

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009**

TAB	DESCRIPTION	ACTION
1	PRESIDENTS' COUNCIL REPORT	Informational Item
2	UNIVERSITY OF IDAHO ANNUAL REPORT	Informational Item
3	IDAHO DIVISION OF PROFESIONAL- TECHNICAL EDUCATION ANNUAL REPORT	Informational Item
4	IDAHO STATE HISTORICAL SOCIETY BOARD APPOINTMENTS	Motion to Approve
5	LEGISLATIVE UPDATE	Informational Item
6	MEDICAL EDUCATIONAL EDUCATION RECOMENDATIONS	Motion to Approve
7	STRATEGIC PLANS – INSTITUTIONS, AGENCIES AND SPECIAL/HEALTH PROGRAMS	Motion to Approve
8	DIVISION OF PROFESSION TECHNICAL EDUCATION – CWI REGION III DESIGNATION	Motion to Approve

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SUBJECT

Presidents' Council Report

BACKGROUND/ DISCUSSION

Dr. Jerry Beck, President of the College of Southern Idaho and current Chair of the Presidents' Council will give the bi-monthly report for the Presidents' Council.

ATTACHMENTS

Attachment 1 – Presidents' Council Report

Page 3

BOARD ACTION

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

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IDAHO UNIVERSITIES AND COLLEGES PRESIDENTS' COUNCIL

• **Discussion Points of the Tuesday, January 27, 2009 meeting.**

Discussion was held by Presidents and Board members present about the membership of the Presidents' Council and the rotation of chairmanship. It was agreed that someone with direct supervision from the State Board of Education should chair the group at least every other year. It was suggested that we have discussions on this topic along with the following items for clarification.

- A. Mike Rush to locate rotation schedule
- B. Some meetings could/should be held by teleconference
- C. Council should meet with the governor at least three times a year

• **Submission of agenda items for State Board meetings.**

- Dr. Rush asked for everyone's help in getting agenda items by stated deadlines. Currently the board only has 5-7 days to read 1000 – 1500 pages of materials.
- In recent months the agenda has been held up due to institutions not providing all the necessary agenda items timely.

• **Full-time student status being 12 credits**

This topic was broken into two categories.

A. Full-time Status

At the January meeting the Board passed fulltime status for consistency across the board and to be congruent with financial aid policy.

B. Fiscal Impact

Additional information is being requested from each institution as to what the financial impact would be if tuition fees were charged on a per credit basis. This topic will carry over to the next meeting.

• **Discussion of Out of State Recruitment**

A discussion was held as to whether institutions should be looking to out of state recruitment to fill seats in selected areas.

The February 3rd meeting is cancelled.

The next meeting is Tuesday, March 3rd.

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SUBJECT

University of Idaho Progress Report

BACKGROUND/DISCUSSION

Annually, 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 the University of Idaho has supplied an overview of its status and accomplishments. President Daley-Laursen will be in attendance and will present a summary of the accomplishments and future goals of the university.

BOARD ACTION

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SUBJECT

Idaho Division of Professional-Technical Education Agency Report

BACKGROUND/DISCUSSION

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 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 an overview of its status and accomplishments.

Ann Stephens, Administrator of the Idaho Division of Professional-Technical Education (IDPE), will be in attendance at the meeting and will present a summary of the accomplishments and future goals of IDPTE.

BOARD ACTION

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IDAHO STATE HISTORICAL SOCIETY

SUBJECT

District 6 appointment to the Idaho State Historical Society Board of Trustees.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.
Section § 31-4124 and 67-4124, Idaho Code.

BACKGROUND/DISCUSSION

The Idaho State Historical Society is charged with responsibility for the preservation of the state's history and prehistory. This is done primarily in accordance with Chapters 41 of Title 67 of the Idaho Code, and through other statutory capacity, such as that provided under Titles 14, 33, 58, and 63. Chapter 41, Title 67 as above provides statutory authority for the Society to preserve and protect the state's historic, archaeological, architectural, and cultural resources.

The State Board of Education is responsible for appointing members to the Idaho State Historical Society Board of Trustees. Under the Board's appointment procedures the Board may re-appoint an incumbent to the Board of Trustees without soliciting other candidates. For an open appointment the Board of Trustees is required to advertise the vacancy in the Society's publications and through other regional and local historical societies. The Board of Trustees reviews all application received and forwards only the most highly qualified applicants, in order of preference to the Board for consideration. In making the final appointment, the Board is required to consider geographic representation and qualifications as provided for in Idaho Code §67-4124.

- 1) One vacancy on the Board of Trustees of the Idaho State Historical Society has been in place since November 2008, when Bert Marley resigned his position as Trustee for District 6.

The Idaho State Historical Society issued a news release to all media in District 6, issued correspondence to the Chambers of Commerce, historical societies, history departments of local universities, tribal offices, and preservation organizations. District 6 encompasses Bannock, Caribou, Bear Lake, Franklin, Oneida, and Power counties.

The following actions were also undertaken:

- January 31, 2009: Six applications were received by the nominating committee. The nominating committee consisted of John Walker, District 3; Jesse Walters, District 4; Hope Benedict, District 7.
- February 20-March 3, 2009: The nominating committee interviewed applicants by phone.

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- April 2, 2009: The ISHS Board of Trustees took action on recommendations for the new board member for District 6.

District 6 Board Appointment Recommendation: The Board of Trustees of the Idaho State Historical Society respectfully submits to the State Board of Education the following recommendation, in order of preference, for consideration:

1. James "Jim" Johnson
2. Henry Stam
3. Cleve Davis

We look forward to the prompt appointment of this position to the ISHS Board.

IMPACT

This appointment will fill all vacant positions on the ISHS Board of Trustees.

ATTACHMENTS

Attachment 1 – Applicant Information

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BOARD ACTION

A motion to approve the appointment of James "Jim" Johnson, District 6, to the Idaho State Historical Society Board of Trustees for a term beginning upon appointment and ending December 31, 2012.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

*Jim Johnston Team
com*

W. James "Jim" Johnston

Home 6375 S. Bannock Highway
Pocatello, Idaho 83204
(208) 233-6671

Office Home Specialists Real Estate
150 N. Main Street
Pocatello, Idaho 83204-0010
(208) 232-9041

Educational Experience

- Doctoral Studies, Political Science, Idaho State University, Pocatello, Idaho, 1972
- Master's Degree, Education, Brigham Young University, Provo, Utah, 1968
- Bachelor of Science, Education, University of Idaho, Moscow, Idaho, 1965
Student Body President, University of Idaho, 1964-1965
- Real Estate Designations: ABR, CRB, CRS, GRI, SRES

Real Estate Experience

- V.P. National Association of Realtors, Region 12, 2009
- National Director, National Association of Realtors, 2000-2007
- National Trustee, RPAC, 2001-2006
- State President, Idaho Association of Realtors, 1998
- Coldwell Banker President's Elite, 1984-1988 (Top 1/2 of 1% salesmen in US)
- Remy-Johnston Real Estate, co-owner, 1978-1980
- Johnston Real Estate, owner, 1980-1982
- Coldwell Banker Real Estate, owner, 1983-2001
- Keller Williams Real Estate, owner, 2001-2005
- Home Specialists Real Estate, Executive sales associate, 2005-present
- Idaho Real Estate instructor, 11 years

Community Service

- District Governor, Rotary International, District #5400, 2002
- President, Greater Pocatello Chamber of Commerce, 1998-1999
- President, Grand Teton Council of Boy Scouts of America, 1979-1982
- President, Idaho State Civic Symphony, 2005-2006
- President, United Way of Southeast Idaho, 3 years
Red Cross Bd of Directors

Awards and Honors

- Idaho's Business Leader of the Year, Idaho State University, 2007
- Contributing Citizen Award by Pocatello Mayor and City Council, 2004
- Silver Beaver, Grand Teton Council of Boy Scouts of America, 1997
- "Chief Helping Hands" designation, Chamber of Commerce, 1985
- Realtor of the Year: Idaho Assoc., 1997; local association 1980 and 1991
- Distinguished Senior Award by University President D.R. Theophilus, 1965

Family

- City of Pocatello "Family of the Year" runner-up, 1980
- Wife of 43 years Karen has a Doctorate in Education; former school administrator
- Father of 8 adult children; all are college graduates; all 5 sons are Eagle Scouts

6375 Bannock Highway
Pocatello, Idaho 83204
February 20, 2009

Steve Barrett
Management Assistant
Idaho State Historical Society
2205 Old Penitentiary Road
Boise, Idaho 83712-8250

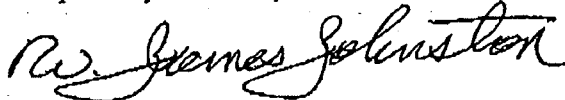
Dear Steve,

I am very interested in the District 6 Trustee position with the Idaho State Historical Society.

My interest in the state of Idaho and its history has been keen since listening to "The Idaho Story" on the radio as a young child and studying Idaho in the 4th grade at Lincoln Elementary in my home town of Twin Falls.

Enclosed you will find a brief resume of my activities.

Respectfully submitted,



W. James Johnston

Associate Broker

ABR, CRB, CRS, GRI, SRES

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Steve Barrett

From: Henry E. Stamm, IV [hestamm@isu.edu]
Sent: Tuesday, January 27, 2009 10:07 AM
To: Steve Barrett
Subject: Bio & Vita for HE Stamm



short bio.doc (28 KB)



shortvitanew.doc
(40 KB)

Dear Steve,

I understand Laura Woodworth-Ney has nominated me to a vacant position of trustee for the Idaho State Historical Society. I have attached a short biographical document and a short, but representative curriculum vita to support this nomination.

It gives me great pleasure to have been nominated for the position and as an active historian, working with both Idaho & Wyoming Indian peoples, I would like to serve in the role as trustee. I am very much interested in preserving the artifacts and textual records of all people of Idaho, disseminating information about the past to the people of Idaho, and assisting those who seek to publish, display, or otherwise present such materials throughout the state.

I should mention that I have some experience working with the Idaho History Museum and the Lemhi County Historical Society. In fact, Ruth Benedict has asked my assistance on a planned project about documenting and displaying some of their materials. I am also in the planning stages on a collaborative NEH grant that will focus on reservation boarding school life at Fort Hall (and Wind River in Wyoming).

Thank you for considering my application.

Best,
Henry E. Stamm, IV

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Henry E. Stamm, IV, has been a research scholar at Dartmouth College and has taught history at the University of Alaska Anchorage, and SUNY--Oswego. He holds the Ph.D. from the University of Wyoming, with an M.A. from Appalachian State University and his B.A. from Rice University. He is the author of *People of the Wind River: The Eastern Shoshones, 1825-1900* (University of Oklahoma Press, 1999), as well as several articles and a website on Shoshone art hosted by the Wind River Historical Center of Dubois, Wyoming. Stamm is an adjunct assistant professor of history for Idaho State University and lives in Pocatello, Idaho. He is continuing his research on the people of the Wind River with additional research on the Shoshone & Bannock people of Fort Hall. Recent presentations and publications have emphasized the historical context of understanding cultural and generational trauma among indigenous peoples. An ongoing current project focuses on viewing cultural transformation of the Eastern Shoshones through the lenses of their material culture and art. He is also working on a sequel to his first book and also a collection of historical sketches, short stories and vignettes about the Indian and white communities of the Wind River Basin. Finally, he is beginning a project on the history of the reservation boarding schools at Wind River and Fort Hall.

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VITAE

Henry E. Stamm, IV
9082 Cinnamon Ridge, Pocatello, ID 83204
208.233.4681 (voice) 208.233.4681 (fax)
e-mail: hestamm@ida.net

EDUCATION

University of Wyoming, Laramie WY. Ph.D., 1993
Appalachian State University, Boone, NC. MA, 1989
Rice University, Houston, TX. BA, 1971

ACADEMIC APPOINTMENTS

2005-2009 Visiting Assistant Professor of History, Idaho State University, Pocatello, ID
1999-present Historical Consultant, Wind River Historical Center, Dubois, WY
1996- 1999: Visiting Research Scholar, Department of History, Dartmouth College
1997-1998: Adjunct Professor of History, University of New Hampshire System
1994-1996: Adjunct Professor of History, University of Alaska Anchorage
1993-1994: Adjunct Professor of History, SUNY College of Oswego

BOOKS

Stamm, Henry E. *People of the Wind River: The Eastern Shoshones, 1825-1900*.
Norman: University of Oklahoma Press, 1999.

TELEVISION

Stamm, Henry E (consultant). *Washakie: Last Chief of the Eastern Shoshone*. Wyoming
Public Television, 2002.

BOOK CHAPTERS

Stamm, B. Hudnall, and Stamm, Henry E., "Trauma and Loss in Native North America:
An Ethnocultural Perspective." In Kathleen Nader, Nancy Durbrow, and B.
Hudnall Stamm, eds., *Honoring Difference: Cultural Issues in the Treatment of
Trauma and Loss*. Philadelphia: Brunner/Mazel, 1999.

JOURNAL ARTICLES

Stamm, Henry E. and Stamm, B. Hudnall. "Starvation by Civilization: Eastern
Shoshones, 1885-1900." Under review for *Annals of Wyoming*.
Stamm, Henry E. "Range Wars: Cowboys and Indians at Wind River, 1880-1890."
Journal of the West 38 (January 1999), 48-55.
Stamm, Henry E. "Boomtown Evangelism: The Reverend Joseph W. Cook and St.
Mark's Church, Cheyenne, Wyoming, 1867-1870." *Anglican and Episcopal
History* 66 (June 1997), 132-153.

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Stamm, Henry E. "The Peace Policy Experiment at Wind River: The James Irwin Years, 1870-1877." *Montana, The Magazine of Western History* 41 (Summer 1991), 56-69.

GRANTS AND CONTRACTS

2002	\$8,500	Historic Use of the Shoshone National Forest. Funded by Lucius Burch Center at the Wind River Historical Center, Dubois, WY; and Shoshone National Forest, Cody, WY.
2001-2003	\$13,500	History of Shoshone Bannock Art: Continuity & Change in the Northern Rockies. Funded by Lucius Burch Center at the Wind River Historical Center, Dubois, WY; Wyoming Council for the Humanities; and Idaho Humanities Council.
2001	\$5,000	At Home in the Woods: The History of the Upper Wind River Tie Hack Industry. Funded by Lucius Burch Center at the Wind River Historical Center, Dubois, WY
2000	\$5,000	Fort Hall Landowners Alliance Manual Project. Funded by A Territory Resource, Seattle, WA
1999-2000	\$15,000	The Rupert Weeks Translation Project. Funded by the Lucius Burch Center at the Wind River Historical Center, Dubois, WY:
1999-2000	\$2,000	Eastern Shoshone Digital History Project. Funded by the Lucius Burch Center at the Wind River Historical Center, Dubois, WY

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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RECEIVED

January 18, 2009

JAN 22 2009

ISHS FISCAL OFFICE

From: Cleve Davis

To: Whom it May Concern

Subject: Letter of Interest

3/3 @ 2:00

This is my letter of interest for serving on the Board of Trustees for Idaho State Historical Society representing southeastern, Idaho. Although, there are many reasons why I would like to serve on the Board of Trustees my primary reason is to help preserve and protect the often poorly and misrepresented history of the Shoshoni and Bannock People. As a member of the Shoshone-Bannock Tribes, it is sad for me to go into surrounding committees and observe the unfamiliarity of local people and politicians towards understanding the culture and history of Idaho's indigenous people.

I strongly feel that citizens of Idaho can learn a lot from traditional oral knowledge and culture of Idaho's indigenous people. If presented in the right way, Indian philosophies and culture have the power to sustain natural resources and provide clean water and air for all. If selected to serve on the Board, I would like to help bridge the gap between the Tribes and non-Indian people of Idaho.

Currently, I'm finishing up an Interdisciplinary Master of Science Degree and Post Baccalaureate Geotechnology Certificate at Idaho State University. Although, I lack an advance academic degree I consider myself a serious student of Idaho history. I have conducted extensive research both professionally, academically, and personally on the history, languages, and traditional teachings of the Shoshoni and Bannock People. The history and cultures that have affected the indigenous people of Idaho is the same history that makes Idaho what it is today. Being a student of Geoscience, I also have an interest in use of Geographical Information Systems in historical and archaeological studies.

Below are classes that I have completed at the graduate level that will be useful if selected to serve on the Board of Trustees:

- Environmental Law & Regulation
- Public Lands: Politics/Policy
- Archaeological Field School (Hells Canyon, Idaho)

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- Linguistic Field Methods
- Principles of GIS
- Advanced Shoshoni Language
- Geotechnology Seminar
- Stone Tool Analysis

For your information, I have lived in southeastern Idaho my whole life and have expert knowledge of the terrain, rivers, resources, and cultures of the area. With this experience and education, I can offer the Board of Trustees new insights on preserving and protecting the rich history and cultures of Idaho. Thank you for the opportunity to serve on the Board of Trustees.

Sincerely

A handwritten signature in cursive script that reads "Cleve Davis".

Cleve Davis

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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CLEVE DAVIS

Shoshone-Bannock Tribal Member, 4024-C

RR 6 Box 329

Pocatello, Idaho 83202

Phone/Fax: (208) 237-3276

Cell: (208) 479-2519

Email: cleve@panakwate.com

Website: www.panakwate.com

WORK EXPERIENCE

Photographer, 9/2008-Present

Waa-muuz, Fort Hall, Idaho

As a photographer and owner of Waa-muuz, I conduct and manage all aspects of portrait studio photography. Being the primary photographer, I work closely with clients and subjects many of whom are Shoshone-Bannock Tribal members who want photographs of themselves dressed in traditional regalia. This position requires some understanding of the Shoshoni and Bannock languages which clients and subjects often speak. The services offered by Waa-muuz also include photo restoration and fine art printing. As such, I regularly use Adobe Photoshop CS3 software and professional large format printers (i.e., Epson Stylus Pro 7880, HP Photosmart Pro B9100). In addition to on-sight photo shoots, I have also setup and managed off-sight photo shoots at pow-wows and other local events on the Fort Hall Reservation. My experience as a photographer also includes supervising two employees with photography sales.

General Manager, 4/2006-Present

Bannock Ecological, Fort Hall, Idaho

As general manager and owner of Bannock Ecological, I have competed for and successfully completed five independent contracts, two of which were over \$30,000. Through these projects I have gained experience with developing, coordinating and writing environmental planning documents and ethnographic and biological resource reports. Three major projects I have developed and written as an independent contractor for the Shoshone-Bannock Tribes include: developing and writing the Shoshone-Bannock Tribes' Traditional Uses of Natural Resources of Grand Teton National Park, National Elk Refuge, and Yellowstone National Park; Woodland Management Plan for the Fort Hall Reservation; and Final Environmental Assessment (EA) for the Starlight Creek Continuous Conservation Reserve Program (CCRP) Lease. Project work of this position requires regular use of ArcGIS 9.2 software and Trimble GeoXT GPS unit. My experience as a general manager also includes hiring and supervising a fisheries biologist and writer editor.

Native American Interpretive Specialist, 5/2008-9/2008

Shoshone-Bannock Tribes, Indian Creek Guard Station, Idaho

As an interpretive specialist, my primary duties were to present interpretive information to river users about the Indians of the Middle Fork of the Salmon River country and emphasize federal regulations for preserving cultural resources. As such, my interpretive presentations focused on the original inhabitants of the area the *Tukudeka* (Bighorn Sheepeaters) and Sheepeater War of 1879. Specifically, I would cover the *Tukudeka* language (Shoshoni) and culture, and the rich archaeology of the *Tukudeka* still present within the river corridor. As part of my presentations, I would also reemphasize and convey a deeper understanding of the cultural resource preservation regulations of the Frank Church River of No Return Wilderness and Middle Fork of the Salmon River Wild and Scenic River.

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Natural Resource Specialist, 4/2006-3/2007

Bureau of Land Management, Pocatello, Idaho

As a natural resource specialist, I functioned as an emergency stabilization and rehabilitation (ESR) coordinator of burned areas and technical expert assessing impacts to vegetation and special status plant species of the eastern Idaho. As an ESR coordinator my experience includes: contract administration, collection and development of native plant materials, ecological monitoring and inventories, resource advising on wildland fires, writing and reviewing of environmental documents and ESR plans for compliance with law and policy, and implementing large scale ESR plans on public lands. Project work required regular use of ArcGIS 9.1 software and Trimble GPS units. This position required regular supervision and training of ESR and wildfire personnel with implementing ESR actions on public lands.

Botanist, 3/2000-4/2006

Bureau of Land Management, Pocatello, Idaho

As a botanist, I functioned as the technical expert for assessing impacts to vegetation from proposed projects on public lands. My experience as a botanist includes: monitoring and inventorying special status plant species, collection of native plant materials, and maintenance of the Pocatello Field Office herbarium. From 2003-2006, I was assigned co-lateral duties as the National Environment Policy Act (NEPA) coordinator for the Pocatello Field Office. As the NEPA coordinator, I was responsible for: reviewing and writing Categorical Exclusion, Documentation of NEPA Adequacy, and Environmental Assessments; ensuring public, agency, and tribal participation during land use planning; and filing and maintaining permanent records of planning documents. Project work required regular use of ArcGIS 9.1 software and Trimble GPS units. My experience as a botanist also includes supervising and training a crew of four in the collection of native plant materials for the Seeds of Success Project.

