICFL sponsored statewide activities in July of 2005 that laid the ground work for the 2020 Vision. In 2006, a follow up event focusing on library services for digital natives took place. The term digital native was coined by Marc Prensky to describe the millennial generation born since about 1980, or born since computers were commonly used.

The following strategic plan outlines ICFL's goals to support current and traditional services important to Idaho's citizens while keeping an eye on future trends to enhance information access and services in the 21st Century.

Purpose

The basic purpose of this strategic plan is to

- Meet Idaho Code requirements for state agency planning,
- Outline goals, objectives, and activities which encourage us to meet our preferred future, and
- Provide a tool for staff to develop annual work plans.

Process

In February 2006, the Management Team, Sue Walker, Erin McCusker, and Shirley Hansen met as the Strategic Planning Team to work on a new agency strategic plan. A new plan would allow the agency to:

- Meet legislative mandates,
- Address significant agency changes, and
- Support the 2020 Vision developed by Idaho libraries.

The Strategic Planning Team:

- Agreed that the current ICFL mission and the 2020 Vision are the overarching principles for the new plan
- Reaffirmed the values from the previous strategic plan
- Identified themes from existing agency planning documents (previous strategic plan, 5-year LSTA plan, CE plan, TBS action plan, LiLI work plan, LD work plan, 2020 Vision)
- Developed 4 strategic issues and 9 goals
- Solicited input from staff regarding strategic issues, goals, objectives, and activities
- Received ICFL Board of Commissioners' approval for strategic issues, and goals in April 2006
- Defined the structure of the strategic plan
- Defined the specificity of activities
- Consolidated and incorporated activities into the strategic plan

The strategic plan will be reviewed by the Management Team and staff at the beginning of the annual state budgeting process.

Vision:

Idaho libraries are the nexus of global information, innovative services and community, enabling us to sustain our history, empower our present and create our future.

Mission:

The Idaho Commission for Libraries assists libraries to build the capacity to better serve their clientele.

Values:

Library Ideals: We believe libraries exist for the public good. They are essential to literacy and informed citizens in a democratic society. We affirm intellectual freedom, life-long learning, customer privacy, and public access to information.

Customer Service: We deliver high quality customer service to internal and external customers.

Relationships: We achieve organizational effectiveness through mutual support, trust, value, and respect.

Collaboration: We accomplish goals using shared leadership, teamwork and consensus.

Learning Organization: We continuously improve services by creating, gathering, and transferring information and modifying behaviors to reflect new knowledge and insights.

Strategies:

Advocacy	Consulting	Marketing
Collaboration	Continuing Education	Research, Planning,
Communication	Grants	and Development

Strategic Issues**I. How do Idaho libraries strategically position themselves to actively create and embrace the future?**External Factors

Major changes have occurred over the last 20 years in all areas of information services. The initial technology explosion is in the past. Rapid change is now a constant and even more dramatic change is predicted. The profiles of our users and potential users have changed drastically. Preschoolers are computer literate and seniors love communicating via e-mail. These were predictions of the future not that long ago; now they are the facts of everyday life.

If librarians are interested in providing library services to these rapidly changing generations in the future, we must take action now. Library staff and governing bodies must work on learning foresight: a skill that enables us to anticipate many of the risks and most importantly the opportunities. We need to understand current trends and their possible consequences while considering the variety of options we have for achieving our goals. We cannot wait for proof of what lies ahead or how things are going to develop. The tools are out there to help us better serve all of our clientele if we have the skill to listen to what the future has to tell us.

Goals:

- A. Libraries incorporate the 2020 Vision in their strategic planning.
- B. Library leaders dedicate time to shape the future.
- C. Awareness and understanding of the disparate ways information is accessed and processed creates valued services.

II. How do Idaho libraries develop and sustain services valued by digital natives?

External Factors

Digital natives are those who have grown up with digital technology beginning in the last decades of the 20th century. Computers, video games and cams, the Internet as well as the wide variety of cell phones have been common everyday toys and tools in their lives since infancy. These natives of the digital age are low users of current library services. To make library services useful to this and succeeding generations, we must study their information needs and discover ways to meet them. Failure to reach and serve digital natives and the generations that follow them may well make libraries obsolete.