GRANT WRITING EXPERIENCE

- Inventory of Ute Ladies'-tresses (*Spiranthes diluvialis*) on the Fort Hall Reservation
 - Submitted to U.S. Fish and Wildlife Service by Shoshone-Bannock Tribes on 1/30/2006
 - Total amount of grant was \$34,111
 - Not funded
- Big Sagebrush Restoration and Establishment Research on the Fort Hall Reservation
 - Submitted to U.S. Fish and Wildlife Service by Shoshone-Bannock Tribes on 1/30/2006
 - Total amount of grant was \$237,308
 - Not funded
- Bannock and Shoshone Language Word Inventory of Natural Resources
 - Submitted to Sven and Astrid Liljeblad Endowment Committee by Cleve Davis on 4/25/2008
 - Funded for \$900
- Native American Geoscience Advancement National Science Foundation (NSF) Grant NSF 08-605
 - Grant submitted to NSF by Idaho State University, Shoshone-Bannock Tribes, and Snake River Basin Business Association on 12/11/2008
 - Total amount of grant is approximately \$2,000,000
 - Identified as Sr. Personnel of the Grant

EDUCATION

American Council on Education, Edmonds, Washington

Course: Contract Officer Representative/Contract Officer Technical Representative Certification
2 Semester Hours (4/2006)

Idaho State University, Pocatello, Idaho

Bachelor's Degree - 5/2000; Major: Botany

128 Semester Hours

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COMPUTER SOFTWARE KNOWLEDGE

Platform	Type	Name	Skill Level
PC	Word Processing	MS Word 2007, MS Word 97-2003	Advance
Macintosh	Word Processing	iPages	Intermediate
PC	Spreadsheet	MS Excel 2007, MS Excel 97-2003	Advance
PC	Database	MS Access 2007, MS Access 97-2003	Advance
PC, Macintosh	Image Processing	Adobe Photoshop CS3	Advance
PC, Macintosh	Vector Graphics	Adobe Illustrator CS3	Novice
Macintosh	Image Processing	iPhoto	Intermediate
PC	Geographical Information System	ArcGIS 9.2	Advance
PC	Geographical Information System	ArcGIS 9.2 Spatial Analyst Extension	Advance
PC	Geographical Information System	Geopathfinder Office	Advance
PC	Audio	Olympus Digital Wave Player	Advance
PC	Presentation	MS Powerpoint 2007, MS Powerpoint 97-2003	Advance
PC	Word/Image Processing	Adobe Acrobat 8 Professional	Intermediate
Macintosh	Video	Final Cut Studio 2	Intermediate

SPECIALIZED EQUIPMENT KNOWLEDGE

Equipment	Skill Level
Canon EOS40D, SLR Camera	Advance
Trimble GeoXT, GPS Unit	Advance
Sony Handycam HDR-SR10, Camcorder	Advance
Pentax Opti, Camera	Advance
Garmin Etrex Vista, GPS Unit	Advance
Epson Stylus Pro 7880, Large Format Printer	Advance
HP Photosmart Pro B9100, Large Format Printer	Advance

SPECIALIZED TRAINING

2007 Water Erosion Prediction Project (WEPP)
 2005 Proper Functioning Condition Riparian Assessment (BLM)
 2005 Intermediate ArcGIS 9 (BLM)
 2003, 2005 NEPA Analysis (Environmental Assessment Focus) (BLM)
 2004 Idaho Native Plant Society (INPS) Moonwort (*Botrychium*) Workshop
 2004 Introduction to ArcGIS (BLM)
 2004 Introduction to Metadata Documentation (BLM)
 2003 INPS Wild Buckwheat (*Eriogonum*) Workshop
 2002 S-130, S-190, I-100 Basic Fire School (BLM)
 2000 Introduction to GIS Using ArcView (BLM)

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SPECIALIZED SKILLS

- Whitewater Kayaking, Intermediate
- Mountaineering/Rock Climbing, Advance
- Backcountry Skiing, Advance
- Wilderness Survival, Advance
- Whitewater Raft Navigation, Advance

LANGUAGES SPOKEN

- English, fluent
- Bannock (Northern Paiute), understand
- Shoshoni, understand

AFFILIATIONS

- Snake River Small Business Association
- Idaho Native Plant Society

PUBLICATIONS

- Davis, C. 2008. Final Environmental Assessment for the Starlight Creek Continuous Conservation Reserve Program Lease. CTRT-08-0515. Bannock Ecological. Fort Hall, Idaho.
- Davis, C. 2008. Shoshone-Bannock Tribes' Traditional Uses of Natural Resources of Grand Teton National Park, National Elk Refuge, and Yellowstone National Park. Bannock Ecological. CTRT-07-0005. Shoshone-Bannock Tribes. Fort Hall, Idaho.
- Davis, C. 2008. Shoshone-Bannock Tribes Woodland Management Plan for the Fort Hall Reservation. Bannock Ecological. CTRT-06-1231. Fort Hall, Idaho.
- Davis, C. 2007. Identifying Potential Ski Terrain Using ArcGIS 9.2 in the Western Part of the Greater Yellowstone Area, Including Eastern and Central Idaho. Principles of GIS Graduate Project. Idaho State University. Pocatello, Idaho.
- Davis, C. 2007. Survey for Ute lady's tresses (*Spiranthes diluvialis*) for the Fort Hall Historic Landmark Bank Stabilization Project. A report prepared for the U.S. Bureau of Reclamation. CTRT-06-0889. Bannock Ecological, Fort Hall, Idaho.
- Davis, C. 2007. The Middle Fork of the Salmon River – Its Vegetation and Flora. Sage Notes. A Publication of the Idaho Native Plant Society Vol. 29 (2): 8-12.
- Davis, C. 2006. Identification of plant collections from the Craters of the Moon National Monument/Preserve. PO: 02649014. Idaho State University. Pocatello, Idaho.
- Davis, C. 2006. Plants of Eastern Idaho, including the Bannock and Shoshone Plant Names. Bannock Ecological. Pocatello, Idaho.
- Davis, C. 2006. Mountain Plants of Southeastern Idaho. Self Published. Pocatello, Idaho.
- Davis, C. 2005. Ute Ladies'-tresses Discovered on the Fort Hall Indian Reservation. Sage Notes, Idaho Native Plant Society. Volume 27 (2).
- Davis, C. 2003. Plant Species of the Deep Creek Mountains. Technical Bulletin No. 03-5, Idaho Bureau of Land Management, Boise, Idaho.
- Davis, C. 2001. How the Bannock and Northern Shoshone of Southern Idaho Made Use of Some Native Plants. Sage Notes. A Publication of the Idaho Native Plant Society Vol. 23 (3): 9-11.

PROFESSIONAL PHOTOGRAPHY

- 2008: Picturing Our Natural Heritage, Idaho State University, Idaho Falls, Idaho
- 2008: Sawtooth Science Institute, Idaho State University Division of Continuing Education, Idaho Museum of Natural History, Pocatello Idaho.
- 2007: Picturing Our Natural Heritage, Idaho Museum of Natural History, Pocatello Idaho
- 2006: Cordillera Gallery, Pocatello Idaho

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PROFESSIONAL PRESENTATION

- 2008: The Shoshone-Bannock Tribes Treaty Rights Seminar. Co-presenter on "Gathering" by the Shoshoni and Bannock People.

REFERENCES

Drusilla Gould

Title: Shoshoni Language Instructor, Idaho State University

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AWARDS/HONORS

- 2006 Time-Off Award for contributions to the development of the Draft Pocatello Resource Management Plan/Environmental Impact Statement.
- 2004 On-the-Spot Award for major contributions to the goals of the Pocatello Field Office.
- 2003 On-the-Spot Award for assuming duties as the Pocatello Field Office NEPA Coordinator.
- 2002 STAR Award for independent and self initiated efforts in developing a strong botanical assessment program in the district.
- 2001 On-the-Spot Award for independent efforts in the formulation of district standards for the assessment of Special Status Plant Species.

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SUBJECT

Legislative Update

BACKGROUND/DISCUSSION

Following is a list of legislative items affecting the Board and their current status from the 2009 legislative session.

STATE BOARD LEGISLATIVE INITIATIVES

S1013 *Commission for Libraries move to self-governing agencies:*

S1011 *State Historical Society move to self-governing agencies.*

H0018 *CWI Sick leave transfer:* Ensures safe and complete transfer of accrued sick leave for current employees of the Larry Selland College of Technology at Boise State University to the College of Western Idaho.

S1019 *Council for Technology abolished:* Grant program goes to State Department of Education (SDE).

S1074aa/aa *Deaf & Blind, Bureau of Educational Services.* Creates an Idaho Bureau of Educational Services for the Deaf and the Blind.

S1079 *Motorcycle Training Program:* Moves the responsibility for oversight of the Skills Advantage for Riders Motorcycle Training Program (STARS) from the State Department of Education to the Division of Professional Technical Education (PTE).

S1012 *Proprietary school agent background, tuition recovery:* This revises and strengthens registration process for proprietary schools, repeals registration exemption for flight schools, strengthens requirements for background checks and changes the manner in which the tuition recovery fund is structured.

S1078 *School District Boundary changes, Department of Education:* This legislation clarifies procedures relating to the correction and or alteration of public school boundaries, district consolidation and some provisions of certain elections.

S1018 *Professional Technical Education for Prisoners:* Designates the state board for professional technical education (SBOE) , in cooperation with the state board of corrections as the responsible entities in the education of prisoners who are under the jurisdiction of the department of corrections.

H199 *Deferred Compensation:* Adds to existing law to provide that the State Board of Education and the Board of Regents of the University of Idaho may establish additional retirement plans for college, university and state board

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employees. Passed House 58-9-3. Currently sits in Senate Finance Committee (as of 3-06)

LEGISLATIVE SET BACKS:

H0019 Power to convey property: Intended to statutorily recognize the SBOE's ability to dispose of property without condition in the same manner that state statute recognizes that any local school district(s) and or community colleges. The SBOE sought specific legislation in 2008 to support the transfer of property from BSU to CWI. *Bill "held" in Senate Ed Cmte on 2-17-09 having passed full house 60-9-1.*

HIGHER EDUCATION RELATED (not Board supported or opposed)

S1121 *Charter school hearings, notice to districts.* Mandates that proper public notification be given in order to ensure maximum public input and participation. Passed both House and Senate (with amendments). Awaits Gov signature.

H 211 *College student residency requirements, college breaks.* Clarifies unintended consequences of 08 Bill on Residency 181. Would change provision to 30 months allowable out of state for education purposes and not establishing other state residency- allow Idaho citizen to return with full residency privileges for purposes of higher education. *Sits in House Education Committee Chairman's drawer.*

H252 *Financial emergency declaration, teacher contracts.* Consensus bill on K-12 funding provisions of teacher contracts, declarations of financial emergency. Has passed both House and Senate, awaits Gov signature.

H262 *Teacher early retirement repeal, reduced funding intent.* Freezes one year advance on experience grid and repeals the early retirement incentive in FY10. On 3rd reading calendar in Senate.

H256a *Student transportation costs, state funding changed:* Changes high density districts reimbursement calculations, eliminates reimbursement for field trips. Passed House 50-20 on 3/25, currently sits in amending order on the Senate Floor (4-9)

S1181 *Education Bd, Office of, approp, legislative intent:* Passed full Senate on 4-9 (34-1-0) (Schroeder nay)

HJM 007 *Medical education degree:* Resolves that federal funding be identified and made available for the Doctor of Medicine degree in Idaho. Passed House 56-11-3

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SJM101 *Medical Residency*: Urges Congress to provide additional financial opportunities to fund medical residency programs. Passed Senate on voice vote. Sits on House 3rd reading calendar as of 3-18.

H0078 *School trustee vacancy, replacement appointments*: Provides for an at-large appointment to local school district trustees when vacancy occurs between elections. Signed into law 3-25

SJR101 *Constitutional Amendment* authorizing University of Idaho to charge tuition. Passed Senate 32-2-1 (3-3), Passed House 64-3-3 (4-8). Now goes to next general election ballot for public vote/approval-rejection.

S1159 *Support unit calculation for divided school districts*: Removed favorable calculation for districts who deconsolidate. Passed Senate 23-10-2 on 3/27, Failed on House floor 25-45-0 on 4/7

STAFF COMMENTS AND RECOMENDATIONS

This particular legislative session was one that required an extraordinary measure of cooperation, coordination and consolation in order to forward the Board's overall objectives and intents. Staff worked closely with the Governor, staff, legislative leadership and germane committees to accomplish the stated goals.

BOARD ACTION

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

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SUBJECT

Medical Education Committee Recommendation Implementation

REFERENCE

January 26, 2009

Board accepted finding of the State Board of
Education Medical Education Study Committee

BACKGROUND/DISCUSSION

The Board has determined that there is a serious shortage of physicians in Idaho to meet the needs of the State's growing population. This shortage is most acute in primary care (family practice medicine, internal medicine, psychiatry, and pediatric medicine) and especially in rural areas of the State. The Board's vision for expanded medical education in Idaho, embodied in the medical education recommendations, is to meet the State's physician need by drawing together the expertise and synergies of the medical education stakeholders, including the State's universities, the University of Washington School Of Medicine, the Boise V.A. Medical Center, and Idaho's health care providers. Through collaboration, the Board shall leverage the existing health science education programs at Idaho's three universities along with our longstanding participation in the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) regional medical program to begin (within a relatively short time-frame) expansion of medical education opportunities in the State of Idaho. The Board currently anticipates expanding and enhancing physician residency programs, expanding the number of WWAMI seats for Idaho students, and leading the efforts with the medical education stakeholders to jointly develop a collaborative and comprehensive plan to establish a four-year Idaho based Medical Degree (MD) program.

PLANNING/COORDINATION/GOVERNANCE

Idaho currently lacks a governance structure to encourage and coordinate the efforts of all critical stakeholder groups in planning, developing and expanding medical education programs. While the Board reviews/approves the strategic plans, performance reports and budgets of three residency programs and Idaho funded student support to attend the University of Washington (WWAMI program) and University of Utah MD programs, there is no mechanism to pull together all the important stakeholders in creating a strategic vision and long-range plan for coordinated expansion of these programs and adding new programs. It is therefore recommended that the Board establish a position to be filled by an individual with strong medical education credentials and the ability to effectively coordinate the contributions of all stakeholders. This individual would be given significant responsibility to assist stakeholders and to facilitate the steps necessary through the authority of the Board to establish an Idaho based MD

program and to further strengthen the program through expanded contributions from the State's institutions, including Idaho State University (ISU), Boise State University (BSU) and the University of Idaho (UI). Initial steps suggested by the Board of Education for follow-up review and implementation by the stakeholders include the following:

PRIORITY ACTIONS FOR EXPANDED MEDICAL EDUCATION

1. Expand Medical Residency Opportunities

The Governor recommended \$416,100 in General Funds for ongoing base funding in support of expansion of residents at Idaho's two family medicine residency programs. This expansion effort began as a Governor's Initiative in FY 2008 with one-time Millennium Funds. The Joint Finance and Appropriations Committee (JFAC) have approved \$318,400 on-going funding for this recommendation from the Governor. The Governor has also requested \$296,100 for expansion of the Rural Training Tracks at Idaho's two family medicine residency programs but JFAC did not provide funding for this recommendation. Increasing the number of State funded seats at medical schools residency programs for those Idaho students to attend after receiving their MD. Medical students have a far greater tendency to stay where they complete their residencies than where they attend medical school. Idaho needs to aggressively increase the level of State support to existing residency programs and add new full residencies in internal medicine, pediatric medicine and psychiatry. The number of residency seats available each year (new residents) in the State should match, and ideally, exceed the number of State funded first year undergraduate medical education seats (currently 28 annually with planned rapid expansion to 48 or more).

2. Expand Idaho WWAMI Seats; Evaluate Adding a First Year Cohort at Idaho State University

Currently, there is a first-year cohort of 20 Idaho WWAMI students at the University of Idaho. Further expansion of the WWAMI first year at the UI will require funding additional facilities. In addition to adding seats at the UI, it may also be cost-effective to start a second cohort of 10-20 first-year WWAMI students at Idaho State University. Given ISU's health professions role and mission (and corresponding existing faculty and facilities), University of Washington School of Medicine officials have indicated they will consider a new first-year cohort at ISU when funding becomes available. WWAMI would need to conduct a study before making this determination.

3. Adding the WWAMI Second Year of Medical Education in Idaho

Currently, a full three years of WWAMI medical education toward an MD can be completed in Idaho. The first year is completed at the UI and it may also be possible to be expanded to include ISU (as proposed above). The third and fourth years of medical education primarily involve clinical experiences with students working with actual patients under the careful supervision of practicing physicians. The WWAMI program has developed an extensive network of clinical training sites throughout Idaho with the potential of expanding these sites as needed. One way in which a four-year MD program may be established in Idaho is to provide the second year of medical education in the State (the WWAMI second year is currently being accomplished in Seattle). While the second year of medical education involves extensive classroom activity, the stakeholders may determine that much of this can be accomplished through distance learning technology from Seattle. Even with the classroom learning, the trend in medical education is to begin significant student exposure to clinical settings in the second year. The only location in the State with sufficient clinical opportunities to support 40 plus medical students is the Treasure Valley with its concentration of large hospitals, clinics, the V.A. medical center and a wide variety of physician medical specialties. WWAMI officials have indicated that the second year of medical education could be established in the Boise area within three years from the time that funding becomes available. This would require extensive collaboration with Boise State University, Idaho State University and the University of Idaho. Lewis-Clark State College may also be able to contribute to the medical education expansion effort. Idaho schools would be asked to provide health sciences and clinical faculty, facilities, and where needed, distance learning technology to meet all second year curriculum requirements. The University of Washington School of Medicine has expressed willingness to enter into a partnership through the Board of Education for coordinated collaboration with our public college and universities, as well as other important Idaho stakeholder groups to study the cost and feasibility of delivering the second year of medical school in Idaho.

4. Completing Development of an Idaho-based MD Program

Once the State has established all four years of WWAMI medical education in Idaho, over time, we could continue to expand the medical education program to meet growing needs, begin working toward independent accreditation and eventually achieve full independence from the University of Washington School of Medicine. An independent, Idaho-based MD program could have a positive economic impact on the State's economy and accelerate development of biomedical research opportunities. Each Idaho University

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would continue to contribute to the Idaho-based MD program as we collectively leverage our resources to grow a medical school.

IMPACT

Expanding and adding primary care residency programs, expanding WWAMI with a first-year cohort at Idaho State University, building the WWAMI second year of medical education in the State, and establishing a medical education position in the Office of the State Board of Education would represent a huge step toward resolving the physician shortage problem facing our citizens and provide a needed boost to the State's economy. Funding these initiatives will be challenging but with good leadership, making coordinated/optimum use of existing public and private resources, and building on established and highly successful programs already in operation, these steps for expanded medical education can be accomplished at a reasonable cost. Most of the funding for residency programs in the State comes from private sources. Even a relatively modest increase in State support could be leveraged into significant increases in the number of residency seats available. The University of Washington School of Medicine will study and report back to the State Board of Education the estimated cost of a first year cohort at ISU and delivering the second year of medical school in Idaho.

ATTACHMENTS

Attachment 1 – Findings and Recommendations of the
State Board of Education Medical Education Study Committee

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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

A motion to direct the Executive Director of the Board to take action to establish and seek funding to create a Medical Education position on the Board staff to provide planning, coordination and facilitate collaboration on implementation of the Medical Education Study Committee recommendations.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to support the Governor's initiative to expand State funded support for Idaho medical residency programs and for the Executive Director to work closely with the Governor's Office to develop new initiatives to expand State support for medical residency programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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A motion to request funding in FY2011 for the expansion of ten (10) additional State funded WWAMI seats (total of 30 funded seats) with the addition of a new cohort of ten (10) students at Idaho State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to direct staff to work with the University of Washington School of Medicine to develop a comprehensive plan for establishing the second year of medical education in Idaho with the understanding that the University of Washington School of Medicine will pay for the cost of developing the plan. The plan must be brought back to the Board for approval and authorization to seek funding for implementation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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State Board of Education Medical Education Study Committee

Report of Findings and Recommendations

January 7, 2009

Findings

1. Graduate Medical Education (Physician Residency) programs play a critical role in expanding the supply of physicians in a state. The location of a physician's residency is an important factor in determining the location of that physician's future practice. Idaho currently has three state supported residency programs, including only two family practice residencies.
2. There is a serious shortage of physicians in rural Idaho and of primary care¹ physicians throughout Idaho. This shortage is expected to worsen because of retirements, economic inequities and other factors.
3. Programs for attracting and retaining primary care and rural physicians in Idaho are inadequate.
4. Increased access to undergraduate (studying for an MD or DO) medical education is necessary to address the current and future shortage of physicians in Idaho. Ultimately, an Idaho-based medical program would provide significant benefit to the state.
5. Incentive programs for recruiting and retaining physicians that are applied close to the time physicians begin their medical practice are most effective.
6. Selection of medical students based on their proclivity to practice in rural areas is an important factor in recruiting physicians to rural areas.
7. The number of Idaho medical school graduates can be increased by expanding seats through WWAMI², WICHE³, osteopathic schools, University of Utah and other programs.
8. The WWAMI program has been very successful in Idaho. A relatively high percentage of WWAMI students return to practice in Idaho and the WWAMI association has nurtured biomedical research opportunities in the State.
9. Current government reimbursement formulas tend to favor specialists to the disadvantage of primary care physicians and physicians practicing in rural Idaho.

¹ For the purposes of this report, all references to primary care include: family practice medicine, internal medicine, psychiatry and pediatric medicine.

² The University of Washington regional medical program conducted in collaboration with the states of Washington, Wyoming, Alaska, Montana and Idaho (WWAMI)

³The Western Interstate Commission for Higher Education-Professional Student Exchange Program

Recommendations (in order of priority)

1. Expand the development of graduate medical education (residency programs) opportunities in the State of Idaho focusing on primary care and rural practice. In partnership with Idaho hospitals, the VA, Idaho doctors, private enterprise and Idaho's colleges and universities, the State of Idaho should promote and assist the funding of these programs.
2. Immediately increase the State funding support for Idaho WWAMI students to expand the number of seats from 20 per year to 40 per year (adding 10 per year over the next two years) and encourage the WWAMI program to establish the full four years of medical education opportunity in Idaho.
3. Expand the total number of medical seats for Idaho sponsored_students to between 60 to 90 per year (an aggregate total of 240 to 360) as soon as practicable through partnerships with WWAMI, WICHE, University of Utah, osteopathic schools and other medical schools taking into consideration the following factors:
 - a. Quality
 - b. Return rate
 - c. Cost effectiveness
 - d. Retention
4. The State Board of Education will oversee an initiative to engage all stakeholder groups (ISU, UI, BSU, LCSC, University of Washington ,VA Medical Center, the hospitals, and the Idaho Medical Association) to jointly develop a collaborative and comprehensive plan for establishment of a 4-year, Idaho based MD program.
5. Encourage medical school admission committees to use selection criteria for admission into Idaho sponsored medical seats which maximize potential for practice in primary care and rural areas.
6. Work with sponsored medical programs to insure that Idaho medical students participate in an Idaho rural rotation (clerkship) as part of their program.
7. Expand and enhance the current Idaho Rural Physician Incentive Program (RPIP)⁴ to help recruit physicians to rural Idaho.
8. Consider providing a tax incentive for physicians practicing in rural Idaho.
9. Increase Medicaid reimbursement rates for primary care physicians.
10. Consider developing a pay-back provision for Idaho sponsored medical school seats.

⁴ The RPIP is currently in Idaho statute and will begin dispersing funds to selected physicians in the near future.

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SUBJECT

Approval of Institution, Agency, and Special/Health Programs Strategic Plans

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1901 through 67-1903, Idaho Code

BACKGROUND/ DISCUSSION

The State of Idaho requires the Board and institutions, agencies and Special/health programs under the oversight of the board submit a strategic plan each year in July. These draft strategic plans have been developed by institutions' and agencies' staff.