Goal:

- A. Libraries embrace and enhance digital natives' approach to information.

III. How do Idaho libraries create and promote a vital identity?

External Factors

Stereotypes of libraries and librarians hamper our ability to deliver good library services. We have years of misconceptions to overcome. We want libraries to be recognized as an essential part of education. Increased communication and interaction among all types of libraries is needed to best meet citizens' diverse needs. To most citizens a library is a library is a library. We do not want cookie-cutter libraries. We know communities are different and need different services.

The preferred future vision says that "Idaho libraries in 2020 are strongly branded, so that when people in Idaho think of libraries they think of dynamic places of passion and opportunity." Without a vital identity, libraries may face disappearance in the future.

Goals:

- A. Libraries flourish as a central place in a learning society.
- B. The citizens of Idaho identify their libraries as vital.

IV. How do Idaho libraries sustain an infrastructure that provides for services in an atmosphere of innovation and change?

External Factors

Quality library services are the basis for a good reputation and the foundation for building the services of the future. Library staff and governing boards must deal with the demands of the present so we can position ourselves for the future. To do this successfully, the underlying base of the library organization needs to be strong and healthy. At the 2020 Vision Think Tank, Gregory Raymond said, “It is important to keep in mind that we need to look at both continuity and change. When people examine the future we tend to look around the corner and emphasize what will be different. But in fact not everything changes.” The challenge is in making sure the continuity provides us something strong upon which to build the future. There needs to be more than a tolerance for change. Failure to anticipate and embrace change will weaken current services and doom those of the future.

Goals:

- A. Libraries thrive in an environment that encourages innovation, risk, and change.
- B. Libraries’ infrastructures empower service development and delivery.
- C. Leaders inspire passionate commitment to libraries.

Action Plans and Work Plans

Program action and work plans that support the strategic plan can be found through the following links:

- ☐ Libraries Linking Idaho (LiLI)
<http://libraries.idaho.gov/files/default/2007PlnGper.pdf>
- ☐ Library Services and Technology Act (LSTA)
<http://libraries.idaho.gov/files/default/03-07-lsta-plan.pdf>
- ☐ Talking Book Service (TBS)
<http://libraries.idaho.gov/files/default/tbs-action-plan-2006-2008.pdf>

Measuring Success and Effectiveness:

ICFL will judge success and progress towards the goals by tracking the following:

- LiLI Databases Sessions/Logins
- LiLI Databases Full Text Views
- Talking Book Service Patrons
- Talking Book Service Circulations

- Attendance at Public Libraries
- Continuing Library Education
 - Events Sponsored/Participants
- E-Course Completions

Performance Measures with Benchmarks:

1. % of Idaho citizens who identify libraries as important

Benchmark: 90%

Explanation: The 17th Annual Idaho Public Policy Survey, 2006 conducted by Boise State University finds 97.5% of Idaho citizens identifying libraries as important. <http://ppa.boisestate.edu/ssrc/LongOverdue: A Fresh Look at Public and Leadership Attitudes About LIBRARIES in the 21st Century> indicates nearly half the sampling graded libraries with an “A,” the highest for any of the community institutions covered in the survey. <http://www.lff.org/documents/LongOverdue.pdf>

2. % increase in interlibrary loans through LiLI Unlimited

Benchmark: 2% annual increase

Explanation: Expectations are based upon the increase in Idaho libraries’ interlibrary loan statistics.

Baseline: Figures available August 2006 for July 2005-June 2006 (FY06), the first complete fiscal year of the program.

3. % increase in LiLI Unlimited participating libraries

Benchmark: 5% annual increase

Explanation: Now that the phased implementation of the program has ended, we will be encouraging membership of those libraries who, for a variety of reasons, chose not to join during the start-up period.

Baseline: 57 libraries as of June 30, 2005 (FY05).