Many of the institutions have comprehensive, lengthy strategic plans as required as part of their accreditation process. For this reason some of the plans submitted are condensed to meet the Board office and the Division of Financial Management (DFM) guidelines.

The guidelines set by the Board office follow DFM and Idaho Code requirements. The Board office requested that strategic plans include the following (and should follow the general format of the Board's approved 2009 Strategic Plan):

- * ***Vision and/or Mission Statement:*** Provide a comprehensive outcome-based statement covering major division and core functions of the agency.
- * ***Goals for major divisions:*** A goal is a planning element that describes the broad condition or outcome that an agency or program is trying to achieve.
- * ***Objective:*** The objective is a planning element that describes how the agency plans to achieve a goal.
- * ***Performance Measures:*** Performance measures assess the progress the agency is making in achieving a goal (quantifiable indicator).
- * ***Benchmarks:*** Benchmarks are performance targets for each performance measure for at a minimum the next fiscal year (and an explanation of how the benchmark level was established which can mean an industry standard or agency research of circumstances that impact performance capabilities).
- * ***External Factors:*** Identify external factors that are beyond the control of the agency that affect the achievement of goals.

IMPACT

Once approved, OSBE will submit the strategic plans to DFM. If the Board does not approve the strategic plans as submitted, the Board may direct staff to work with the agencies, institutions, and special/health programs to revise their strategic plans for final approval at the regular June meeting.

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Attachment 3 –	OSBE University of Utah Medical Education Program	Page 7
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Attachment 32 – College of Southern Idaho	Page 165

BOARD ACTION

A motion to approve the 2010-2014 Institution, Agency, and Special/Health Program Strategic Plans as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**Office of the State Board of Education
Scholarships and Grants
Strategic Plan
2010-2014**

Mission Statement

The State Board of Education provides administrative oversight for a variety of programs designed to assist Idaho students who are pursuing postsecondary education. These programs include a range of scholarships, grants, and work-study opportunities, and reflect the Board of Education and the Legislature's belief that substantial economic and social benefits accrue to the state if deserving students have the option and, were possible, financial assistance in gaining a good education. Listed below are programs currently administered for the Board by the Office for the Board:

Program	Type	Funding Source
Robert R Lee Promise A	Scholarship	State
Robert R Lee Promise B	Scholarship	State
Opportunity	Scholarship	State
Atwell Parry	Work Study Program	State
Minority "At Risk"	Scholarship	State
Teachers/Nurses	Loan Forgiveness	State
Freedom	POW/MIA Scholarship (Fee Waiver)	State
Public Safety Officer	Scholarship (Fee Waiver)	State
Grow Your Own Teacher	Scholarship	State
Leveraging Educational Assistance	Scholarship	State/Federal
Byrd Honors	Scholarship	Federal

Goal

Increase access to postsecondary education and improve the continuation rate for Idaho high school graduates by helping students pay for educational costs.

Objective 1

Administer all assigned programs in a manner that ensures maximum effective use of state and federal resources.

Performance Measure

Percentage of all secondary completers continuing to postsecondary education.

Percentage of eligible applicants served by each program.

Benchmark

Fifty percent of all secondary completers continue to postsecondary education within 3 years of high school graduation.

One hundred percent of eligible applicants receive timely processing of their applications.

Objective 2

Increase the number and percentage of Idaho minority and English as second language (ESL) students who pursue postsecondary education.

Performance Measure

Percentage of minority student secondary completers that continue to postsecondary education.

Benchmark

Thirty five percent of minority student secondary completers continue to postsecondary education.

Objective 3

Increase the number of scholarship available to Idaho's best and brightest students to attend an Idaho educational institution.

Performance Measure

Number and percentage of highly qualified applicants (3.5+ GPA and 28+ ACT equivalent score) receiving Promise A scholarships

Benchmark

Fifty percent of highly qualified applicants are selected for Promise A scholarships.

Key External Factors Beyond Agency Control

- Scholarship, grant and work study are funded by state and federal appropriations. Continuation, expansion or creation of new programs depends on the continued support from the Governor and legislators.
- The funding available for some programs is not adequate to cover all applicants who meet minimum qualifications and therefore some well qualified applicants may not be selected for program support.
- The lack of a statewide longitudinal data system with unique student identifiers may limit the data collection efforts necessary to compile the performance measures.

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**Office of the State Board of Education
WICHE Professional Student Exchange
(Field of Optometry)
Strategic Plan
2010-2014**

Mission Statement

The Western Interstate Commission for Higher Education (WICHE) and its 15 member states provides expanded student access to higher education programs through the Professional Student Exchange Program (PSEP). With PSEP, Idaho students have an opportunity to enroll in professional schools offering academic programs not available in our State. Idaho pays a standard “state support fee” to WICHE that varies in amount with each academic program and in return, an Idaho student can attend a professional educational program in another WICHE at approximately that state’s resident tuition cost. While many academic program options exist under the WICHE PSEP program to include medical schools, Idaho currently only participates in the field of Optometry. The State supports two new Optometry students each year or an annual total of eight students through four years of training. The State’s participation in WICHE not only provides an opportunity for Idaho students to study Optometry but also helps ensure an adequate supply of Optometrists to meet the needs of our citizens.

Goal I

Attract high quality Idaho students to the WICHE PSEP program that also have an interest in returning to Idaho to practice Optometry.

Performance Measure

Number of students applying for each funded seat per year

Number and percent of Idaho supported students returning to Idaho to practice Optometry

Benchmark

Attract two well qualified applicants for each position filled

50 percent of graduates return to Idaho to practice Optometry

Goal II

Produce two highly-trained and fully-qualified Optometrist each year

Performance measure

Pass rate on the National Board of Examiners Optometry Examination

Benchmark

100 percent pass rate on Board of Examiners Optometry

Key External Factors Beyond Agency Control

While applicant screening will include interest in practicing in Idaho, the program has no control on factors which will ultimately dictate the location and opportunities pursued by program graduates. Funding for this program depends on continued financial support from the Idaho Legislature.

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Office of the State Board of Education
University of Utah Medical Education Program
Strategic Plan
2010-2014

Mission Statement

The University of Utah Medical Education Program provides eight Idaho students each year with the opportunity to attend the University of Utah School of Medicine with financial support from the State of Idaho. There are 32 Idaho students in total receiving State financial support to attend the four year medical education program. This partnership between Utah and Idaho allows our students to receive medical training not currently available in the State and, since many of the graduates return to Idaho to practice medicine, helps meet Idaho's need for more practicing physicians to care for its citizens.

Goal I

Provide high quality medical education to State funded Idaho students each year in the four year program.

Objective 1

Recruit eight high quality Idaho students each year that have an interest in practicing primary care medicine and returning to Idaho after completing their medical education.

Performance Measure

- Number of Idaho funded students applying/number and percentage selected
- Average GPA and MCAT Score of admitted Idaho students
- Pass rate of Idaho students on U.S. medical licensing examination

Benchmark

- Number of applicants will be sufficient to ensure high quality selections
- Medical exam pass rate for Idaho students will be 100 percent
- Number and percentage of graduates entering a primary care residency program

Objective 2

Recruit and encourage new Idaho M.D. graduates to attend residency training in Idaho or return to Idaho after completion of residency.

Performance Measure

- Number and percentage of all University of Utah Medical Education program graduates practicing in Idaho
- Number of recent graduates applying for residency training seats in Idaho
- Number of recent graduates applying for residency training seats in primary care medicine

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Benchmark

50 percent of Idaho supported University of Utah Graduates return to Idaho to practice medicine

Key External Factors Beyond Agency Control

- Funding or even expansion of the University of Utah Medical Education Program is dependent on continued financial support from the Idaho Legislature. As Idaho begins to grow medical education programs in the State, the University of Utah Medical Education Program may be expanded or phased out in favor of and Idaho medical education initiative.
- Currently, Idaho supported University of Utah Program graduates have no requirement to return to Idaho to practice medicine. The number and percentage of graduates eventually practicing medicine in Idaho will depend on the number of Idaho residency seats available to University of Utah graduates, and medical practice opportunities in the State for graduates of residency programs in other states.

**Family Medicine Residency of Idaho Strategic Plan
2010 - 2014**

VISION STATEMENT:

To produce outstanding family physician leaders for their communities.

MISSION STATEMENT:

The mission of our program is three-fold:

- Train superb medical school graduates to become outstanding physicians;
- Prepare broadly trained family physicians to practice in rural Idaho; and
- Serve the underserved.

GOALS:

Education - To provide an outstanding family medicine training program to prepare future family medicine physicians.

Objective:

1. To create an exceptionally high quality medical education environment to train future family physicians.
 - *Performance Measure:* Track successful completion of American Board of Family Medicine (ABFM) Board certification examination scores for all program graduates. Track performance on American Board of Family Medicine (ABFM) Annual In-Service Training Examination.
 - *Benchmark:* At least 95% of all program graduates become ABFM Board certified. FMRI program performance above the national average (>50%) on an annual basis.
2. FMRI will obtain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM).
 - *Performance Measure:* FMRI will track its accreditation status and potential citations.
 - *Benchmark:* Maintain 100% full and unrestricted ACGME program accreditation and correct all citations.

Family Medicine Workforce - To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to keep as many of these residents in Idaho as possible post graduation from residency.

Objective:

1. To recruit outstanding medical school students to FMRI for family medicine residency education.
 - *Performance Measure:* FMRI will track how many students match annually for residency training in family medicine at FMRI.

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- *Benchmark:* At least ten medical students matched per year at FMRI.
2. To graduate fully competent family physicians ready to practice independently the full scope of family medicine.
 - *Performance Measure:* FMRI will track the number of graduates per year from our residency program.
 - *Benchmark:* FMRI will graduate at least nine family physicians per year from the program.
 3. To keep as many family physicians as possible in Idaho after residency graduation.
 - *Performance Measure:* FMRI will encourage all graduates to practice in Idaho and track how many remain.
 - *Benchmark:* 50% retention rate of graduates to practice in Idaho.
 4. To produce as many family physicians as possible to practice in rural Idaho.
 - *Performance Measure:* Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho.
 - *Benchmark:* 40% of graduates staying in Idaho will stay in rural or underserved Idaho.

Key External Factors

Funding:

The Family Medicine Residency of Idaho (FMRI) and its operations are contingent upon adequate funding. The major revenue drivers for FMRI are 50% from patient fees, 25% from the area hospitals, 8% from the State Board of Education, 2% from Upper Payment Limit (UPL), 10% from grants, and 5% from research. The biggest unknown is in regards to the Upper Payment Limit (UPL) payment to FMRI this year. Additionally, the Idaho State Legislature support for a request for expanded maintenance and expansion funding that would be approved by the State Board of Education and JFAC are critical to the program's success.

Legislation/Rules:

As noted above to the Idaho State Legislature's support of FMRI request for increased maintenance and expansion funding is critical to be able to meet the projected workforce training of family physicians that this state needs. We are in great hopes the State Board of Education and the Idaho State Legislature will back this request of FMRI as it has in the past. The current economic environment could result in more difficulty in obtaining funding.

Governor's Support:

Governor C.L. "Butch" Otter in his January 2006 State of the State asked FMRI to expand rural family medicine training for Idaho. We are in great hopes that the Governor will continue his strong support in his budget for FMRI and graduate medical education training in family medicine and for the workforce production of future family physicians for Idaho.

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Hospital Support:

FMRI requires contributions from both Saint Alphonsus Regional Medical Center and St. Luke's Regional Medical Center in regards to Medicare DME/IME pass through money. This is money given through the hospitals to the Residency by the federal government in the form of Medicare dollars to help with our training. In addition, the hospitals both have additional contributions that are essential to FMRI's operations. The current economic environment could result in more difficulty in obtaining hospital funding.

Medicaid/Medicare:

FMRI requires continued cost-based reimbursement through our Federally Qualified Health Center Look-Alike designation model that Medicaid and Medicare perform. This increased reimbursement funding is critical to the financial bottom line of the Residency. It appears that Medicaid and Medicare will continue its enhanced reimbursement for Community Health Centers and Federally Qualified Health Centers into the future. FMRI hopes that this is the case. As mentioned before, the current economic environment could result in more difficulty in obtaining funding.

Residency Review Committee – Family Medicine (RRC-FM)

Accreditation of our new rural training track in the Magic Valley is contingent upon the RRC-FM's decision which will occur this year. We will give them every reason to accredit this new rural training track but obviously the decision is outside of our control and theirs to make.

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Office of the State Board of Education

Rural Physician Incentive Program

Strategic Plan

2010-2014

Mission Statement

To recruit and attract primary care physicians to underserved areas of rural Idaho.

Goal I

Complete development of RPIP administrative rules and obtain Board and Legislative approval of the proposed rules.

Objective 1

Administrative rules are fully developed.

Performance Measure

RPIP administrative rules are reviewed and approved.

Benchmark

RPIP administrative rules are approved by the Board not later than June, 2009.

Objective 2

Administrative rules are submitted for review by the Legislature.

Performance Measure

Administrative rules have been reviewed and approved by the Legislature to ensure a timely start in administering the RPIP and disbursement of funds.

Benchmark

RPIP administrative rules are approved by the 2010 Legislature.

Goal II

Develop the necessary administrative structure for effective administration of the RPIP program.

Objective 1

Establish the RPIP Oversight Committee with a group of knowledgeable individuals and stagger terms of appointment to ensure continuity of Committee operations over time.

Performance Measure

The Oversight Committee is established and begins administrative activities with support from the Board Office.

Benchmark

The Oversight Committee begins RPIP administrative activities not later than January, 2010.

Objective 2

Develop the first annual priority list of eligible physicians/communities for consideration and selection by the Board for a debt payment awards.

Performance Measure

Selection of debt payment award recipients is completed and funds are disbursed.

Benchmark

The first group of physicians to receive debt payment awards is selected by the Board not later than April, 2010 for fund disbursement in July, 2010. Award recipients will be processed so as to be identified annually in April of each subsequent year.

Goal III

Explore options to enhance and expand the RPIP.

Objective 1

The Oversight Committee contacts key personnel in public and private organizations that may be helpful in increasing the visibility and funding support for the RPIP.

Performance Measure

The Oversight Committee will annually make a report to the Board containing ideas and possible sources of funds for expansion and/or increased support of the RPIP.

Benchmark

Report made annually to the Board in January or February.

Objective 2

The Oversight Committee will conduct an annual survey of physicians/communities receiving payments under the RPIP.

Performance Measure

The Oversight Committee will include an analysis of RPIP effectiveness for recruiting and retaining physicians in underserved areas of Idaho.

Benchmark

Effectiveness data is included the annual January-February report to the Board.

Key External Factors Beyond Agency Control

- Funding for the RPIP is derived from fees assessed Idaho supported medical students at the University of Washington and the University of Utah. Future funding of the program depends of continued Legislature financial support to these medical students.
- The ability to recruit physicians into rural Idaho depends on the general supply and demand for physicians throughout the country and the availability of other competing incentive programs.
- Statute limits the dollar amount of disbursements to \$50K over five years. Over time these program constraints could reduce the competitiveness of the RPIP.
- The remoteness of some Idaho rural communities may make it difficult to attract qualified physicians to some of these communities, even with a debt payment program.

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**Office of the State Board of Education
Advanced Clinician Psychiatry (Residency) Track
Strategic Plan
2010-2014**

Mission Statement

Idaho Advanced Clinicians Track is the psychiatry residency program offered through the University of Washington in cooperation with the Boise Veterans Affairs Medical Center, Saint Alphonsus Regional Medical Center and Saint Luke's Health System. The program supports three residents in each of four years of training. Two years of training is conducted in Seattle and two additional years are conducted in Boise. This psychiatry residency program is one of three residency programs in the state currently receiving funding support from the Legislature. Expansion of the psychiatry residency has also been identified by the State Board of Education as one of their highest priorities for expansion of medical education opportunities in the state.

Goal I

Attract quality students to the Psychiatry Residency Program that also have an interest in practicing in Idaho

Performance Measure

Number students applying each year
Number of students offered a residency seat before a residency match

Benchmark

Attract two well qualified applicants for each position filled

Goal II

Produce three highly trained and fully qualified Psychiatrists in 2010 and work toward adding a new residency seat each year from 2011-2014.

Objective

Train excellent general psychiatrists to practice in smaller communities with a particular emphasis on teaching resident skills in outpatient and inpatient consultation-liaison psychiatry and working effectively with primary care providers.

Performance Measure

Pass rate on the Board of Medicine examination
Number of graduates remaining in Idaho
Number of graduates practicing in medically underserved areas of the state

Benchmark

100 percent pass rate on Board of Medicine examination
50 percent of graduates remain in Idaho

Key External Factors Beyond Agency Control

While resident applicant screening will include interest in remaining and practicing in smaller Idaho communities, the program has no control on factors which will ultimately

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dictate the location and opportunities pursued by program graduates. The state only provides about 10 percent of the annual cost of a psychiatry residency seat. Expansion of the residency program will require additional financial support from both public and private sources.



Idaho Division of Professional- Technical Education 2010-2014 Strategic Plan

March 20, 2009



**Idaho Division of
Professional-Technical
Education**

Welcome!

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 and a seamless system of educational services 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.

Eighty percent of jobs in Idaho require less than a four year baccalaureate degree. These jobs requiring less than a four year 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. A component of the technical college system is workforce training which focuses on short term training for adults to retrain and upgrade their skills to meet labor market demands.

This plan provides direction for the professional-technical education system to inform, organize and affect continued efforts to deliver professional-technical programs and services to people throughout the state. The strategic planning process is dynamic and enhances our continuous improvement philosophy. The ultimate impact of this plan 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 welcome suggestions for improvements.

Ann Stephens, State Administrator

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.

Vision Statement

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

Professional-Technical Education is Idaho's public workforce education and training delivery system and is devoted to preparing students for occupations requiring less than a four year baccalaureate degree. This includes training for workers already in the workplace and for adults needing basic academic skills.

Quality, access, accountability, responsiveness and commitment to continuous improvement are hallmarks of Idaho's Professional-Technical Education System.

AUTHORITY

This strategic plan has been developed by the Division of Professional-Technical Education (DPTE) in compliance with Idaho Code, Chapter 19, Title 67, and Sections 67-1901 through 67-1905, as amended. It supersedes all previous DPTE strategic plans.

Statutory authority for the DPTE is delineated in Idaho Code, Chapter 22, and Sections 33-2201 through 33-2212. IDAPA 55 states the role of DPTE is to administer professional-technical education in Idaho and lists specific functions. Section 33-1002G allows school districts to establish professional-technical schools and 39-5009 established the displaced homemaker account for appropriation to the State Board of Professional-Technical Education.

Goal 1 - Quality

Improve the quality of Idaho's professional-technical education system.

Objective 1: Promote initiatives that improve the quality of professional-technical education.

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Performance Measure: Number of PTE concentrators who take a state approved Technical Skill Assessment (TSA).

Benchmark: The number of PTE concentrators who take a state approved TSA will increase each year.

Objective 2: Promote business and industry participation in professional-technical education.

Objective 3: Recruit and retain qualified professional-technical educators.

Objective 4: Promote professional development opportunities for students, teachers and counselors.

Objective 5: Use continuous improvement processes to assess program quality and effectiveness.

Goal 2 – Access

Provide access to professional-technical education programs and services.

Objective 1: Provide alternative delivery systems to support underserved regions and workforce development training.

Objective 2: Inform students and parents about professional-technical education, occupations, educational programs, schools, and scholarships.

Objective 3: Inform partners, including business and industry, agencies, and economic development entities, about professional-technical education.

Objective 4: Expand opportunities that help special populations participate in professional-technical programs and services.

Objective 5: Maintain access to quality postsecondary and adult professional-technical education programs and training opportunities.

- Performance Measure: Number of postsecondary programs and training opportunities.
- Benchmark: Number of postsecondary programs and training opportunities will be maintained or increased each year.

Objective 6. Provide educational programs and services for adults who lack the level of basic skills and literacy necessary for effective citizenship and productive employment.

- Performance Measure: Number of adults served in ABE Centers.
- Benchmark: Number of adults who achieved positive transition to jobs or postsecondary education will be maintained or increased each year.

Goal 3 – Accountability

Ensure effective and efficient use of professional-technical education resources.

Objective 1: Review, revise and implement policies to make efficient use of professional-technical education system resources.

Objective 2: Ensure funds designated for the professional-technical education system are efficiently managed to support the role and mission.

Objective 3: Maintain efficient financial and accounting systems for the Division and the professional-technical education system.

Objective 4: Maintain high placement rates.

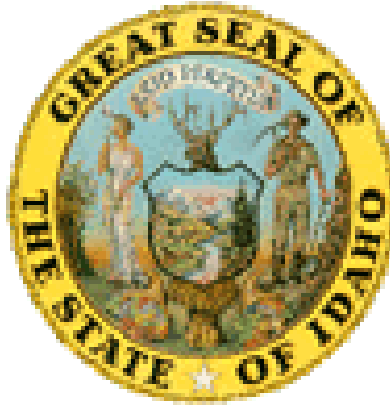
- Performance Measure A: Number of postsecondary professional-technical education completers who achieve positive placement or transition.
- Benchmarks: The number of postsecondary completers who achieve a positive placement is at 90 percent or better.

- Performance Measure B: Number of secondary completers who transition to postsecondary education or training.
- Benchmark: The number of secondary completers who transition to postsecondary education or training will increase each year.

KEY EXTERNAL FACTORS

- Rapid technological change
- Diversification of Idaho's job market
- Adequate supply of qualified instructors
- State and federal legislation
- State and national economic climates
- State employment rates

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*Idaho Public
Television*
STRATEGIC PLAN
2010-2014

Idaho Public Television STRATEGIC PLAN 2010-2014

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 alongside the Agency's Strategic Planning Issues.

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.

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SBOE Goal 1:QUALITY: Set policy and advocate for continuous improvement of the quality of Idaho's educational system.

IdahoPTV Objectives for Quality:

- 1) Provide high quality television programming and new media content.
 - Performance Measure(s):
 - Number of awards for IdahoPTV media and services.
 - Benchmark: FY10 – meet or exceed 35
- 2) Progress toward quality DTV implementation.
 - Performance Measure(s):
 - Number of DTV channel hours of transmission.
 - Benchmark: FY10 – meet or exceed 137,240
 - Number of transmitters broadcasting a DTV signal.
 - Benchmark: FY10 – 5 of 5
 - Number of DTV-ready translators (DTT).
 - Benchmark: FY10 – 39 of 39
 - Number of licensed DTV fill-in translators (DTS).
 - Benchmark: FY10 – meet or exceed 1 of 7
 - Number of cable companies carrying our prime digital channel.
 - Benchmark: FY10 – meet or exceed 10
 - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
 - Benchmark: FY10 – meet or exceed 7
 - Percentage of Idaho's population within our DTV signal coverage area.
 - Benchmark: FY10 – meet or exceed 73.1%
- 3) Provide relevant Idaho-specific information.
 - Performance Measure(s):
 - Number of IdahoPTV channel hours of Idaho-specific educational and informational programming.
 - Benchmark: FY10 – meet or exceed 1,795
- 4) Be a relevant educational and informational resource to all citizens.
 - Performance Measure(s):
 - Full-day IdahoPTV viewership as compared to peer group of PBS state networks – indexed to 100.
 - Benchmark: FY10 – meet or exceed 100
- 5) Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired.
 - Performance Measure(s):
 - Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
 - Benchmark: FY10 – meet or exceed 97.5%
 - Number of service hours of descriptive video service provided via the second audio program to aid those with impaired vision.
 - Benchmark: FY10 – meet or exceed 13,500

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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SBOE Goal 2: ACCESS: Set policy and advocate for improving access for individuals of all ages, abilities, and economic means to Idaho's educational system.

IdahoPTV Objectives for Access:

- 1) Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired.
 - Performance Measure(s):
 - Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
 - Benchmark: FY10 – meet or exceed 97.5%
 - Number of service hours of descriptive video service provided via the second audio program to aid those with impaired vision.
 - Benchmark: FY10 – meet or exceed 13,500
- 2) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
 - Performance Measure(s):
 - Total number of hours of educational programming.
 - Benchmark: FY10 – meet or exceed 8,842
- 3) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
 - Performance Measure(s)
 - Number of visitors to our Web sites.
 - Benchmark: FY10 – meet or exceed 2,100,000
- 4) Progress toward digital implementation, as a statewide infrastructure in cooperation with public and private entities.
 - Performance Measure(s):
 - Number of DTV channel hours of transmission.
 - Benchmark: FY10 – meet or exceed 137,240
 - Number of transmitters broadcasting a DTV signal.
 - Benchmark: FY10 – 5 of 5
 - Number of DTV-ready translators (DTT).
 - Benchmark: FY10 – 39 of 39
 - Number of licensed DTV fill-in translators (DTS).
 - Benchmark: FY10 – meet or exceed 1 of 7
 - Number of cable companies carrying our prime digital channel.
 - Benchmark: FY10 – meet or exceed 10
 - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
 - Benchmark: FY10 – meet or exceed 7
 - Percentage of Idaho's population within our DTV signal coverage area.
 - Benchmark: FY10 – meet or exceed 73.1%
- 5) Contribute to a well-informed citizenry.
 - Performance Measure(s):
 - Number of channel hours of news, public affairs, and documentaries.
 - Benchmark: FY10 – meet or exceed 10,000

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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SBOE Goal 3: ACCOUNTABILITY: Set policy and advocate for effective and efficient use of resources in delivery of Idaho's educational system.

IdahoPTV Objectives for Accountability:

- 1) Operate an efficient statewide delivery/distribution system.
 - Performance Measure(s):
 - Total FTE in content delivery and distribution.
 - Benchmark: FY10 – less than 29.22
- 2) Operate an effective and efficient organization.
 - Performance Measure(s):
 - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
 - Benchmark: FY10 – yes/yes/yes

Key External Factors

(Beyond the control of Idaho Public Television):

Funding:

Most Idaho Public Television strategic goals and objectives assume at least current levels of on-going financial support from the State of Idaho, Corporation for Public Broadcasting, and private contributions. These funding sources can be uncertain.

Much of the content that Idaho Public Television airs comes from other organizations, both nationally and regionally. If their program production funding sources change (up or down), it also could have an impact on IdahoPTV's ability to meet its goals and objectives targets.

Legislation/Rules:

Recent state statute and rule changes typically have not impacted Idaho Public Television.

Federal Government:

A great deal of funding, for both operational and infrastructure, comes from various entities of the federal government. A sudden downward change in these funding pools could affect IdahoPTV's ability to fulfill this strategic plan.

Various aspects of IdahoPTV's program functions fall under federal oversight including the Federal Communications Commission, United States Department of Commerce, United States Department of Agriculture, Federal Aviation Administration, United States Department of Homeland Security, Internal Revenue Service, etc. Any change of federal rules and funding by any of these entities could also affect our ability to fulfill this strategic plan.

As a result of congressional action, the federal government, through the Federal Communications Commission, has ordered the cessation of operation of all analog television transmitters in the United States beginning on June 12, 2009. This landmark legislation will have significant impact on upwards of 608,000 viewers in the Idaho area (according to A.C. Nielsen, Inc., November 2007) who rely on over-the-air analog television. This federally mandated shutdown of analog television may also reduce the size of audiences for television viewing both nationally and locally. Also, the federal government has not mandated that A.C. Nielsen measure audiences who watch local television stations' digital channels except the primary channel. IdahoPTV's HD, Learn, and World channels viewership will not be surveyed. In addition, the federal government has known for years that digital signals do not travel well in

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mountainous areas. Idaho City, Emmett, Boise Front/Harris Ranch, Glens Ferry, mid/southern Wood River Valley, and the Portneuf Valley are going to be impacted. The federal government has recently implemented a "fix" to this problem. We are working hard to obtain licenses and equipment funding via federal, state, and private sources. An immediate impact on IdahoPTV may be a decline in donations because some viewers may not be able to receive our signal because they live in one of the areas listed above or have not purchased a digital TV receiving device.



Idaho Division of
Vocational Rehabilitation

2010 - 2014

Content and Format

Since Federal and Idaho 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 2010 through 2014.

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. The following section relates to the IDVR State Renal Disease Program. The final section addresses external factors impacting IDVR.

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

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 and long term Supported Employment within the context of available resources.

1. **Objective:** Increase the number of individuals who successfully become employed after receiving VR services.

Performance Measure: The number of individuals who successfully achieve the employment outcome objective.

Benchmark: The number of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

2. **Objective:** Increase the number of transition age youth who successfully become employed after receiving VR services

Performance Measure: The number of transition age youth who successfully achieve the employment outcome objective.

Benchmark: The number of transition age youth exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

3. **Objective:** Increase the earnings of individuals who successfully become employed after receiving VR services.

Performance Measure: The earning capacity of those who become employed.

Benchmark: 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.

4. **Objective:** Increase the number of individuals with significant disabilities placed in employment with long term job support.

Performance Measure: The number of individuals in employment who receive long term support.

Benchmark: The number of individuals with significant disabilities placed into employment with long term job support shall be equal to or exceed the previous year's performance.

5. **Objective:** Utilize Information Technology to its maximum capacity.

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- A. **Performance Measure:** Increase the efficiency and capacity of record storage.
Benchmark: Initiate a pilot project on document imaging in one region by 2010.
 - B. **Performance Measure:** Information Technology/Skill Development of all personnel.
Benchmark: Ongoing education and training will increase.
 - C. **Performance Measure:** Identify the most effective case management software to meet the agency's needs.
Benchmark: On-going research by IT and Field staff to identify/review software solutions.
6. **Objective:** Statewide consistency for orientation and training to ensure continuity among all levels of staff.
- Performance Measure:** A comprehensive Training Manual for VR Counselors, VR Assistants, Regional Managers, and Assistant Regional Managers.
Benchmark: One module of the Training Manual will be completed per year over the next four years.
7. **Objective:** Expand Employment Opportunities for Clients
- Performance Measure:** Implementation and use of the job development pilot project.
Benchmark: Job development pilot project will be implemented and in use by 2010.
8. **Objective:** Enhance revenue opportunities for VR programs.
- Performance Measure:** Increase grant opportunities and collaboration with other agencies to develop shared projects.
Benchmark: Collaboration with other agencies will meet or exceed the previous year.
9. **Objective:** Establish the most appropriate governance model for IDVR.
- Performance Measure:** During SFY2010, IDVR will work with the Governor's office to identify a future location for IDVR within state government.
Benchmark: A location will be identified during SFY2010.

Goal #2 - Ensure that all eligible individuals with disabilities have equal access to services.
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1. **Objective:** Assure that individuals of minority backgrounds have equal access to services
- Performance Measure:** Maintain or increase the number of individuals from minority backgrounds who successfully become employed after receiving Vocational Rehabilitation services.
Benchmark: 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.

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2. **Objective:** Adequately meet the employment needs of the increasing Adult Corrections population statewide.

Performance Measure: Maintain or increase the number of individuals from the Adult Corrections population statewide who successfully become employed after receiving Vocational Rehabilitation services.

Benchmark: The number of individuals with disabilities from the Adult Corrections population exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

3. **Objective:** Strengthen partnerships with community partners

A. **Performance Measure:** Participation in the meetings and activities of community programs including but not limited to the Consortium for Idahoans with Disabilities (CID), Workforce Investment Act (WIA), State Independent Living Council (SILC), Developmental Disabilities Council, Advisory Commission on Correctional Education and Programs, Interagency Working Group, and Secondary Transition Group to support their efforts.

Benchmark: Increase regular attendance

B. **Performance measure:** Increase collaboration with Community Rehabilitation Partners (CRP) to develop shared projects.

Benchmark: Collaboration with CRPs will meet or exceed previous year.

4. **Objective:** Create a collaborative effort with community partners, which results in a temporary homeless project for people with disabilities who currently encounter housing barriers that impede their capacity for employment.

Performance Measure: Decrease the number of individuals with disabilities who are incurring homelessness because of the current economic downturn.

Benchmark: The number of individuals with disabilities who are provided shelter assistance.

Goal #3 - Ensure that IDVR is compliant with the Rehabilitation Services Administration (RSA) 2009 Information Guide.

Objective: Create an internal audit process that achieves the vocational outcome goals established by RSA.

Performance Measure: Monthly audits will be conducted statewide to address the current RSA performance objectives and policies.

Benchmark: IDVR will achieve a minimum of 90% compliance in all areas measured by the monthly audit review.



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.

1. *Objective:* Achieve an overall satisfactory rating for the State Renal Disease Program.

Performance Measure: The percentage of Idaho residents served in the program.

Benchmark: Achieve a minimum of 90% overall satisfaction rating.

External Factors 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 in both assistive rehabilitation technology and information technology, and in training Vocational Rehabilitation Counselors and staff. IDVR employs an Information Technology staff to develop innovative ways to utilize technology in carrying out its mission. IDVR also collaborates with the Idaho Assistive Technology Center located at the University of Idaho.

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

While Idaho has seen tremendous growth in its population in the past ten years, the current economic downturn is posing unique and challenging barriers to Idahoans with disabilities. IDVR has received an economic stimulus budget from RSA. The distribution of this money is reflected within the three overarching goals outlined within the strategic plan.

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.

During SFY2009, the Governor's office determined that a study should be conducted to determine the best location within state government for this program. This undertaking has also been referenced within the strategic plan.

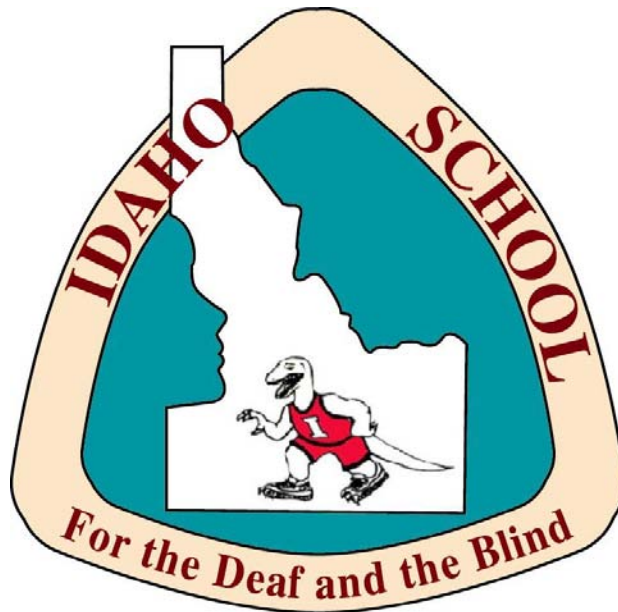
IDVR is also affected by decisions made at the federal level. The direction Congress chooses regarding reauthorization of the Rehabilitation Act will impact the future of Vocational Rehabilitation in Idaho. Federal funding decisions, e.g., training grants, block grants, funding reductions, program deletions, 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. Management is committed to continued service to the people of Idaho. The goals and objectives outlined in the IDVR Strategic Plan are designed to maximize the provision of services to Idahoans with disabilities as well as promote program accountability,

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STRATEGIC PLAN



2010-2014

ISDB STRATEGIC PLAN 2010-2014

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, mission and desired educational outcomes for youth with sensory-loss. The ISDB also follows the Goals for Elementary and Secondary Schools as defined by the State Board and the Department of Education as well as Idaho Quality Standards. Specific details of the agency's objectives and activities to support the plan and provide quality 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 2009-2012 outlines major Agency and State Board targets for ISDB services. It should be noted that pending legislation, according to SB #1074, may result in changes that impact this agency and its activities.

Mary L. Dunne, Superintendent

VISION STATEMENT

Education, communication and independence for life.

MISSION STATEMENT

- The Idaho School for the Deaf and the Blind (ISDB) is a leading center of educational expertise in the state of Idaho available to all children with hearing and/or vision loss (including those with additional disabilities), their families, local education providers and statewide policy makers.
- ISDB's campus and outreach programs provide a continuum of educational opportunities, services and support designed to meet the individual needs of children with hearing and/or vision loss, including those with additional disabilities, from birth to age 21+ and ensure that these children achieve their potential for independence and success.

ISDB GOALS & OBJECTIVES

Goal 1—QUALITY:

Sustain and continuously improve service delivery, educational programs and student outcomes.

Objectives for quality:

1. Direct efforts at continuous improvements in programming that support student growth.

Performance Measure:

- Student growth data from early childhood and state testing protocols.

Benchmarks:

- Early childhood data places ISDB toddlers and children with vision or hearing loss within the range of age-appropriate developmental skills.
- Student growth measures evidence 1 year growth or more for year of school.

2. Engage parents in activities that increase their knowledge and their child's achievement.

Performance Measure:

- Annual parent survey.

Benchmark:

- Parents representing different communication, literacy and placement choices will indicate 90% satisfaction with student learning opportunities and program goals.

3. Continue to update equipment and staff training to support innovative use of communication/computer technologies for student learning

Performance Measure:

- Technology Log with inventory, staff trainings, student/staff use and annual assessment

Benchmark:

- "Innovative" technology strategies increase by 10% each semester in each teaching team

4. Maintain, increase and scaffold independent living activities.

Performance Measures:

- Independent Living Skills Curriculum Checklist
- Workshop surveys

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Benchmarks:

- New independent living skills documented each quarter
- Workshops for teachers, cottage staff, and parents earn high marks for satisfaction and usefulness (on a 5 point rating scale, 90% are 4 or better)

5. Direct agency efforts at continuous improvement in post-graduation outcomes.

Performance Measure:

1. Post-graduation data

Benchmarks:

2. The numbers of ISDB graduates in each placement category (below) will compare to national/state averages by 2013.
 - * Percent of college/program completers
 - * Percent of long-term employment rates
 - * Percent of individuals with supported living needs placement

Goal 2—ACCESS:

Provide access for students and staff to skills, knowledge and community services.

Objectives for Access:

1. Increase student participation in opportunities for receiving non-traditional credits (dual credit, Tech-Prep, IDLA)

Performance Measure:

3. Number of students enrolled

Benchmark:

- Students enrolled in advanced opportunities programs will increase annually

2. Increase student participation in video conferencing to explore and connect with the world

Performance Measure:

- Number of students in innovative, out-of-classroom learning groups

Benchmark:

- 5% increase in student connections with other students or resources documented each semester

3. Maintain assistive technologies needed for students to access their education, communities and a competitive workplace in the 21st Century.

Performance Measure:

- Inventory/ checkout

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Benchmark:

- Each student has prescribed/appropriate assistive technologies available to him/her

4. Continue and increase efforts to coordinate training and mentoring for educational interpreters working in public schools to improve student access to instruction in LEAs.

Performance Measure:

- EITC Training and mentoring log

Benchmark:

- Educational Interpreters working in LEAs score 3.5 or better on the EIPA (Educational Interpreter Proficiency Assessment) by August 2009

5. Continue and increase efforts to train and mentor para-educators working with students who are visually impaired

Performance Measure:

- Video Conferencing Log: workshop participation
- AT Training Log

Benchmark:

- Para-educators working in LEAs pass the NLS literary Braille transcription exam by February 2011
- Para-educators working in LEAS demonstrate proficiency in using a variety of assistive technologies annually

Goal 3—EFFICIENCY:

Deliver educational, habilitation and information programs and services in a manner which makes effective and efficient use of resources.

Objectives for efficiency:

1. ISDB Educational Interpreter Training Coordinator orchestrates statewide educational interpreter training and mentoring opportunities to increase consistency and equity statewide.

Performance Measure:

- EITC Training and mentoring log

Benchmark:

- Educational Interpreters working in LEAs score 3.5 or better on the EIPA (Educational Interpreter Proficiency Assessment) by August 2009

1. Provide additional training and information to identified screeners statewide.

Performance Measure:

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- Video Conferencing Log: workshop participation
Benchmark:
 - Increase outreach workshops/training to hearing screeners by 5% annually

- 3. Provide additional Orientation and Mobility services statewide.
Performance Measure:
 - O & M Log
Benchmarks:
 - Increase O & M services on campus to 4 days per week.
 - Determine the needs of students in their LEA with the education team

- 4. Continue and increase collaborative partnerships to increase service availability, improve networking, and minimize duplication
Performance Measure:
 - ISDB directory of contact information, meeting schedules and joint activities
Benchmark:
 - Directory is reviewed annually for 2-1-1 alignment and shown to be 80% complete

- 6. Enhance connectivity of ISDB staff/students with families, professionals, other students, and resources using video conferencing to increase services and reduce costs.
Performance Measure:
 - Video Conference Log
 - Car mileage Reports
Benchmark:
 - Increase use of video conferencing by 5% each semester.

Key External Factors:

Funding:

State funding to support ISDB goals and objectives has been cut by 6%. Neither federal grants (IDEA-B) nor ARRA monies have been granted.

Public, Private, Parochial and Home Schools:

ISDB Outreach Consultants make recommendations to the local, primary educators of a child/student with sensory loss. Their decision to apply or disregard professional recommendations meant to affect change for their students is voluntary— there is no effective process of negotiation or appeal.

Referral of Students from LEAs:

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Many LEAs in their efforts to provide a free and appropriate education in what they believe is a least restrictive environment are waiting too long to refer students for the level of services available at the campus center. Many students transfer to ISDB with minimal language and literacy competency, a history of failure, a sense of inadequacy and social isolation presenting difficult “odds” for success.

Misinformation:

During a State Board and Legislative review of ISDB programs a great deal of misinformation was generated, some of which lingers still. Full repair will take time.

Senate Bill #1074:

Pending legislation making IESDB an independent Bureau with its own Board of Directors, will change ISDB governance in ways that will be determined by the yet-to-be created IESDB Board.

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Idaho State Department of Education
Public Schools Strategic Plan
2010-2014

Vision Statement

To establish an innovative and flexible education system that focuses on results, inspires all students and prepares them to be successful in meeting today's challenges and tomorrow's opportunities.

Mission Statement

The Idaho State Department of Education is accountable for the success of all Idaho students. As leaders in education, we provide the expertise and technical assistance to promote educational excellence and highly effective instruction.

Indicators Of A High Quality Education System

- High student achievement
- Low dropout rate
- High percentage of students going on to post-secondary education
- Close achievement gap
- All decisions based on current accurate data
- Efficient use of all resources

Guiding Principles

- Every student can learn and must have a high quality teacher in every classroom.
- Market forces must drive necessary change.
- Current and new resources must focus on the classroom.

With these indicators and guiding principles as our focus, the Idaho State Department of Education will increase student achievement.

- Increase district and school capacity to establish and maintain a positive education climate, with emphasis on a safe learning environment, and the intellectual, physical, social and psychological well-being of every child.

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- Continue efforts to remove barriers to teacher certification and provide support to those who want to enter the teaching profession.
- Increase dissemination of and accountability for research-based best practices in teacher preparation and provision of ongoing professional development that support student success.
- Continue efforts to provide increased pay for teachers in leadership and mentoring roles.
- Coordinate a statewide school improvement effort for those schools needing assistance to meet Adequate Yearly Progress goals.
- Increase the level of parental and community involvement in the education system by seeking partnerships with and feedback from all education stakeholders.
- Focus the statewide dropout prevention efforts of all education partners to reduce Idaho's dropout rate and increase graduation rates.
- Continue to support the establishment of public charter schools, public magnet schools and online educational opportunities to offer parents more quality choices in education for their children.
- Provide timely and relevant information, technical assistance and funding to Idaho's educators, schools, districts, students, parents, business leaders and the community, with a focus on excellent customer service.
- Increase efficiency of data collection procedures from school districts and public charter schools.
- Support efforts by school districts to consolidate services and streamline operations to make more efficient use of taxpayer funds and put more dollars into the classroom.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

Goal 1: Ensure students have the skills and knowledge necessary to succeed from kindergarten to high school graduation and post-secondary education.

Objective 1. Improve student achievement at the middle school level.

Performance Measure: Create a Middle School Taskforce to craft recommendations to improve student achievement.

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Benchmark: A proposal to increase student achievement in middle school will pass through Legislative rule in the 2010 Legislative session.

Objective 2: Improve access to post-secondary education while in high school.

Performance Measure: Create a Concurrent Credit Committee to evaluate current access to post-secondary education and recommend enhancement of opportunities.:

Benchmark: A proposal to increase concurrent credit opportunities will pass the Legislature in the 2010 Legislative session.

Goal 2: Ensure every teacher is highly qualified and is compensated for their results to improve student achievement.

Objective 1: Help teachers meet the criteria set forth by No Child Left Behind to be "highly qualified."

Performance Measure: Partner with school districts and utilize federal Title 2 funds to provide professional development opportunities to educators.

Benchmark: Every teacher in Idaho will be deemed as highly qualified.

Objective 2: Create a pay-for-performance system for teachers to reward them for skills, knowledge and student achievement results.

Performance Measure: Partner with educational stakeholders to enhance teacher compensation in Idaho.

Benchmark: Comment is sought on the plan and a pay for performance plan passes the Legislature.

Goal 3: Create a longitudinal data system where teachers, administrators and parents have accurate student achievement data for a child's educational career.

Objective 1: Create a unique student and teacher identifier for use statewide.

Performance Measure: Roll out a unique student identifier statewide.