4. % increase in registrations at summer reading programs

Benchmark: 10% annual increase

Explanation: Reasonable expectations are based upon Idaho statistics and the staffing capabilities at the local public libraries.

Baseline: 27,632 registrations for the summer of 2004.

5. Value of the LiLI Database licenses if purchased individually by all libraries compared to actual cost

Benchmark: V>A

Explanation: To remain a viable service, the value (V) of the database licenses if purchased individually by all libraries needs to be greater than the actual cost (A). LiLI-D contract runs January-December.

IDAHO COMMISSION FOR LIBRARIES PERFORMANCE MEASURES

SBoE Goal	Performance Measure	2006	2007	2008	2009	Benchmark / Target
Access Efficiency	1. % increase in resource sharing (interlibrary loans to and from Idaho libraries) through LiLI Unlimited	98,921 (Baseline)				2% annual increase
Access Efficiency	2. % increase in Idaho library holdings in LiLI Unlimited web catalog	4,931,172 + 6%				5% annual increase
Access Relevance	3. % increase in registrations at library summer reading programs	40,700 + 11%				10% annual increase
Access Efficiency	4. Value of LiLI Database licenses (V) if purchased individually by all libraries compared to actual cost (A)	V = \$10,871,113 > A = \$529,873				V > A

1. 2006 is baseline year.
2. 2005 is baseline year, with 4,631,646 Idaho holdings.
3. 2004 is baseline year, with 27,632 registrations.

Idaho Statutes

TITLE 67
STATE GOVERNMENT AND STATE AFFAIRS
CHAPTER 19
STATE PLANNING AND COORDINATION

67-1901. PURPOSES. The purposes of sections 67-1901 through 67-1905, Idaho Code, are to generate state agency planning and performance information that can be used to:

- (1) Improve state agency accountability to state citizens and lawmakers;
- (2) Increase the ability of the legislature to assess and oversee agency performance;
- (3) Assist lawmakers with policy and budget decisions; and
- (4) Increase the ability of state agencies to improve agency management and service delivery and assess program effectiveness.

67-1902. DEFINITIONS. For purposes of sections 67-1901 through 67-1905, Idaho Code:

- (1) "Agency" means each department, board, commission, office and institution, educational or otherwise, except elective offices, in the executive department of state government. "Agency" does not include legislative and judicial branch entities.
- (2) "Benchmark" or "performance target" means the agency's expected, planned or intended result for a particular performance measure. This information may come from an accepted industry standard for performance or from an agency's careful study, research and/or analysis of the circumstances impacting performance capabilities.
- (3) "Core function" means a group of related activities serving a common end of meeting the main responsibilities of the agency.
- (4) "Goal" means a planning element that describes the broad condition, state or outcome an agency or program is trying to achieve.
- (5) "Major division" means an organizational group within the agency that focuses on meeting one (1) or more of the agency's primary statutory responsibilities.
- (6) "Objective" means a planning element that describes a specific condition, state or outcome that an agency or program is trying to achieve as a step toward fulfilling its goals.
- (7) "Performance measure" means a quantifiable indicator of an agency's progress toward achieving its goals.

67-1903. STRATEGIC PLANNING. (1) Each state agency shall develop and submit to the division of financial management a comprehensive strategic plan for the major divisions and core functions of that agency. The plan shall be

based upon the agency's statutory authority and, at a minimum, shall contain:

- (a) A comprehensive outcome-based vision or mission statement covering major divisions and core functions of the agency;
- (b) Goals for the major divisions and core functions of the agency;
- (c) Objectives and/or tasks that indicate how the goals are to be achieved;
- (d) Performance measures, developed in accordance with section 67-1904, Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;
- (e) Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and
- (f) An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

(2) The strategic plan shall cover a period of not less than four (4) years forward including the fiscal year in which it is submitted, and shall be updated annually.

(3) The strategic plan shall serve as the foundation for developing the annual performance information required by section 67-1904, Idaho Code.

(4) When developing a strategic plan, an agency shall consult with the appropriate members of the legislature, and shall solicit and consider the views and suggestions of those persons and entities potentially affected by the plan. Consultation with legislators may occur when meeting the requirement of section 67-1904(7), Idaho Code.