Benchmark: Every student will have a unique student identifier.

Objective 2: Rewrite internal State Department data system known as IBEDS.

Performance Measure: Create a plan to rewrite IBEDS and work with a company known for their educational experience to rewrite code.

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Benchmark: A company will be hired to rewrite IBEDS and will complete the rewrite by 2009.

Objective 3: Successfully develop a longitudinal data system.

Performance Measure: Create a system for entering and reviewing data for every student, school, and district in Idaho.

Benchmark: Every student, school, and district can review student achievement data over time.



STRATEGIC PLAN

2010-2014

**BOISE STATE UNIVERSITY
STRATEGIC PLAN 2010-2014**

Boise State's Environment and Role

The Boise metropolitan area, with its population of more than 650,000, is a regional center for business and government. It is the capital of Idaho and is hundreds of miles from the next bigger metropolitan area. Although there are other institutions in the area, Boise State University is the only "full-service," comprehensive state university in the region, and therefore shoulders the responsibility for the bulk of post-secondary education, research support for the area, and service to the community.

Boise State University is typical of state universities in that it was given a very broad role and mission by its governing board, the Idaho State Board of Education. Although the statement of role and mission provides guidance as to areas to be emphasized, it gives Boise State remarkably broad latitude in determining the ways in which we will achieve that role and mission.

Role and mission as per the Idaho State Board of Education

In October 1998, the Idaho State Board of Education adopted the present role and mission statements for each of Idaho's four institutions of higher education. Boise State's is as follows:

"Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service.

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."

Boise State's Vision: To Become a Metropolitan Research University of Distinction

Boise State's vision is to become to become a metropolitan research university of distinction. Our emergence as a metropolitan research university is an inevitable and unstoppable result of the interaction of two factors: our role in our state system of education and the environment in which we are located. To do so *with distinction* will depend on the effectiveness with which we have translated our vision into our strategic plan, *Charting the Course*, and our success in implementing that plan.

The Strategic Planning Process

Beginning in January 2005, more than 600 Boise State University faculty, staff and students participated in 30 focus groups and provided input via the Web to collectively define and operationalize the vision of Boise State as a metropolitan research university of distinction. As a result of this process, the vision was defined in terms of four “destinations” and the “milestones” that would demonstrate our progress toward those destinations.

The four destinations are as follows:

- *Academic Excellence*: high-quality, student-focused programs that integrate theory and practice, engage students in community-based learning, and are informed by meaningful assessment.
Milestone: Recognized for integrating research with teaching and learning in high-quality programs.
- *Public Engagement*: the University’s academic mission is linked with its community partners to address issues of mutual benefit.
Milestone: Recognized for partnerships that contribute to regional growth and development.
- *Vibrant Culture*: embraces and fosters innovation, responsiveness, inclusiveness, accessibility, diversity, and effective stewardship.
Milestone: Recognized as a center for cultural and intellectual exchange that enriches the community.
- *Exceptional Research*: progressive scholarship and creative activity, and graduate programs that have groundbreaking applications locally, regionally, and globally.
Milestone: Recognized for faculty and students who excel in research.

With the vision clearly defined, the process of charting a strategic course continued with a planning team of 40-plus persons, representative of university faculty, staff, and administrators. Hundreds of interviews, Web input, focus groups, and other data were used as the basis for an analysis to identify our strengths, weaknesses, opportunities, and threats. A key outcome of that analysis was the identification of the five key areas in which we need to focus our efforts if we are to be successful in attaining our vision: resources, infrastructure, people, connections, and culture. Next, a set of 10 goals was derived to guide our progress in those five areas. The result was Boise State’s strategic plan *Charting the Course*.

Boise State University’s Destinations, Goals, Strategies, and Performance Measures

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Destinations:

Note that all 10 goals (below) contribute to each of the destinations and that strategies (listed below under goals) contribute to each goal.

Destination: Academic Excellence

Performance Measures and Benchmarks:

- Student Perception of Academic Challenge as measured by the National Survey for Student Engagement (NSSE). Benchmark: Rating equal to that at peer institutions.
- Student Perceptions of Active and Enriching Learning Environments as measured by the NSSE. Benchmark: Rating equal to that at peer institutions.
- Students participating in courses with a Service Learning component. Benchmarks: (i) substantial increase each year, (ii) participation equal to that at peer institutions.
- Specific Accomplishments

Destination: Public Engagement

Performance Measures and Benchmarks:

- Students Participating in Community-Based Projects for Courses (NSSE). Benchmark: Increase from previous year; comparable to peers
- Students engaged in voluntary activities through the Volunteer Services Board. Benchmark: Increase from previous year
- Funding for Public Service Activities. Benchmark: Increase from previous year
- Specific Accomplishments.

Destination: Vibrant Culture

Performance Measures and Benchmarks:

- Racial diversity of the student body. Benchmark: Increase from previous year.
- Student rating of supportive campus environment (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Interactions with students of different beliefs and ethnicity (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Student participation in leadership activities. Benchmark: Increase from previous year
- Specific Accomplishments

Destination: Exceptional Research

Performance Measures and Benchmarks:

- Externally funded research expenditures. Benchmark: Increase from previous year
- Sponsored project proposals and awards. Benchmark: Increase from previous year
- Doctoral graduates. Benchmark: Increase from previous year; sufficient to gain next higher Carnegie rating
- Number of publications and number of citations of Boise State publications. Benchmark: Increase from previous year
- Specific Accomplishments

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Goals and Strategies.

Note that strategies may contribute to multiple goals

Goal I. Develop network and outreach opportunities with the community

Strategies:

- 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.

Performance Measures and Benchmarks:

- Sponsored project funding from state, local, and private sources. Benchmark: Increase from previous year
- Students participating in applied experiences (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Impact of the Idaho Small Business Development Center. Benchmark: Increase from previous year
- Specific Accomplishments

Goal II. Respond to the educational needs of the region

Strategies:

- Create a community college
- Align educational offerings with economic development needs and incorporate employers' input into curriculum design.
- Offer flexible course delivery options

Performance Measures and Benchmarks:

- Dual enrollment credits generated. Benchmark: Increase from previous year
- Degrees & Certificates Awarded. Benchmark: Increase from previous year
- Enrollment Headcount and FTE. Benchmark: Increase from previous year
- Credit hours taught. Benchmark: Increase from previous year
- Credit hours generated and graduates per citizen in service area. Benchmark: Increase from previous year
- Percent of student financial aid met. Benchmark: Increase from previous year
- Number of new academic programs created. Benchmark: Increase from previous year
- Specific Accomplishments

Goal III. Provide development opportunities for faculty to integrate research and teaching

Strategies:

- 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.

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- 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.

Performance Measures and Benchmarks:

- Number of students participating in research projects with faculty (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Number of student participants in Undergraduate Research Conference. Benchmark: Increase from previous year
- Number of graduate assistantships. Benchmark: Increase from previous year
- Specific Accomplishments.

Goal IV. Build and maintain facilities to support programs and create an attractive and accessible environment

Strategies:

- 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.

Performance Measures and Benchmarks:

- Square feet of classroom, instructional labs, research labs, residential, and study space per student. Benchmark: Peer data from Society for College and University Planning
- Square feet of research and office space per faculty member. Benchmark: Peer data from Society for College and University Planning
- Cumulative new space added. Benchmark: Increase from previous year
- Carbon footprint. Benchmark: Decrease from previous year; better rating than peers.
- Number of students in on-campus residential halls. Benchmark: Increase from previous year
- Specific Accomplishments

Goal V. Promote diverse communities that foster faculty, staff, and student interaction

Strategies:

- 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

Performance Measures and Benchmarks:

- Number of students & faculty in study abroad programs. Benchmark: Increase from previous year

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- Student perception of of encouragement of interactions among those with different beliefs and ethnicities. NSSE rating. Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Student perception of quality of student and faculty interactions (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Perceptions of receiving fair and equal treatment (Campus Climate Survey). Benchmark: Increase from previous year
- Number of students in on-campus residential halls. Benchmark: Increase from previous year
- Specific Accomplishments

Goal VI. Recruit and retain an academically prepared and diverse student body

Strategies:

- 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
- Secure funds for sponsored research activity
- Implement the campus master plan

Performance Measures and Benchmarks:

- Freshman Retention Rate (first time full time). Benchmark: Increase from previous year
- 6 year grad rate (first time full time). Benchmark: Increase from previous year
- Incoming student HS GPA and class standing. Benchmark: Increase from previous year
- Incoming student ethnic diversity. Benchmark: Increase from previous year
- National Merit Scholar acceptances. Benchmark: Increase from previous year
- Scholarship Dollars per Student FTE. Benchmark: Increase from previous year
- Average need-based loans. Benchmark: Increase from previous year
- Specific Accomplishments

Goal VII. Recruit and retain faculty and staff to support the vision

Strategies:

- 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.

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- Facilitate faculty collaborations across departments and colleges
- Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university
- 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
- Secure funds for sponsored research activity
- Build and sustain a comprehensive advancement/fundraising program
- Implement the campus master plan

Performance Measures and Benchmarks:

- Faculty salaries as a percent of national average (AAUP). Benchmark: comparable to peers
- Professional staff salaries as a percent of national average (CUPA). Benchmark: comparable to peers
- Number of tenured/tenure-track faculty members. Benchmark: Increase from previous year
- Number of full-time lecturers. Benchmark: Increase from previous year
- Student FTE per budgeted faculty FTE. Benchmark: decrease from previous year; comparable to peer institutions.
- Specific Accomplishments

Goal VIII. Provide student-centered services

Strategies:

- Implement the Freshman Success Task Force Action Plan
- Create active learning opportunities in-class and out-of-class
- Offer flexible course delivery options
- Build residential communities for students, faculty and staff
- Schedule, promote, and facilitate involvement in cultural and intellectual events

Performance Measures and Benchmarks:

- Number of students receiving academic services: tutoring and advising. Benchmark: Increase from previous year
- Student rating of academic advising (NSSE). Rating increases each year and is comparable to that at peer institutions.
- Student rating of academic support (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Student rating of administrative personnel and offices (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Specific Accomplishments

Goal IX. Create an organization that is responsive to change

Strategies:

- Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching.
- Develop flexible workload policies for faculty.

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- Create a community college

Performance Measures and Benchmarks:

- Number of organizational development workshops held by Training and Development. Benchmark: Increase from previous year
- % of university policies revised. Benchmark: Increase from previous year
- % of units with up-to-date assessment plans. Benchmark: Increase from previous year
- Specific Accomplishments

Goal X. Obtain fiscal resources necessary to support the vision

Strategies:

- Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching.
- Create additional opportunities for student financial assistance
- Create a community college
- Align educational offerings with economic development needs and incorporate employers' input into curriculum design.
- Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university
- Secure funds for sponsored research activity
- Build and sustain a comprehensive advancement/fundraising program

Performance Measures and Benchmarks:

- Revenues received from all sources. Benchmark: Increase from previous year
- Contributions to the Boise State Foundation. Benchmark: Increase from previous year
- Sponsored project income. Benchmark: Increase from previous year
- Average educational expenditures per student. Benchmark: Increase from previous year
- Specific Accomplishments

Key External Factors (beyond the control of Boise State University)

Funding:

Boise State University's strategic goals and objectives assume ongoing and sometimes significant levels of additional funding from the State Legislature. Additional funding to operate comes from private donations and tuition/fee revenue. None of these sources is entirely predictable from year to year.

Legislation/Policies

Beyond funding considerations, policies related to educational offerings, employment practices, capital projects, etc. are embedded in Idaho Code as well as State Board of Education policy. Boise State policies, procedures and practices must adhere to Idaho Code and State Board of Education policy.

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**Small Business
Development Center**
directions solutions impact

Strategic Plan 2010-2014

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 network includes business consultants, trainers, support staff and volunteers 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. Six Regional offices are funded under sub-contracts with their host institutions. The locations result in 90% of Idaho's businesses being within a 1 hour drive:

- ① North Idaho College - Coeur d'Alene
- ② Lewis-Clark State College - Lewiston
- ② Boise State University - Boise
- ④ College of Southern Idaho - Twin Falls
- ⑤ Idaho State University - Pocatello
- ⑥ Idaho State University - Idaho Falls



Services include confidential one-on-one consulting and focused training. Staff members are very involved in the business and economic development efforts in their areas and; therefore, are positioned to respond rapidly to the changing business environment.

Mission:

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

Vision:

Idaho SBDC clients are recognized as consistently outperforming their peers.

Tag Line:

directions solutions impact

Operating Principles:

Service is the primary product of the Idaho SBDC. Creating and maintaining a high standard of service requires a commitment to four principles:

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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 performance are standard processes 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 necessary to providing exceptional 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 devotion to quality.
3. **Concentration on Innovation:** To innovate is to improve through change. Staff members constantly seek ways to improve methods and processes and assume a leadership role in trying new approaches to serve clients. Regular performance reviews, participation in related organizations, and attending professional development workshops are some of the ways that innovation is supported.
4. **Commitment to Integrity:** The Center values integrity and will conduct all of our services in an ethical and consistent manner. We will do our best to provide honest advice to our clients with our primary motivation the success of the business. In return, we also expect our clients to be straight forward and share all information necessary to assist them in their business.

Priorities:

The Idaho SBDC will focus on the following priorities:

1. **Maximum client impact** – While the SBDC provides services to all for-profit small businesses, it is clear that a small percentage of businesses will contribute the majority of the impact. Improving the ability to identify impact clients, develop services to assist them, and create long-term connections will increase the effectiveness of the Idaho SBDC.
2. **Strong brand recognition** – The Idaho SBDC remains unknown to a large number of businesses and entrepreneurs as well as stakeholders. A consistent message and image to convey the SBDC value in conjunction with systematic marketing are necessary to raise the awareness of the SBDC value to both potential clients and stakeholders.
3. **Increased resources** – Federal funding remained level from 1998 until 2007 resulting in a very lean operating budget and loss of several positions. A slight increase was received for 2008 however; additional resources – both cash and in-kind – are necessary to have an impact on a greater portion of small businesses and entrepreneurs.
4. **Organizational excellence** – The Idaho SBDC is in the top 10% of SBDC's on all impact measures, is consistently one of the top 5 states on the Chrisman impact survey, and received accreditation in 2004 with no conditions. The organization must continually improve to maintain this excellence.

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Market Segments:

The small business market served by the Idaho SBDC can be divided into three segments. With limited resources and the knowledge that in-depth, on-going consulting gives greater returns, the focus is on Segment 3 – high impact clients. The Idaho SBDC Marketing Plan contains additional information on state demographics and how these segments fit into the overall plan.

Segment 1:

Pre-venture – These potential clients are not yet in business. They will be assessed for the level of effort already put into the venture. Entrepreneurs who have not moved beyond the idea stage will be directed to a variety of resources to help them evaluate the feasibility of their idea. They will need to take further steps before scheduling an appointment with a consultant. These pre-venture clients will be less than 40% of the total clients and will receive 25% or less of consulting services. A small segment of these clients will be designated as high impact potential clients (Segment 3).

Segment 2:

Established businesses – This segment has already established a business. A consultant will meet with them to evaluate their needs and formulate a plan to address them. The majority of businesses in this category will have 20 employees or less. Over 60% of Idaho SBDC clients and over 75% of consulting time will be spend on clients in this category. This segment will also contain some businesses that will be designated as high impact potential (segment 3). Businesses in this category will generally have 20 or fewer employees.

Segment 3:

High impact potential – This segment is composed of the top 15% of clients in each region based on their potential to grow sales and jobs. This segment is not consistent throughout the state but is relative to the business potential based on economic conditions in the region. These businesses will receive focused long-term services and coaching and be tracked separately in the MIS system. Businesses in this category will generally have between 10 and 50 employees or have the potential to grow to this size within five years.

Success:

Success is defined as a client achieving the best possible outcome given their abilities and resources. Success does not necessarily mean that the business will start or that there will be increases in capital, sales, and jobs. For some clients, the best possible outcome is to decide not to open a business which has a high likelihood of failure. Preserving capital can be success in some situations. There may also be circumstances that cause a client to choose to limit the growth of their business. It is important to recognize the clients' goals, help them understand their potential, and then jointly identify success.

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 increased about 8% in 2008 after remaining flat since 1998. Lean budgets have prompted shifting financial resources from operating to personnel to assure that Idaho small businesses receive the same level of service. Currently, 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%

Increases in funding will be directed toward client assistance. Reduction in funding will favor minor reductions in employee hours versus eliminating positions.

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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 impact clients, requests for assistance from pre-venture businesses are shifted to training and web resources to free up consulting time. 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.

Needs:

In the statewide survey – two areas were identified as client needs that have not been a focus for the Idaho SBDC:

- Networking
- Health care insurance
- Web 2.0

In addition to these two focus areas, regional needs identified were:

- Access to capital
- Motivating employees/Customer service
- Pricing
- Websites/E-commerce
- Marketing strategies

These topics will be the incorporated into training courses and professional development for consultants.

SWOT

INTERNAL	EXTERNAL
Strengths	Opportunities
<ul style="list-style-type: none"> • No-cost • People – expertise, passion, and professional development system • Public and private partnerships and networks • Systems for high performance • Leadership at all levels 	<ul style="list-style-type: none"> • Changes in the economy • Strategic partners – leveraging resources • Entrepreneurial culture • Increase in angel investors • New business trends – green, etc. • Baby boomers
Weaknesses	Threats
<ul style="list-style-type: none"> • Market position – penetration of established small business market, brand, awareness beyond startup assistance (attraction of high growth companies) • Sharing tools and resources at state and national levels • Geographical area • Implementation – lack of focused planning and disciplined follow-up 	<ul style="list-style-type: none"> • Economy – especially in rural areas, hard for businesses to succeed and hard for businesses in all area to find funding • Reduced funding at state and federal level • Competitors

Goals and Objectives:

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Maximum Client Impact

Goal 1: Grow client impact (capital, sales and jobs) 25% from 2008 goals to 2013.

Objective 1.1: Proactively manage high impact potential (HIP) clients (startup and established businesses) by identifying them in the MIS system, following up within 120 days, and capturing impact.

Performance Measure: # of high impact clients

Benchmark: Minimum of 15% of clients identified each year by 2013

Performance Measure: Follow-up with high impact clients within 120 days.

Benchmark: 100% contacted within 120 days

Performance Measure: Impact measures

Benchmark: 25% increase in capital, sales, and jobs by the end of 2013

Objective 1.2: Create a portfolio of services, tools and resources tied to the areas covered in the assessment tool.

Performance Measure: portfolio of tools

Benchmark: Tools for every area of the assessment tool by 2012

Objective 1.3: Create consistency in how impact measures are collected and recorded.

Performance Measure: create process and definitions on capturing impact by Dec. 2009

Benchmark: process integrated into the operations manual and consistently applied

Objective 1.4: Evaluate and create new initiatives to serve the changing needs of clients. Develop and implement an energy efficiency internship program and a sustainable business initiative by 2010.

Performance Measure: energy reduction over 1 year

Benchmark: average of 15% reduction in energy use per business served

Performance Measure: # of businesses engaged in sustainable business services

Benchmark: 100 businesses taking advantage of sustainable business services

Strong Brand Recognition

Goal 2: By 2013, stakeholders and the target market will recognize the Idaho SBDC brand and associate it with high performance small businesses.

Objective 2.1: Create and implement a marketing calendar for the state office and each regional office each calendar year.

Performance Measure: Marketing Calendars developed

Benchmark: 20% increase in awareness by 2013

Objective 2.2: Review the Marketing Plan each year to determine a few areas to focus on. Schedule review of marketing plan progress during the monthly management meetings.

Performance Measure: Yearly update and prioritization.

Benchmark: 20% increase in awareness by 2013

Objective 2.3: Establish a baseline brand awareness metric by Jan. 2010

Performance Measure: process established

Benchmark: baseline metric established

Objective 2.4: Create a new tag line, policy for using logo/tag line and collateral materials by July 2009

Performance Measure: policy developed

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Benchmark: 20% increase in awareness by 2013

Objective 2.5: Develop referral system for partners referring clients to the SBDC and for SBDC to refer clients to other resources by January 2010.

Performance Measure: system established

Benchmark: capture referrals in MIS system

Objective 2.6: Update the Idaho SBDC website and make it more interactive by January 2010.

Performance Measure: website visitors

Benchmark: 20% increase in visitors

Increase Resources

Goal 3: By 2013, cash funding will increase by \$200,000/year above the 2007 level and in-kind resources will be valued at \$500,000.

Objective 3.1: Develop a funding strategy that identifies regional and statewide funding needs, the associated additional activities or gaps that the funding will address, potential sources for each need, who will be responsible for approaching the sources, and a timeframe for completion.

Performance Measure: funding strategy developed by March 2009

Benchmark: \$200,000 in additional funding

Objective 3.2: Promote and deliver NxLevelL online.

Performance Measure: # of online classes/year

Benchmark: \$20,000 generated from online classes by 2012

Objective 3.3: Create system to share Idaho SBDC success with key funding organizations.

Performance Measure: # of letters and recommendations

Benchmark: 10 letters/year to each JFAC member by 2009 and ongoing

Objective 3.4: Create common branded trainings, including webinars and other online training, and seek sponsorship.

Performance Measure: # of trainings

Benchmark: 6 trainings/year

Performance Measure: revenue generated

Benchmark: net \$5,000 in revenue from common branded trainings

Objective 3.5: Use students, faculty, volunteers and other experts to augment SBDC consulting. Set and attain yearly goals in the action plan.

Performance Measure: yearly goals set in regional action plans

Benchmark: 10 student projects or 500 volunteer hours per year per office

Objective 3.6: Increase the use of technology to serve clients more efficiently. Set and attain yearly goals.

Performance Measure: SBA technology assessment

Benchmark: highest score on SBA technology assessment

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Organizational Excellence

Goal 4: The Idaho SBDC remains in the top 5 of all SBDCs each year as determined using SBA and Chrisman metrics adjusted for funding.

Objective 4.1: Integrate the highest standards and systems into day-to-day operating practices to achieve excellence on all reviews.

Performance Measure: reviews (SBA exam, office reviews, Accreditation, etc.)

Benchmark: highest rating

Objective 4.2: Evaluate, modify and meet critical measures yearly.

Performance Measure: critical measures

Benchmark: 100%

Objective 4.3: Strengthen the needs assessment process and incorporate into marketing calendar. Conduct statewide survey biennially and regional needs annually.

Performance Measure: systematic process

Benchmark: process implemented

Objective 4.4: Develop and implement a yearly calendar of topics for monthly management meetings to include strategic plan, accreditation standards, marketing, success stories, action plans and needs.

Performance Measure: plan implemented

Benchmark: top 5 ranking

Objective 4.5: Conduct a lean office exercise to identify and eliminate waste in the organization by 2010.

Performance Measure: waste identified

Benchmark: 100% of waste is removed from organization

Objective 4.6: Achieve greater engagement of the Advisory Board by including them on the newsletter distribution, monthly critical measures, and success stories.

Performance Measure: level of participation

Benchmark: 95% participation in each Advisory Council meeting

Objective 4.7: Increase efficiencies by upgrading Center IC by December 2009.

Performance Measure: upgraded system

Benchmark: new features being used

Objective 4.8: Collaborate with other states – the NW states for professional development and the top tier states for best practices benchmarking.

Performance Measure: # of collaborative meetings

Benchmark: 2/year with each segment

Objective 4.9: At least 4 Idaho SBDC employees are involved on an ASBDC committee or interest group by 2014.

Performance Measure: number of Idaho SBDC employees engaged in ASBDC

Benchmark: 4 employees/year

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**TechHelp Strategic Plan
2010 – 2014**

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.

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.

Goal I: 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.

Objectives for Impact:

1. Offer products and workshops that meet Idaho manufacturers' product and process innovation needs.
 - a. *Performance Measure:*
 - i. Client economic impacts resulting from projects
 - b. *Benchmark:*
 - i. Reported impacts for sales, savings, investments and jobs exceed those reported in the prior year
2. Exceed federal system goals for Manufacturing Extension Partnership.
 - a. *Performance Measure:*
 - i. Score on federal Minimum Acceptable Impact Measures

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b. Benchmark:

- i. Greater than 85 out of 100 possible points

Goal II: Operational Efficiency – Make efficient and effective use of TechHelp staff, systems and Board members.

Objectives for Efficiency:

- 1. Improve efficiency of client projects.

a. Performance Measure:

- i. Federal dollars expended per surveyable project/event

b. Benchmark:

- i. Four-quarter moving average below the national median for all MEP centers

- 2. Improve effectiveness of client projects.

a. Performance Measure:

- i. Bottom-line client impact ratio (sum of client-reported savings plus 15 percent of client-reported sales divided by federal investment in center)

b. Benchmark:

- i. Four-quarter moving average above the national median for all MEP centers

Goal III: Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives for Financial Health:

- 1. Increase total client fees received for services.

a. Performance Measure:

- i. Net revenue from client projects

b. Benchmark:

- i. Annual net revenue exceeds the budgeted amount

- 2. Increase external funding to support operations and client services.

a. Performance Measure:

- i. Total dollars of grants for operations and client services

b. Benchmark:

- i. Total dollars of grants for operations and client services exceed the prior year's total

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Key External Factors

State Funding:

Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.

Federal Funding:

The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.

Economic Conditions:

Fees for services comprise a significant portion of TechHelp's total revenue. A deep downturn in the economy could affect the ability of Idaho manufacturers to contract TechHelp's services.

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IDAHO COUNCIL ON ECONOMIC EDUCATION

Financial Literacy & Economic Education Across Idaho

Strategic Plan 2010 – 2014

Vision

Over the next five years Idaho will experience significant improvement in the overall quality of life of its citizens, the competitiveness of its economy in the world marketplace, the economic and financial expertise of its teachers and the financial literacy of its students as a result of the work of the Idaho Council on Economic Education, its affiliated Centers, its sponsoring universities and the Idaho community at large.

Mission

The mission of the Idaho Council on Economic Education and its Centers at the University of Idaho, Boise State University, College of Southern Idaho and Idaho State University is to provide teacher and student training and materials in regard to economic and financial literacy education so that Idaho will be able to compete and prosper in the rapidly changing global economy.

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

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Goals, Objectives and Performance Measures

Goal 1: Community Involvement. Engage Idaho's universities, key government agencies, elected officials, school districts, businesses and the general public in the important mission of economic and financial education of Idaho's youth.

Objective 1: Develop an engaged and active Board of Directors that includes members from all six regions of Idaho, with representation from the above mentioned stake holder groups.

Performance Measures

Benchmarks

- Number of Board Members 12
- Economic events attended by each Board Member 2

Objective 2: Provide community volunteer opportunities in economic and financial education for Idaho's teachers and youth.

Performance Measures

Benchmarks

- Hours of volunteer service 1,600

Goal 2: Training and Materials. Provide training and materials for teachers and students throughout the entire state of Idaho.

Objective 1: Promote, provide and manage the International Economic Summit program throughout Idaho to prepare students to live and work in the rapidly changing global economy.

Performance Measures

Benchmarks

- Summit programs per year 10

Objective 2: Promote, provide and manage financial literacy education throughout Idaho including the Stock Market Game and other programs as appropriate.

Performance Measures

Benchmarks

- Teams participating 1,500

Objective 3: Expand economic and financial education to include on-line programs in order to reach teachers and students who would not otherwise be able to participate.

Performance Measures

Benchmarks

- On-line courses offered annually 1

Goal 3: International Competitiveness. Expand economic education to include international awareness, an understanding of the process of globalization and the ability to work with people of other nations with the goal in mind of keeping Idaho competitive in the future.

Objective 1: Provide training to schools with programs in international education

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Performance Measures

Benchmarks

- Number of districts received training annually

3

External Factors

Funding

Operation of the Idaho Council and Centers depends on funding from a variety of sources include the Boise State and the other sponsoring universities, the annual state budgeting process, fees charged for participating in programs and from outside grants and donations. Any disruption of these sources of funding would negatively impact the Council's ability to reach the goals and objectives outlined in this plan.

School Districts and Schools

Programs offered by the Idaho Council and Centers are not mandatory, even though these programs are tied to Idaho's state achievement standards. The Council's ability to reach the goals outlined depends on the willingness and ability of districts and schools to support and participate in the programs offered.

Contact

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Idaho State University Strategic Plan

Mapping Our Future: Leading in Opportunity and Innovation

2010-2014 Executive Summary

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Idaho State University

Vision: Idaho State University strives 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.

State Board of Education-Assigned Mission: As a regional public Doctoral/Research University, Idaho State University meets the needs of a diverse population with certificate, associate, baccalaureate, master's and doctoral degree offerings, as well as family practice, dental, and pharmacy residency programs. Through programs in pharmacy and health-related professions, ISU is the state's lead institution for education in the health professions and related biological and physical sciences. The preparation of teachers, administrators, and other education professionals is another primary emphasis at ISU. Programs in business and engineering respond to a variety of current and emerging demands within the state and region, and, with the change in focus of the Idaho National Laboratory to nuclear science, ISU will expand its programming in this area and continue its leadership. ISU is committed to maintaining strong arts and sciences programs as independent, multifaceted fields of inquiry and as the basis of other academic disciplines. The University offers a substantial array of graduate programs in the arts and sciences, education, and health professions. As a part of its community college function, ISU provides students high quality professional education and technical training in response to the needs of private industry.

GOAL ONE: *Achieve academic excellence in undergraduate, graduate, professional, and technical education.*

OBJECTIVE 1.1: Enhance program excellence through an effective student mix and the maintenance of a strong and balanced student enrollment.

Performance Measure 1: Number of Level 2 (well-prepared) students as a percent of student population.

Benchmark: Number of Level 2 students meets or exceeds last year's numbers.

Performance Measure 2: Overall student enrollment numbers.

Benchmark: Student enrollment numbers meets or exceeds last year's numbers.

OBJECTIVE 1.2: Recruit and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and committed institutional and public service.

Performance Measure: Number of successful faculty recruitments as a percent of searches implemented.

Benchmark: Number of successful recruitments meets or exceeds last year's numbers.

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OBJECTIVE 1.3: Provide library services that enhance the effectiveness of academic programming and research support for students and faculty.

Performance Measure: Fiscal and organizational resources to maintain and enhance existing library resources.

Benchmark: Level of fiscal and organizational resources meets or exceeds last year's level.

OBJECTIVE 1.4: Create and maintain instructional facilities that enhance program effectiveness.

Performance Measure: Level of fiscal and organizational resources to maintain and enhance existing facilities.

Benchmark: Level of fiscal and organizational resources meets or exceeds last year's level.

GOAL TWO: *Increase the University's research profile to strengthen our institutional curricula and ability to meet societal needs through the creation of new knowledge.*

OBJECTIVE 2.1: Develop and maximize the creative and scholarly performance of ISU faculty and students.

Performance Measure: Levels of external grants, awards, and contracts.

Benchmark: Levels meet or exceed last year's level.

OBJECTIVE 2.2: Develop strategic public and private partnerships focused on advancing the institutional mission, programming needs, and the needs of surrounding public and private entities.

Performance Measure: Numbers of public and private partnerships in place.

Benchmark: Numbers of partnerships to meet or exceed last year's numbers.

OBJECTIVE 2.3: Create and maintain research facilities and infrastructure that enhance program effectiveness.

Performance Measure: Level of fiscal and organizational resources to maintain and enhance existing facilities.

Benchmark: Level of fiscal and organizational resources meets or exceeds last year's level.

GOAL THREE: *Advance medical and health care education throughout the state and region through increasing the quality of healthcare, the number of practicing health care professionals, and promotion of translational research.*

OBJECTIVE 3.1: Increase the numbers of clinical faculty employed by and affiliated with the University.

Performance Measure: Numbers of clinical faculty employed by and affiliated with the University.

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Benchmark: Numbers of clinical faculty employed/affiliated meets or exceeds last year's numbers.

OBJECTIVE 3.2: Develop strategic public and private partnerships with health care organizations, facilities, and professional and provider organizations throughout the state and region.

Performance Measure: Numbers of public and private partnerships in place.

Benchmark: Numbers of partnerships to meet or exceed last year's numbers.

OBJECTIVE 3.3: Enhance both governmental support and finances as well as external fund raising focused on health and medical education.

Performance Measure: Levels of governmental support and external grants and contracts focused on health and medical education.

Benchmark: Levels meet or exceeds last year's levels.

OBJECTIVE 3.4: Establish a distributive medical education program to leverage existing health care expertise and serve needs across the State of Idaho.

Performance Measure: Concrete understanding of specific medical education needs across the State of Idaho.

Benchmark: Collaboration with State work group to produce statewide study.

GOAL FOUR: *Prepare students to function in a global society.*

OBJECTIVE 4.1: Enrich learning and research opportunities for both students and faculty through greater development of international programming.

Performance Measure: Numbers of international study and exchange agreements in place.

Benchmark: Numbers of agreements in place meet or exceed last year's numbers.

OBJECTIVE 4.2: Recruit and retain students, faculty, and staff from underrepresented groups to better serve institutional and community needs for integration of multicultural and gender-related perspectives in our range of programming.

Performance Measure: Numbers of student, faculty, and staff from underrepresented groups as percent of overall numbers.

Benchmark: Numbers in each category meet or exceed last year's numbers.

OBJECTIVE 4.3: Create instructional, research, residential, and social environments that encourage the social integration of all students, faculty, staff, and the larger community.

Performance Measure: Numbers of programs/events that foster peer involvement, social engagement, and institutional connections early in students' college careers.

Benchmark: Numbers of programs/events meet or exceed last year's numbers.

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GOAL FIVE: *Focus institutional instructional and research expertise on community and societal needs throughout the state, region, nation, and world.*

OBJECTIVE 5.1: Enhance partnerships with other institutions of higher education throughout the state and region.

Performance Measure: Number of partnerships with other institutions of higher education.

Benchmark: Number of partnerships meets or exceeds last year's number.

OBJECTIVE 5.2: Strengthen partnerships with K-12 organizations to enhance students' abilities to enter and ascend ISU's educational ladder of opportunity.

Performance Measure: Number of partnerships with K-12 organizations.

Benchmark: Number of partnerships meets or exceeds last year's number.

OBJECTIVE 5.3: Develop and maintain continuing education services founded on quality, access, affordability, and flexibility.

Performance Measure: Numbers of continuing education offerings and range of services offered.

Benchmark: Number of offerings and range of services offered meets or exceeds last year's numbers.

OBJECTIVE 5.4: Enhance existing alumni relations and support and develop further resources aimed at supporting the University's mission.

Performance Measure: Update and streamlining of alumni organization data and records processes.

Benchmark: Successful implementation of applicable ERP modules/interface.

GOAL SIX: *Promote the efficient and effective use of resources.*

OBJECTIVE 6.1: Develop a culture of effective and efficient governance based on organization, communication, accountability, consistency, relationship building, and university-wide prioritization.

Performance Measure: Comprehensive institutional strategic plan.

Benchmark: Completion of plan and alignment across colleges/units.

OBJECTIVE 6.2: Provide an administrative infrastructure that provides proper budgeting processes and sound budgetary oversight.

Performance Measure: Comprehensive institutional budget process.

Benchmark: Further refinement of plan and implementation institution-wide.

OBJECTIVE 6.3: Develop a clear and concise Manual of Administrative Policies and Procedures that help to ensure compliance with applicable laws and regulations, promote operational efficiencies, enhance the University's mission, and reduce institutional risks.

Performance Measure: Numbers of MAPPS completed and implemented.

Benchmark: Numbers of MAPPS will meet or exceed last year's numbers.

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OBJECTIVE 6.4: Strengthen fiscal controls, with attention to stakeholder involvement and understanding, to maximize the propriety of and control over financial transactions, as well as ensure that assets are protected and costs are incurred only when necessary.

Performance Measure: Numbers of external audit recommendations.

Benchmark: Numbers of recommendations will show decrease or meet last year's numbers.

OBJECTIVE 6.5: Ensure that Information Technology Services supports the university's missions for teaching and learning, research, and administration applications by providing appropriate information and instructional technology and support, built on an effective and reliable information technology infrastructure.

Performance Measure: Fiscal and organizational resources to maintain and enhance existing ITS resources.

Benchmark: Level of fiscal and organizational resources meets or exceeds last year's level.

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KEY EXTERNAL FACTORS

(BEYOND DIRECT CONTROL OF IDAHO STATE UNIVERSITY)

Funding:

Many Idaho State University strategic goals and objectives assume on-going and sometimes substantive additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities.

Legislation/Rules:

Beyond funding considerations, many institutional and SBOE policies are embedded in state statute or rule and are not under institutional or SBOE control. Changes to statute and rule desired by the institution are accomplished according to state guidelines. As with SBOE rules, rules require public notice and opportunity for comment, gubernatorial support, and adoption by the Legislature. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

Federal Government:

A great deal of educational and extramural research funding for ISU and the SBOE is provided by the federal government. Funding is often tied to specific federal programs and objectives, and therefore can greatly influence both education policy and extramurally-funded research agendas at the state and the institutional levels.

Local/Regional/National/Global Economic Outlook:

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of monies students and prospective have available for higher education, in general the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. As commodities prices for a range of items from food to fuel continue to experience volatility, we can expect students' economic experiences to continue to affect their ability and willingness over the short term to engage higher education.

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Regional and National Demographic Trends:

As with economic trends, demographic trends throughout the region and nation continue to affect both recruitment into higher education, as well as a range of progress and completion issues. These changing social demographics and the corresponding changes in our student and prospective student demographics will make it increasingly important for ISU to critically examine our range of services and functions and to continue to refine them to better serve the range of constituencies which constitute our institutional and larger communities.

**ISU Department of Family Medicine
Strategic Planning Update 2010-2014**

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

GOAL 1: Access – Recruitment of physicians for Idaho

Objectives for access:

1. Hospitalist – complete formation of PMC/ISU hospitalist program
 - *Performance measure:*
 - Number of hospitalists
 - *Benchmark:*
 - Achieve critical mass of 5 hospitalists
2. Improve residency recruitment methodology
 - *Performance measure:*
 - Number of residents recruited
 - *Benchmark:*
 - All National Residency Matching Program positions filled
3. Achieve accreditation for new rural training track (RTT) in Rexburg
 - *Performance measure:*
 - Application and site visit approval for RTT
 - *Benchmark:*
 - Initial accreditation for RTT granted by Residency Review Committee
4. Expand first-year class to 7 residents to fill RTT
 - *Performance measure:*
 - Number of residents
 - *Benchmark:*
 - Number of residents will increase
5. Assist ISU in developing new medical departments
 - *Performance measure:*
 - Number and diversity of medical departments
 - *Benchmark:*
 - Number of departments will increase

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GOAL 2: Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research

Objectives for quality:

1. Embed quality improvement and pay-for-performance initiatives into all clinical activities
 - *Performance measure:*
 - Quality indicators as quantified by the Medical Quality Improvement Consortium (MQIC)
 - *Benchmark:*
 - Improve MQIC quality indicator scores
2. Develop experiential learning modules for ISU Health Information (HI) degree
 - *Performance measure:*
 - Number of HI experiential learning modules
 - *Benchmark:*
 - Number of HI learning modules will increase
3. Improve resident teaching and documentation of psychosocial issues in electronic health record (EHR)
 - *Performance measure:*
 - Documentation of psychosocial issues in EHR
 - *Benchmark:*
 - Percentage of charts with documentation of psychosocial issues will increase
4. Develop additional pediatric training opportunities with the Spokane Family Medicine Residency Program
 - *Performance measure:*
 - Number of pediatric rotations in Spokane taken by ISU Residents
 - *Benchmark:*
 - Number of pediatric rotations in Spokane will increase
5. Expand clinical research program by identifying new project opportunities
 - *Performance measure:*
 - Number of new clinical research projects
 - *Benchmark:*
 - Number of new research projects will increase

GOAL 3: Efficiency – improve long-term financial viability of the department/residency program

Objectives for efficiency:

1. Identify the best operational and financial structure to maximize funding streams and clinical revenues
 - *Performance measure:*
 - Identify residency structural change with a potential for improving funding streams

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- *Benchmark:*
 - Structural change initiated

- 2. Transition residency program through change in ownership and administration of Portneuf Medical Center (PMC)
 - *Performance measure:*
 - Level of support from PMC for ISU Family Medicine
 - *Benchmark:*
 - No reduction in financial and programmatic support

Key External Factors (beyond control of the ISU Department of Family Medicine)

These key external factors have been categorized by access, quality, and efficiency.

ACCESS

Workforce needs:

Idaho remains a physician shortage area. The residency is needed to assist the state in recruiting physicians especially for rural areas.

Indigent Care:

The indigent, Medicare and Medicaid patients have poor access to care. The residency is critical to provision of care.

National Institutes of Health Funding:

The program's research division is based on a continuing level of NIH research funding.

Federal Title VII Funding:

The program continues to develop a number of initiatives including a perinatal outreach program, women's health and quality improvement programs based on Title VII grants.

QUALITY

The Family Medicine Residency of Idaho (Boise):

The ISU Family Medicine Residency in Pocatello is dependent on the Boise residency for pediatric training as there is insufficient pediatric training available in Pocatello.

The University of Washington WWAMI program:

Idaho and all the Washington, Alaska, Montana and Wyoming programs are dependent on the UW network for Faculty development programs, director support, interim program evaluations, chief resident training, legislative updates and program research and scholarship enhancement.

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EFFICIENCY

Hospital sponsorship:

The residency funding is dependent on hospital sponsorship and pass-through of Medicare medical education funds.

Upper Payment Limit funds:

Federal upper payment limit funds are claimed by the state annually with some pass through both to nursing and physician education.

Medicare:

The level of reimbursement from Medicare to hospitals through cost reporting process underpins graduate medical education throughout the nation.

Community Health Center:

The residency intends to merge with a CHC. Ongoing CHC funding and a maintained relationship is critical to the success of that component of the strategic plan.

Strategic Planning – Mid-term (3-5 years)

The ISU Department of Family Medicine has defined mid-term (3-5 years) and long-term (6-10 years) strategic planning components some of which are outlined below.

GOAL 1: Access – Recruitment of physicians for Idaho

Objectives for access

1. Expand core residency program to 8-7-7 with two residents in RTT
 - *Performance measure:*
 - Number of residents
 - *Benchmark:*
 - Increased number of residents

2. Start a hospitalist fellowship program
 - *Performance measure:*
 - Number of hospitalist fellows
 - *Benchmark:*
 - Increased number of hospitalist fellows

GOAL 2: Efficiency – Improve long-term financial viability of the department/residency program

Objectives for access

1. Develop and a Foundation giving plan for a new primary care center of excellence
 - *Performance measure:*
 - Amount of foundation giving
 - *Benchmark:*
 - Increased amount of foundation giving

Idaho Dental Education Program

STRATEGIC PLAN

2010 - 2014

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MISSION STATEMENT

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

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. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing 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.

GOALS OF THE IDAHO DENTAL EDUCATION PROGRAM

The Idaho Dental Education Program (IDEP) 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:

Goal 1: Provide access to a quality dental education for qualified Idaho residents.

Objective:

Provide dental education opportunities for Idaho residents comparable to residents of other states.

- *Performance Measure:*
 - Contract for 4-year dental education for at least 8 Idaho residents.
- *Benchmark:*
 - Current contract in place with Creighton University School of Dentistry or another accredited dental school.
- *Performance Measure:*
 - Board examination scores on both Parts I and II of the Dental National Boards.
- *Benchmark:*
 - Average National Board examination scores will be above 70%.
- *Performance Measure:*
 - Percentage of first time pass rate on the Western Regional Board Examination or Central Regional Dental Testing Service.

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- *Benchmark:*
 - Pass rate will meet or exceed 90%.

Objective:

Provide additional opportunities for Idaho residents to obtain a quality dental education.

- *Performance Measure:*
 - Number of students in the program.
- *Benchmark:*
 - Increase the number of students in the program from 8 to 10.

Goal 2: Maintain some control over the rising costs of dental education.

Objective:

Provide the State of Idaho with a competitive value in educating Idaho dentists.

- *Performance Measure:*
 - State cost per student.
- *Benchmark:*
 - Cost per student will be less than 50% of the national average state cost 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: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective:

Help meet the needs for dentists in all geographic regions of the state.

- *Performance Measure:*
 - Geographical acceptance of students into the IDEP program.
- *Benchmark:*
 - Students from each of the 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.
- *Performance Measure:*
 - Return rates.
- *Benchmark:*
 - Maintain return rates of program graduates in private practice which average greater than 50%.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective:

Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

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- *Performance Measure:*
 - Continuing Dental Education (CDE).
- *Benchmark:*
 - Provide at least one continuing dental education opportunity biannually.

- *Performance Measure:*
 - Remediation of Idaho dentists (if/when necessary).
- *Benchmark:*
 - Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

KEY EXTERNAL FACTORS:

Funding:

Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain.