(5) Strategic plans are public records and are available to the public as provided in section 9-338, Idaho Code.

67-1904. PERFORMANCE MEASUREMENT. (1) Every fiscal year, as part of its budget request, each agency shall prepare an annual performance report. The report shall be comprised of two (2) parts:

(a) Part I shall contain basic profile information for the prior four (4) fiscal years including statutory authority, fiscal year revenue and expenditure information and any informative breakdowns such as amounts from different revenue sources, types of expenditures, and data about the number and types of cases managed and/or key services provided to meet agency goals.

(b) Part II shall contain:

- (i) Not more than ten (10) key quantifiable performance measures, which clearly capture the agency's progress in meeting the goals of its major divisions and core functions stated in the strategic plan required in section 67-1903, Idaho Code. The goal(s) and strategies to which each measure corresponds shall also be provided. More measures may be requested by the germane committee chairs through the

process set forth in subsection (7) of this section.

(ii) Results for each measure for the prior four (4) fiscal years.

In situations where past data is not available because a new measure is being used, the report shall indicate the situation.

(iii) Benchmarks or performance targets for each measure for, at a minimum, the next fiscal year, and for each year of the four (4) years of reported actual results.

(iv) Explanations, where needed, which provide context important for understanding the measures and the results, and any other qualitative information useful for understanding agency performance.

(v) Attestation from the agency director that the data reported has been internally assessed for accuracy, and, to the best of the director's knowledge, is deemed to be accurate.

(2) Each agency performance report shall be presented in a consistent format, determined by the division of financial management, which allows for easy review and understanding of the information reported.

(3) Each agency shall review the results of the performance measures compared to benchmarks or performance targets and shall use the information for internal management purposes.

(4) Each agency shall maintain reports and documentation that support the data reported through the performance measures. This information shall be maintained and kept readily available for each of the four (4) years covered in the most recent performance report.

(5) The performance report shall be submitted by the agency to the division of financial management and the budget and policy analysis office of the office of legislative services by September 1 of each year. In fiscal year 2006, agencies shall submit part I of the performance report required by subsection (1)(a) of this section no later than November 1, and are exempt from submitting part II of the performance report required by subsection (1)(b) of this section. In accordance with section 67-3507, Idaho Code, agency performance reports shall be published each year as part of the executive budget document.

(6) The office of budget and policy analysis of the office of legislative services may incorporate all or some of the information submitted under this section in its annual legislative budget book.

(7) Each agency shall orally present the information from the performance report to its corresponding senate and house of representatives germane committees each year unless a germane committee elects to have an agency present such information every other year. The presentations shall consist of a review of agency performance information and shall provide an opportunity for dialogue between the agency and the committees about the sufficiency and usefulness of the types of information reported. Following any discussion about the information reported, the germane committees, in accordance with the requirements of this section, may request any changes to be made to the types of information reported. In fiscal year 2006, each agency shall be required only to present part I of the performance report required in subsection (1)(a)

of this section and, at a minimum, a progress report on the implementation of part II of the performance report as set forth in subsection (1)(b) of this section.

(8) If an agency and its corresponding germane committees determine that it is not feasible to develop a quantifiable measure for a particular goal or strategy, the germane committees may request an alternative form of measurement.

(9) The senate and the house of representatives germane committees should attempt to meet jointly to hear and discuss an agency's performance report and achieve consensus regarding the types of measures to be reported.

67-1905. TRAINING. Strategic planning and performance measurement training shall be held for both state agencies and lawmakers as follows:

(1) The division of financial management shall coordinate training for key agency personnel on the development, use and reporting of strategic planning and performance measurement information. The training shall be integrated into current agency training programs and shall be offered and required for agency staff at a frequency determined by the division of financial management.

(2) The office of performance evaluations and the office of budget and policy analysis of the office of legislative services shall coordinate training for legislators on the development and use of strategic planning and performance measurement information. The training shall be offered at least once every two (2) years to coincide with new legislative terms.