Program Participant Choice:

Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. As this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

2010-2014
Strategic Plan
Idaho Museum of Natural History

Seven Strategic Directives were identified that encompass the plan for the Idaho Museum of Natural History over the next three years. These are areas of focus and goals that lead to the delivery of core services and achievement of the vision. They are:

- Fulfill and enhance core services
- Increase revenue
- Strengthen the Museum's professional standing
- Strengthen relationships with key constituents
- Ensure acquisition, retention, and professional development of necessary staff / human resources
- Create and implement a shared Museum vision
- Identify, develop and implement effective, efficient technology systems to support all Museum functions

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. Each Goal has supporting objectives with related measures and benchmarks.

Brief History of the Idaho Museum of Natural History

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

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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. Its historical collections were deaccessioned 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, with Idaho State University providing additional support, advocacy and supervision. 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

Guiding Principles

Core Functions mandated by Idaho Statute 33-3012

- 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

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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.

Core Values

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

Vision of Success

- 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

Motto

“Nurturing an understanding of and delight in Idaho's natural and cultural heritage”

Strategic Directives and Goals Objective Plans

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Strategic Directive I: *Fulfill and enhance core services*

Goal 1: *Deliver core services*

Objectives:

- Collect, care for, research, and interpret Idaho's natural and cultural treasures
- Support and encourage Idaho's natural history museums

Measures:

- Identify natural and cultural treasures that require attention and need to be collected and preserved
- Complete cataloging and data entry for objects in collections
- Reduce number of objects requiring conservation
- Properly accession and store new collections
- Properly process all loan and access requests
- All research initiatives continue to produce results as specified in research plans
- Create educational programs and exhibits to produce results as specified in interpretative and exhibit plans
- Serve on boards and present at conferences of Idaho Association of Museums and Western Museum Association conferences and provide mentoring and traveling exhibits as requested

Benchmarks:

- Meet or exceed the American Association of Museum's Accreditation Program Standards and attain reaccreditation

Goal 2: *Strengthen collections and enhance their status*

Objectives:

- Evaluate local, national, and international significance of all collections
- Evaluate collections for weaknesses, explore how to correct
- Explore our user audiences and examine venues for promoting our collections to new users
- Explore costs for undertakings identified
- Implement plans as indicated

Measures:

- Report written on significance of collections
- Report written on weaknesses and recommendations for correction
- Explore options for promoting collections such as presenting at conferences, hosting conferences, increasing publications, and attending professional meetings
- Identify funds needed to address promoting collections to new users and correcting weaknesses in collections
- Collections strengthened and status improved

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Benchmark:

- Increase in the total number of users and venues identified equal to or exceeding the preceding year

Goal 3: *Increase space for all Museum functions*

Objectives:

- Assess and prioritize available space and needs
- Develop and implement plan to optimize available space
- Conduct campaign to raise awareness of supplemental space needs
- Explore ideal IMNH facility

Measures

- Comprehensive lists of available space / needs developed
- Detailed lists of needs outlining size and usage developed
- Report written outlining plan to optimize available space for high priority needs developed
- Implement plan to optimize usage of available space implemented
- Invite ISU / SBOE to tour museum and to recognize and support IMNH space needs
- Get ISU / SBOE engaged in seeking solutions for space needs
- White paper addressing ideal IMNH facility produced

Benchmarks

- Increase in the amount of space utilized by all museum staff, collections, and functions

Goal 4: *Increase Museum research opportunities*

Objectives:

- Develop materials that describe IMNH strengths and research opportunities
- Meet with appropriate entities (e.g. ISU departments, state agencies, etc.) to disseminate information and investigate partnerships
- Hold retreat-like forum to discuss IMNH strengths and opportunities
- Hold second forum to present and vet the ideas
- Explore refined list
- At least one idea is being pursued

Measure:

- Prepare presentation package
- Present all ISU departments with strengths and depth of IMNH for research opportunities
- White paper assembled with list of potential areas to explore and a plan for whom, when, and how
- Refined list of ideas assigned for further fleshing out (resources needed, start-up and sustainability costs, funding opportunities)

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- White paper prepared describing each idea

Benchmark:

- Increase IMNH funding through grants, contracts, and external funding from previous year

Goal 5: *Strengthen Museum exhibits and educational programs to better represent mission, research, and collections for a wider audience*

Objectives:

- Develop and implement interpretive plan reflecting our mission, research, and collections and which rigorously incorporates audiences' needs and curriculum standards

Measure:

- Creation of interpretive plan to assist with development of exhibits and educational programs in accordance with the IMNH Strategic Plan

Benchmark:

- Increase in the number of exhibits, temporary exhibits, and educational programs produced and assessed

Goal 6: *Attain economic self-sufficiency for the Museum Store*

Objectives:

- Create business plan for Museum Store
- Create a viable Museum E-store
- Increase sales for on-site Museum Store
- Make store manager position full-time and permanent

Measure:

- Business plan is created and implemented
- Museum E-store is created and implemented
- Store manager position becomes full-time and permanent

Benchmark:

- Amount of increase in store sales at least 10% over previous year bringing the store toward economic self-sufficiency

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Goal 7: *Expand IMNH Membership Program*

Objectives:

- Increase IMNH Membership by conducting a yearly membership drive
- Initiate Kid's Membership Program
- Encourage broader community support
- Increase member participation in Museum events
- Integrate and coordinate membership events with Museum divisions and activities
- Develop and implement membership events schedule
- Follow through with membership benefit events and recognition at each level

Measures:

- Assess effectiveness of annual membership drives
- Assess interest in kids membership program, and, if sufficient interest establish strategies and protocols
- IMNH and the Friends of the Museum will co-sponsor at least one successful activity to encouraged broader community support of the Membership Program
- Monthly meetings for staff to integrate and coordinate membership events
- Explore donor recognition

Benchmarks:

- White paper produced outlining history, current relationship and potential role of the Friends of IMNH
- Member survey developed and data collected; results assessed and protocols developed
- Several meetings have been held with the Friends' to explore potential partnerships that encourage broader community support of the Membership Program
- Continually assess protocols, membership benefits, members events and recognition strategies, and increase member participation by 10% over preceding year

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

Objectives:

- Assess audiences for Museum-related publications
- Based on audience assessment, develop a business plan for Museum-related publications, if indicated
- Pursue opportunities to publish Museum-related topics, if indicated
- Business plan for publishing Museum-related topics implemented

Measures:

- Profile of IMNH publications audiences obtained
- Create a business plan for producing and marketing publications
- Develop Museum-related publications
- Pursue publication opportunities

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Benchmarks:

- Number of publications successfully planned, completed, and offered to constituent groups

Strategic Directive II: Increase revenue

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

Objectives:

- Examine existing agreements and other repository structures
- Track IMNH resources currently expended for repository activities
- Review national repository storage and processing fees
- Solicit MOUs from repositing agencies
- Prepare and send letter to repositing agencies including status report for their collections; solicit their comments
- Explore marketing our repository services to a regional audience
- Actively track and support appropriate legislation that funds repositing agencies' collection activities
- Follow up as indicated

Measures:

- Letters and reports sent; feedback received
- Feasibility report produced

Benchmarks:

- Report of findings produced
- MOUs with 100% of agencies repositing collections at IMNH
- Funding for repository collections increased by 10% over the previous year

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

Objectives:

- Brainstorm with staff about potential projects suited to grants
- Prioritize projects based on available staff and resources
- Identify available granting resources, especially funding sources for previous IMNH projects, and identify matching requirements
- Based on priority ranking and available matching resources, begin writing grants
- Follow up as indicated

Measures:

- Identify and produce prioritized list of projects to pursue
- Identify available resources and matching requirements
- Submit grant proposals by appropriate deadlines

Benchmarks:

- Increase in the number of grant proposals submitted from previous year
- Increase in the number of grant proposals received from previous year

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- Increase in the total dollars received from grant funding

Goal 3: *Increase sponsorships for public programs*

Objectives:

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

Measures:

- Identify sponsorship opportunities
- Generate list of potential sponsors for each program
- Solicit support from potential sponsors

Benchmarks:

- Sponsorship money will increase by 10% over previous year

External Factors Influencing this Goal

- Competitive funding environment challenges our ability to present Museum opportunities to potential sponsors

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

Goal 1: *Strengthen Museum visibility and name recognition*

Objectives:

- Assess current Museum visibility and name recognition
- Create annual general Museum marketing plan
- Implement strategies from marketing plan
- Develop strategies for differentiating IMNH from other museums
- Track marketing plan success

Measures:

- Update marketing plan
- Implement strategies and protocols
- Track visitation and log visitor comments
- Surveys created and implemented; results tabulated

Benchmarks:

- Attendance at Museum programs will increase over previous year
- Percent of visitation will increase over previous year
- Number of newspaper, television, and other media spots will increase over previous year

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Goal 2: *Attain reaccreditation with the American Association of Museums*

Objectives:

- Secure or develop required documents, as necessary
- Complete Self-Study
- Host Visiting Committee for on-site reaccreditation evaluation
- Museum reaccreditation secured

Measures:

- All required documentation identified and developed
- Self-study questionnaire and required documentation completed and submitted on time
- On-site evaluation completed

Benchmarks:

- Fully reaccredited without concerns or conditions

Goal 3: *Complete and implement American Association of Museum's Museum Assessment Program (MAP) III - Public Dimension Assessment (PDA)*

Objectives:

- Implement peer reviewers' Assessment Report

Measures:

- Implementation goals assessed during yearly strategic planning; progress form completed and submitted on time

Benchmarks:

- Meet or exceed the recommendation made by the Assessment Report

Goal 4: *Conduct year-long state-wide 75th Anniversary celebration for Museum in 2009 - 2010*

Objectives:

- Secure the support of key entities (ISU administration/departments, SBOE)
- Convene Celebration Committee
- Develop Celebration timeline and budget
- Plan activities and secure sponsors
- Hold year-long state-wide celebration of Museum's 75th Anniversary

Measures:

- Secure support of key entities
- Identify and select potential committee members and hold regular meetings
- Celebration timeline and budget developed
- Activities planned and sponsors secured

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Benchmarks:

- Host a successful year-long state-wide celebration of the Museum's 75th Anniversary beginning December 2009
- Secure long-term support and increased funding for IMNH

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*

Objectives:

- Review previous surveys for information about who our audiences are and what we learned from the survey process
- Develop new surveys for visitors and the community-at-large to test their needs and how they would like them delivered
- Hold focus groups to learn how IMNH can better serve its audiences
- Create a statewide Museum Advisory Board
- Track, analyze, and use information gathered to shape core services

Measures:

- Create report of audience findings and target audience
- Create and implement at least one survey
- Create and hold at least one focus group
- Create list of potential board members, create advisory board and begin holding regular meetings
- Summary report with recommendations produced

Benchmarks:

- Using input from surveys and focus groups, the Museum will identify the communities it serves and makes appropriate decisions in how it serves them
- Advisory board is created with representation from around the state

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

Objectives:

- Assess and strengthen the relationships with ISU administration, faculty, students, and other major entities such as Opler Library and the Center for Ecological Research and Education
- Assess and strengthen relationships with likely community partners

Measures:

- Develop and implement survey to identify key issues and explore solutions
- Hold regular meetings between director and key administrators, deans, directors, department chairs, etc

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- Invite at least three key administrators, deans, directors, department chairs, etc. to tour the Museum
- Invite ASISU officers and/or Senate to tour the Museum
- Present a \$.50/per student budget request to ASISU to be allocated to support IMNH and to allow students better access to the Museum and its programs
- Follow up on recent successes, and continue to host events directed toward the ISU community
- Work with ISU community partners to encourage their support and participation in Museum activities.

Benchmarks:

- Increase in the number of ISU visitors and ISU partners working with the museum over the previous year
- Increase in the number of community visitors and communities partners working with the museum over the previous year

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

Goal 1: Increase opportunities for professional development

Objectives:

- Assess professional development needs
- Identify professional development opportunities
- Develop and implement a plan to provide increased professional development
- Regularly assess and revise plan for increased professional development

Measures:

- Assess all staff's professional development needs and identify professional development opportunities
- Create and implement a plan for increased professional development
- Reassess professional development needs on an annual basis

Benchmarks:

- 100% of staff are able to pursue at least one professional development opportunity each year

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

Objectives:

- Identify our current human resource base and sources
- Identify specific projects that require additional assistance and explore avenues for filling those needs
- Monitor and enhance volunteer services program

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Measures:

- Annually project human resource needs and submit requests through the budget process
- Explore additional avenues for filling additional assistance needs such as work study, student interns, etc
- Continue to recruit volunteers

Benchmarks:

- AAM's Characteristics of an Accreditable Museum require that the composition, qualifications, and diversity of the Museum's leadership, staff, and volunteers enable it to carry out the Museum's mission and goals
- Increase in the number of volunteer service hours
- Number of human resources increased over the previous year

External Factors Influencing this Goal

- Many IMNH strategic goals and objectives assume ongoing and substantive levels of State line-item legislative appropriations. Availability of state revenues, upon which appropriations depend, has been woefully inadequate to meet human resource needs

Goal 3: *Review job descriptions and performance plans for all Museum functions*

Objectives:

- Assess Strategic Plan and job descriptions to determine relevancy of educational advancement, degree attainment, and skill development of staff and faculty
- Create new job descriptions/performance plans to account for relevant changes

Measures:

- Revise and update all staff and faculty job descriptions and performance plans and have them approved by appropriate administrative units and agencies.

Benchmarks:

- In accordance with the AAM's Characteristics of an Accreditable Museum, 100% of staff will have an accurate and completed job description and performance plan in place

Strategic Directive VI: Create and implement a shared Museum vision

Goal 1: Create and implement a shared Museum vision

"We've planned the work . . . Now, we work the plan together"

Objectives:

- Strengthen team work
- Perform long-range planning and assess sustainability
- Identify and prioritize long-term goals (5 to 10 year)

Measures:

- Hold regular team-building activities

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- Assess and prioritize current IMNH activities and resources with regard to planning and sustainability; revisit Strategic Plan semiannually and revise if necessary
- Annual meetings held to identify and prioritize long-term (5-10 years out) goals; goals folded into Strategic Plan as indicated

Benchmarks:

- 100% of staff and faculty are offered the opportunity to participate in long-term planning and the prioritization of goals along with training, development, and team-building activities

Goal 2: Increase Opportunities for Institutional Development

Objectives:

- Assess institutional development needs
- Identify institutional development opportunities
- Develop, implement, and assess plan to provide for increased institutional development

Measures:

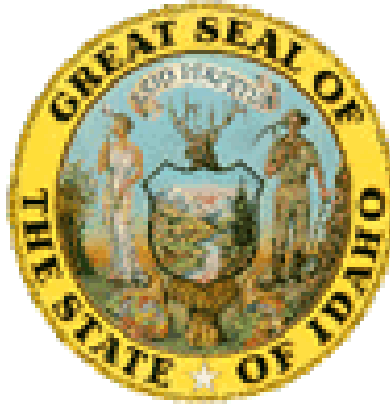
- Compile a list of institutional development needs and available opportunities
- Create a plan for increased institutional development
- Plan to increase institutional development opportunities implemented
- Revised plan to increase institution development opportunities implemented

Benchmarks:

- The Museum's governing authorities and staff will think and act strategically to acquire, develop, and allocate resources to advance the mission of the Museum

External Factors Influencing this Goal

- For the Museum to operate in a fiscally responsible manner requires ongoing legislative and ISU support. The nature of the funding environment, historically, has not allowed this to occur. For example, over the past 15 years over 50% of the Museum's funded staff positions were eliminated. Additionally, the past external organizational structure has impeded the Museum's ability to seek outside funding. Today, however, to assist in effectively advancing the Museum's mission, there is a clear and formal indication that Idaho State University, through its new president and leadership team, will support and help advance IMNH and its mission and vision



University of Idaho STRATEGIC PLAN 2010-2014

The University of Idaho STRATEGIC PLAN 2010-2014

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 STATEMENT

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 STATEMENT

Type of Institution

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

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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.

Programs and Services

Baccalaureate Education: Offers a wide range of baccalaureate and professional programs.

Graduate-Research: Offers a wide range of masters, doctoral and professional programs and also coordinate and conducts extensive research programs that are consistence with state needs.

Extension Services, Continuing Education and Distance Education: Supports extension offices throughout the state in cooperation with federal, state and county governments, provides life-long learning opportunities and uses a variety of delivery methods to meet the needs of select, yet diverse constituencies in the state and region.

Associate Education: None

Certificate/Diplomas: Offers academic certificates representing a body of knowledge, that do not lead to a degree.

Technical and Workforce Training: None

Constituencies Served

The institution serves students, business and industry, the professions 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.

Teaching & Learning

Goal I: *Engage students in a transformational experience of discovery, understanding, and global citizenship.*

Objective A: Build and sustain competitive advantages through innovative curricula of distinction.

Performance Measure: The number of programs engaged in assessment processes that result in the review and refinement of curricular and/or co-curricular learning activities to strengthen student learning.

Benchmark: Eighty-five percent of the programs completing this year's assessment cycle will have developed actions strategies for making improvements by December, 2009.

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Objective B: Develop effective integrative learning activities to engage and expand student minds.

Performance Measure: The university will continue to engage in “Program Prioritization” activities in order to identify areas of programming for strategic investment, and by implication, areas to de-emphasize.

Benchmark: All of the university’s academic programs will be reviewed using criteria identified by the Provost’s Council. Program recommendations will be worked through Faculty Council and the State Board of Education in the spring or summer, 2009.

Performance Measure: The university will seek proposals for innovations that can further position the university for continued relevance and impact on undergraduate and graduate education, scholarly and creative activity, and outreach and engagement.

Benchmark: Proposals will be selected in the spring of 2009 and given high priority in the next planning and budgeting cycle to insure successful implementation.

Performance Measure: Students will participate in experiential learning opportunities (research, service learning, study abroad and internships) during their UI experience.

Benchmark: A tracking system will be established by Fall 2009 and baseline data on participation will be collected in order to set a benchmark by summer 2010.

Scholarly and Creative Activity

Goal 2: *Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.*

Objective A: Promote an environment that increases faculty engagement in interdisciplinary scholarship.

Performance Measure: Faculty Position Description and Performance Evaluation forms will explicitly recognize interdisciplinary work and outreach/engagement.

Benchmark: Definitions of interdisciplinary work and outreach/engagement along with an appropriate target of participation will be developed by Fall 2009.

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.

Performance Measure: Relative compensation for both Teaching Assistants and Research Assistants will be increased annually as compared with the Graduate Assistant Stipend Survey rankings produced by Oklahoma State University.

Benchmark: Each year the University will improve its overall average rank in the Oklahoma State University Graduate Assistant Stipend Survey.

Outreach and Engagement

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Goal 3: *Engage with the public, private and nonprofit sectors through mutually beneficial partnerships that enhance teaching learning, discovery and creativity.*

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.

Performance Measure: Average percent of faculty FTE dedicated to outreach.

Benchmark: A tracking system, baseline data and performance benchmark will be established by Fall 2009.

Objective B: Deliver undergraduate, graduate, continuing professional education and Extension programs and opportunities for lifelong learning.

Performance Measure: Students will participate in service learning opportunities during their UI experience.

Benchmark: A system of tracking student hours of participation will be established by Fall 2009 and baseline data will be collected in order to set a benchmark by summer 2010. (This is a subset of Goal 1, Objective B.)

Organization, Culture and Climate

Goal 4: *Create and sustain an energized community that is adaptable, dynamic and vital to enable the University to advance strategically and function efficiently.*

Objective A: Sustain and enhance a positive work climate to enhance the quality of University life.

Performance Measure: Quality of University life will be measured using campus surveys by Spring 2009.

Benchmark: Survey results will provide baseline data against which quality of University Life will be measured at regular intervals, and benchmarks will be established by summer 2010.

Objective B: Sustain and enhance an organizational structure, policies and procedures that enable the University to attain its other goals.

Performance Measure: Participation by UI Faculty and Staff in university-wide learning and professional development programs.

Benchmark: Twenty percent of faculty and staff will have participated in professional development programs by Fall 2009.

Performance Measure: Students will have access to supportive and effective advising.

Benchmark: A system for tracking student advising opportunities and standards for advising will be developed, and baseline data collected by Spring 2010.

Key External Factors:

State Board of Education (SBOE): Achievement of strategic goals and objectives assumes SBOE support and commitment to UI's unique role and mission.

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New Leadership: Achievement of strategic goals and objectives assumes understanding and support for the UI's vision and strategic plan by the new president.

Funding: Economic conditions will play an important role in the perceived value and effectiveness of higher education in the coming years. On-going and appropriate levels of funding from state and federal sources will be critical for the success of our strategic plan.



University of Idaho

Idaho WOI (WI)/
Caine Veterinary Teaching Center

STRATEGIC PLAN

2010 - 2014

Idaho-WOI (WI)/Caine Veterinary Teaching Center

STRATEGIC PLAN 2010-2014

VISION STATEMENT

Improved health of and production by Idaho's food producing livestock

MISSION STATEMENT

Our mission is to transfer science-based medical information and technology concerning animal, zoonotic, food safety, and related environmental issues, through education, research, public service, and outreach to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

Authority and Scope:

The original Tri-State (Washington-Oregon-Idaho)(WOI) Veterinary Teaching Program was authorized in 1973 by the Idaho legislature. The Caine Veterinary Teaching Center (Caine Center) at Caldwell, an off-campus unit of the University of Idaho's Veterinary Science Department was opened in 1977, as a part of Idaho's contribution to the then WOI Regional Program in Veterinary Medicine.

The Caine Center serves primarily as a food animal referral hospital/teaching center where veterinary students from Washington State University and Oregon State University participates in two-to-four-week elective food animal production medicine rotations during their senior year of veterinary school.

The Program has undergone change since its inception; originally guaranteeing 60 Idaho resident students (15 per year) access to a veterinary medical education through a cooperative agreement with WSU, whereby students are excused from paying out-of-state tuition. It now provides only 44 students with the same. The Caine Center now resides in the Dept of Animal and Veterinary Science, UI's College of Agriculture and Life Sciences and Oregon dropped out of the cooperative program in 2005. Thus, the Program now involves only Idaho and Washington State University students. (WI Program).

The present WI Program is an AVMA-accredited veterinary medical program. Faculty members are specialized in virology, bacteriology, immunology, medicine, and surgery and hold joint appointments between the UI College of Agricultural and Life Sciences in the AVS Department and WI Regional

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Veterinary Medicine Program. The Veterinary Pathology discipline was lost in 2005 when our board certified veterinary pathologist retired.

The Caine Center's service and diagnostic program is tied closely to the food animal production medicine teaching program which offers individual animal diagnosis and treatment plus disease outbreak investigation services to the veterinarians and livestock producers in Idaho. Live animal hospital cases referred from practicing veterinarians are used as teaching material as the case is worked up. Samples are often sent to the Caine Center's laboratories directly by veterinarians who need diagnostic help with disease problems.

The establishment of the original WOI Program motivated the development of a cooperative graduate program with Washington State University, allowing cross-listing of the WSU Veterinary Science graduate courses. Thus, UI students are able to enroll for coursework leading to the U of I Masters degree and to the WSU PhD degree programs through the University of Idaho. The cooperative graduate program has also enhanced research cooperation between WSU and UI faculty members.

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.

Teaching:

A teaching-oriented faculty with a practical approach to clinical problem solving provide 1 to 4 week blocks of time devoted to general food animal medicine, dairy production medicine, reproduction/biotechnology, cow/calf management, feedlot medicine, sheep/lambing management, and small ruminant clinical medicine.

Disease agents, fluid therapy, drug treatment, nutrition, record keeping, and necropsy are emphasized in clinical skills and individual animal medicine instruction. Production medicine stresses record keeping and interpretation, investigational skills, animal well being, and environmental stress for beef cattle, dairy cattle and small ruminants.

Caine Center faculty provides summer internship opportunities for the AVS Department undergraduate program, especially designing them for the pre-veterinary students. They also provide a summer dairy and veterinary experiential learning program (IBVEP) for first and second year WSU veterinary students. One WOI Program faculty member stationed at Moscow serves as an advisor for pre-veterinary students, teaches an undergraduate veterinary science course and teaches in the second- and third-year instructional programs at the WSU College of Veterinary Medicine.

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The Caine Center and AVS faculty also make use of the Caine Center facility to offer continuing education programs for veterinarians and livestock producers and the faculty themselves are involved in statewide producer educational programs.

On average, 65-75% of new Idaho resident graduates of the WOI (WI) Program are licensed to practice veterinary medicine in Idaho annually

Research:

Examples of Nationally and Internationally acclaimed research done at the Caine Center include that done on cryptosporidiosis, anaplasmosis, neonatal calf diseases, 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. A long collaboration with the Idaho Department of Fish & Game on wildlife/domestic disease interaction has resulted in elucidation of the Pasteurellaceae group of organisms causing death in bighorn sheep. The faculty has secured significant outside funding to conduct their research. They have published numerous scientific papers. The research is dedicated primarily to that relevant to regional disease problems.

Service/Outreach/Extension:

Caine Center faculty members also have responsibility for outreach activities, although none of them have official Extension appointments. Their regular activities of 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 are all service orientated. 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.

Through comprehensive diagnostic services, disease investigations, and clinical studies provided on a fee-for-service done in conjunction with the teaching program has significantly benefited many producers through the control of a number of economically devastating diseases.

Teaching and Learning

Goal 1. Quality

Objective: Continue to provide and improve a quality, highly-rated and effective teaching program with an innovative and practical approach to clinical problem-solving.

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Strategies:

- Seek out new teaching opportunities utilizing large food- animal production facilities that allow students actual hand-on experience not available in a formal educational facility. i.e. calving, lambing, kidding, milk sampling, surgery, etc,
- Utilize expertise of specialists in AVS and other departments to further expose students to basic specialized learning experiences.
- Incorporate local veterinary practitioners and agency specialists as part of the interdisciplinary instructional team.
- Expand partnerships with industry, state and local government agencies, and private foundations to encourage the funding of unique learning opportunities such as internships, preceptorships and residencies.

Performance Measures:

- Number of students in senior blocks
- Student evaluations
- Number of hours spent by students on producers' properties gaining hands' on experience
- Number of guest lecturers per block
- Contact hours with outside veterinarians

Benchmark:

- Having students for at least 80% of scheduled blocks
- Having at least 35% of the WSU Senior Class rotate through the Caine Center
- Each student averaging at least 12 hrs of direct hands-on experience on clients farms.
- At least one guest lecturer per block
- An average of 4 hrs of contact time per student with outside veterinarians.

Scholarly and Creative Activity

Goal 1 Quality.

Objective: To provide the atmosphere, environment, encouragement, and time for faculty members to cultivate and nurture their scholarly and creative abilities.

Strategies:

- Make sure that each faculty member has adequate time to pursue their research interests.
- Mentor new faculty and make sure they progress in an organized fashion towards reaching tenure and maximize their contribution to the Caine Program and the University of Idaho.
- Continue to nurture interaction between the AVS Dept/Moscow faculty, the Caine Center, and the WSU Veterinary School to promote collaboration on research projects, particularly for the newer faculty.
- Encourage faculty to seek out and apply for grants and contracts from all sources including federal and state government agencies, industry, private organizations and foundations.

Performance Measures:

- Time faculty members have to do research
- Amount of external funding.
- Published papers in peer-reviewed journals and abstracts that meet CALS performance goals for each faculty member

Benchmark:

- Each faculty should have at least 40 hrs per week devoted to research.
- Each faculty should have submitted the number of grants based on their research appointment and expectations.
- Each faculty member should meet expectations or better on their annual review.
(2 papers/year based on 100% research.)

Outreach and Service –

Goal 1. Quality

Objective: Endeavor to expand diagnostic laboratory and field services for the veterinarians and livestock producers in Idaho and the region.

Strategies for Objective:

- Encourage the participation of faculty and staff in extension activities whenever possible.
- Encourage the participation of all faculty members in field disease investigations.
- Continue to monitor quality control in all laboratories. Pursue any questions or complaints concerning results until the situation is resolved.
- Encourage continuing education of laboratory staff in their given specialty.
- 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. Specifically, advocate for the hiring of a Veterinary Pathologist to be shared with the Idaho Department of Agriculture Veterinary Laboratory.
- Continuous updating of clinical and laboratory instrumentation as budgets allows to enhance diagnostic laboratory testing procedures and services for veterinarians and livestock producers in the region.
- Implement and keep updated a fee-for-service structure that helps provides adequate budgetary support for additional laboratory personnel – over and above those supported by the State – based on costs of diagnostics, other available funding, and industry need.
- Maintain support personnel adequate to ensure increased volume of activity can be efficiently serviced.

Performance Measures:

- Field investigation numbers.
- Laboratory diagnostic and live animal case accessions.
- Number of laboratory personnel that participate in continuing education

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- Number of hours of continuing education accumulated by laboratory personnel.
- New techniques or equipment incorporated into laboratories protocols.

Benchmarks:

- Each faculty member to give at least one Extension producer presentation or demonstration (oral or written) per year.
- Each faculty member should do at least 3 field investigations/year.
- Laboratories diagnostic acquisitions should increase each year by at least 3% in normal economic times.
- Live cases acquisitions should remain steady or increase in normal economic times.
- Adequate case accessions to support 3 laboratory FTEs.



WWAMI

WWAMI is Idaho's regional medical education program, under the leadership and institutional mission of the **University of Idaho**, in partnership with the **University of Washington School of Medicine (UWSOM)**. Idaho medical students spend the first year of their medical education on the campus of the **University of Idaho** in Moscow, study medicine on the campus of UWSOM in Seattle during their second year, and complete their third and fourth year clinical training at **regional medical sites in Boise, across Idaho**, or throughout the **WWAMI** (Washington, Wyoming, Alaska, Montana, Idaho) region.

As the **medical education contract program for the State of Idaho** with the University of Washington, the **UI-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 nationally accredited partner program, the UWSOM.

UWSOM and its partner WWAMI Medical Program in Idaho are dedicated to improving the general health and wellbeing of the public. In pursuit of our goals, we are committed to **excellence in biomedical education, research, and health care**. The UWSOM and WWAMI are also dedicated to ethical conduct in all of our activities. As the **pre-eminent academic medical center in our region** and as a national leader in biomedical research, UWSOM places 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**.

We acknowledge a **special responsibility to the people** in the states of Washington, Wyoming, Alaska, Montana, and **Idaho**, who have joined in a unique regional partnership. UWSOM and WWAMI are **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**.

UWSOM – Idaho WWAMI Medical Student Education Mission Statement

Our mission is to improve the health and wellbeing of people and communities throughout the WWAMI region, the nation, and the world through educating, training, and mentoring our students to be excellent physicians.

Vision for Medical Student Education

Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

Goals for Medical Student Education

In support of our mission to educate physicians, our goals for medical student training are to:

1. Challenge students and faculty to achieve excellence;

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2. Maintain a learner-centered curriculum that focuses on patient-centered care and that is innovative and responsive to changes in medical practice and healthcare needs;
3. Provide students with a strong foundation in science and medicine that prepares them for diverse roles and careers;
4. Advance patient care and improve health through discovery and application of new knowledge;
5. Teach, model, and promote:
 - a. the highest standards of professionalism, honor, and integrity, treating others with empathy, compassion, and respect;
 - b. a team approach to the practice of medicine, including individual responsibility and accountability, with respect for the contributions of all health professions and medical specialties;
 - c. the skills necessary to provide quality care in a culturally sensitive and linguistically appropriate manner;
6. Encourage students to maintain and model a balanced and healthy lifestyle;
7. Foster dedication to service, including caring for the underserved;
8. Engage students in healthcare delivery, public health, and research to strengthen their understanding of healthcare disparities and regional and global health issues; and
9. Provide leadership in medical education, research, and health policy for the benefit of those we serve regionally, nationally, and globally.

Alignment with the Idaho State Board of Education Strategic Plan
2010-2013

Goal I: Quality – Sustain and continuously improve the quality of medical education, training, research, and service.

Objective: Provide excellent first year medical education in biomedical and clinical sciences.

- *Performance measure:* pass rate on the U.S. Medical Licensing Examination, Step 1, taken during 2nd year of medical training.
- *Benchmark:* U.S. medical student pass rate.

Goal II: Access – Continuously improve access to medical education for individuals of diverse backgrounds, particularly the underserved in medicine.

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Objective: Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.

- *Performance measure:* the number of Idaho WWAMI medical school applicants per year and the ratio of Idaho applicants per funded medical student seat.
- *Benchmark:* National ratio of state applicants to medical school per state-support seat.

Goal III: Efficiency and Outcomes – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective 1: Increase medical student interest in rural and primary care practice in Idaho.

- *Performance measure:* the number of WWAMI rural summer training placements in Idaho each year.
- *Benchmark:* 50% of class interested in rural training experiences following first year of medical education.

Objective 2: Maintain interest in primary care medicine for medical career choice.

- *Performance measure:* Percent of Idaho WWAMI graduates choosing primary care specialties for residency training each year.
- *Benchmark:* 50% of Idaho WWAMI graduating class choosing primary care residency training, in keeping with WWAMI mission.

Objective 3: Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.

- *Performance measure:* Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.
- *Benchmark:* target rate – national average or better.

Objective 4: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.

- *Performance measure:* Ratio of any WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student seats funded by the State.
- *Benchmark:* target ratio – 60%

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Key External Factors (beyond the control of the Idaho WWAMI Medical Program):

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: with a growing population and an aging physician workforce, the needs for doctors and medical education for Idaho's students only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

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AGRICULTURAL
RESEARCH &
EXTENSION
SYSTEM
STRATEGIC PLAN
2010-2014

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension System
Strategic Plan
2010-2014

MISSION STATEMENT

The College of Agricultural and Life Sciences honors the intent and purpose of the original land-grant mission by serving the people of Idaho and our nation:

- 1) by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- 2) through the discovery, application, and dissemination of science-based knowledge,
- 3) through identification of critical needs and development of creative solutions,
- 4) by fostering the health and well being of individuals, communities and society,
- 5) by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT

The College of Agricultural and Life Sciences values:

- 1) excellence in innovative discovery, instruction and outreach,
- 2) open communication,
- 3) individual and institutional accountability,
- 4) integrity and ethical conduct,
- 5) accomplishment through collegial teamwork and partnership,
- 6) responsiveness and flexibility,
- 7) individual and institutional health, success and productivity.

VISION STATEMENT

We are committed to being Idaho's recognized leader and innovator in agricultural and life sciences, respected regionally, nationally and internationally through focused areas of excellence in teaching, research and extension, serving as a critical knowledge bridge to society.

The College of Agricultural and Life Science'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

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- * providing new knowledge to support agriculture and enhance the understanding of natural and human resources.

Goals

Teaching and Learning: Engage students in a transformational experience of discovery, understanding, and global citizenship.

Objective:

1. Attract and retain the appropriate number of diverse, high quality undergraduate and graduate students.
Performance Measure: The number and diversity of students enrolled in College of Agricultural and Life Sciences' academic programs.
Benchmark: A significant yearly increase in overall enrollment and diversity of enrollment.
2. Use innovative curricula and technology to develop skills for life-long learning and produce globally engaged graduates.
Performance Measure: A broad audience of learners will acquire knowledge and skills appropriate to global awareness through means of cutting-edge technology.
Benchmark: Number of new courses developed and delivered to both traditional and non-traditional learners via non-traditional means.
3. Assess learning outcomes to demonstrate effectiveness and improve our programs.
Performance Measure: Develop and implement methods to independently evaluate and improve student learning.
Benchmark: Implementation of evaluation method and documentation of result.

Scholarly and Creative Activity: Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.

1. Promote outstanding, influential research in discovery and application/integration that is competitive with peer institutions.
Performance Measure: Increased level of grants awarded for scientific discovery, application/integration.
Benchmark: Increased number of licenses and patents.
2. Provide undergraduates with opportunities to participate in scholarly and creative activity.

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Performance Measure: Students will participate in a variety of learning experiences that produce a scholarly product or notable impact to their overall UI education.

Benchmark: Mechanisms for engaging students in scholarly and creative activity will be developed by Fall 2010.

3. Address the needs of stakeholders by conducting research with regional, national and international impact and recognition.

Performance Measure: Develop nationally recognized research programs that meet the identified needs of stakeholders/clientele.

Benchmark: Number of scholarly products and programs delivered addressing identified stakeholder needs.

Outreach and Engagement: Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

1. Provide research-based education that anticipates and responds to high priority stakeholder needs.

Performance Measure: Faculty will engage stakeholders in a variety of experiential and traditional learning opportunities that meet their educational and informational needs.

Benchmark: Develop an assessment tool that provides faculty with reliable information regarding stakeholder needs by Fall 2010.

2. Integrate teaching, research and extension using interdisciplinary teams to solve economic, environmental and social problems.

Performance Measure: Funding support for interdisciplinary faculty positions.

Benchmark: Number of interdisciplinary faculty positions among colleges.

3. Address the needs of Idaho's changing population including underserved audiences.

Performance Measure: Development of programs that address the changing demographics and population needs of Idaho stakeholders.

Benchmark: Develop an assessment tool that provides faculty with reliable information regarding stakeholder needs.

4. Maintain a strong statewide presence by strategically locating personnel and resources.

Performance Measure: Place personnel and allocate resources in alignment with the College of Agricultural and Life Sciences strategic plan to meet the highest priority needs.

Benchmark: Number of college personnel located at Agricultural Research and Extension Centers throughout the state.

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5. Engage students in addressing community based needs using Extension.
Performance Measure: Provide creative and innovative opportunity for students to engage in community based learning experiences of mutual benefit.
Benchmark: A methodology will be developed for engaging students in community based, experiential learning opportunities by Fall 2010.

Organization, Culture and Climate: Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.

1. Attract and retain highly qualified, diverse faculty, staff and students.
Performance Measure: Advertise for open positions in areas where we will attract a diverse faculty and staff.
Benchmark: Increased level of diversity within the ranks of College of Agricultural and Life Sciences faculty, staff and administration.
2. Demonstrate fairness in expectation, evaluation and compensation.
Performance Measure: Develop clear performance guidelines for faculty and staff.
Benchmark: College units will clearly document expectations of performance based on rank and position descriptions.
3. Create and support an atmosphere of loyalty, trust, collegiality and inclusiveness.
Performance Measure: Quality of the work environment within College of Agricultural and Life Sciences will be measured by implementing a college-wide survey by Fall 2010.
Benchmark: Survey results will provide a baseline data against which quality of the work environment will be periodically measured.
4. Reduce academic, institutional and administrative barriers to achieve an efficient and creative workplace.
Performance Measure: Develop a taskforce to review current processes and procedures.
Benchmark: Taskforce makes recommendations to the college Dean by Spring 2010.

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Forest Utilization Research and Outreach (FUR)

2010-2014

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.

We emphasize quality and access, by strategically investing in distinctive and relevant programs and facilities. Through collaboration and consultation we undertake initiatives designed to promote science, technology, and their applications to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by the Forest Utilization Research (FUR) will lead to improved capabilities in Idaho's workforce and beyond to address critical natural resource issues by producing new knowledge and leaders in the areas of forest regeneration, fire science and management, and forest ecosystem services and products, especially bio-energy.

This work will be shaped by a passion to fuse scientific knowledge with best natural resource management practices to promote learning partnerships and collaboration across organizational boundaries such as governments, private sector enterprises, landowners and non-governmental organizations to catalyze entrepreneurial innovation in the natural resource sector and to steward the natural environment.

Forest Utilization Research and Outreach (FUR) GOALS & OBJECTIVES

Goal 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.

Objective A: Promote an environment that increases faculty engagement in interdisciplinary scholarship.

Strategies:

1. Use hiring to strengthen interdisciplinary scholarship that advances the college's strategic themes and land-grant mission directly linked to FUR.
2. Establish, renew, remodel, and reallocate facilities to encourage collaborative interdisciplinary inquiry and provide access to information resources and innovative technologies.

Performance Measures:

Number of CNR faculty involved in interdisciplinary, FUR related scholarship.
Laboratories and field facilities that support FUR interdisciplinary inquiry.

Benchmarks:

Number of faculty and number of facilities meet targets set for interdisciplinary Forest Utilization Research in CNR

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:

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, forest and rangeland productivity, fire science and management, ecosystems services and products.
2. Build strategic research and technological transfer activities statewide and regionally through unbiased analyses of the Policy Analysis Group.

Performance Measure:

Products and services provided by CNR for statewide FUR stakeholders

Benchmark:

Number of service events and total participants in CNR events provided for FUR stakeholders.

Goal 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

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 to address areas targeted in FUR.

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Strategies:

1. Enhance 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.

Performance Measure:

Cases served: examples include: communities served; workshops/tours conducted; FUR stakeholder attendees; invited presentations; research, teaching and service projects; research studies completed/published; private landowners assisted and seedling research projects.

Benchmark:

Meeting target numbers for examples above.

Goal 3: Teaching and Learning

Engage students in a transformational experience of discovery, understanding, and global citizenship.

Objective A: Develop effective integrative learning activities to engage and expand student minds.

Strategies:

1. Provide undergraduate, graduate and professional students with education and research opportunities in nursery management, wood utilization technologies, forest and rangeland regeneration and restoration, fire science and management, and ecosystem services.
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.

Performance Measures:

FUR learning and research opportunities integrated into CNR undergraduate, graduate and professional capacity building programs on and off University of Idaho campuses and sites.

FUR learning, research and opportunities involving alumni and stakeholders on and off University of Idaho campuses and sites.

Benchmark:

Meeting target numbers for activities proposed above.



Lewis-Clark State College

Strategic Plan Summary

FY2010-2014

Lewis-Clark State College

Strategic Plan FY2010-2014

VISION STATEMENT

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

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.

I. QUALITY: Support the Idaho State Board of Education's efforts to continuously improve the quality of Idaho's educational system.

Objectives for quality

1. Continue developing a compensation system that rewards LCSC employees for knowledge, skills, and productivity while promoting recruiting, hiring, and retention.
 - **Performance Measure:** Median total compensation by classification as a percentage of peer institutions.
 - **Benchmark:** All faculty and staff compensation within 90% of median for peer institutions, normalized for CPI and location. (SBOE benchmark)
2. Continue activities to insure re-accreditation by NWCCU on 2009.
 - **Performance Measure:** Successful NWCCU re-accreditation effort.
 - **Benchmark:** Re-accredited in October 2009- Y/N.
3. Increase the availability of highly qualified teachers, especially in high need areas.
 - **Performance Measure:** Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition.
 - **Benchmark:** The percentage of first-time students passing the PRAXIS II will exceed 90%.
4. Continue successful specialized accreditation efforts.
 - **Performance Measure:** Specialized program accreditation for the RN/BSN
 - **Benchmark:** Re-affirmation of RN/BSN Program accreditation by the Commission on Collegiate nursing education (CCNE)-Y/N
5. Update Campus Facilities Master Plan
 - **Performance Measure:** Updated campus master plan completed by August 2009 reflecting completed and occupied NHS Building.
 - **Benchmark:** Open NHS Building on schedule (Fall 2009) - Y/N.
6. Increase participation in Employee Professional Development and Training (PDT) Process.
 - **Performance Measure:** Develop an assessment instrument and a procedure that provides for continuous assessment and improvement of PDT course content and delivery, scheduling, facilities, and

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equipment.

- **Benchmark:** Increase number of contact hours of instruction: 5%

7. Review and improve student participation in Student Course Evaluations (SCE).

- **Performance Measure:** Percentage of students enrolled in class on the tenth school day of each semester completing course evaluations for each course.
- **Benchmark:** Seventy-one percent of all students enrolled in class on the tenth school day of each semester will complete course evaluations.

II. ACCESS: Support the Idaho State Board of Education's efforts to improve access for individuals of all ages, abilities, and economic means to Idaho's educational system.

Objectives for access

1. Explore options for extending and/or shifting course schedules to meet student demand.
 - **Performance Measure:** Number of classes offered at non-traditional times.
 - **Benchmark:** Increase number of classes offered at non-traditional times.
2. Increase number of high school students participating in concurrent enrollment.
 - **Performance Measure:** Enrollment data (headcount and FTE).
 - **Benchmark:** Increase enrollment in concurrent enrollment classes: 4%.
3. Update and revise the long-range plan to address how LCSC can meet regional health care needs.
 - **Performance Measure:** Enrollment in health care profession programs.
 - **Benchmark:** Enrollment in BSN, RN to BSN, and RAD-Tech will be within 90% of projections.
4. Increase cooperative initiative with NIC in CdA.
 - **Performance Measure:** Number of students concurrently enrolled at NIC and LCSC.
 - **Benchmark:** Increase the number of students concurrently enrolled at NIC and LCSC:10%
5. Improve core-completion.
 - **Performance Measure:** The number of students completing core requirements within 4 years.
 - **Benchmark:** FY 2009 number of students completing core requirements.
6. Address planning considerations for upgrade and usage of other older residence facilities.

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- **Performance Measure:** Keep Talkington Hall on Building Fund List.
 - **Benchmark:** Talkington Hall maintained on Building Fund List- Y/N.
7. Optimize residential space utilization: Increase annual occupancy.
- **Performance Measure:** Number of occupied beds for June and July.
 - **Benchmark:** Number of occupied beds in campus housing for June and July will increase by 5%.
8. Analyze textbook costs and identify methods for stabilizing or reducing escalating prices.
- **Performance Measure:** Report from task force identifying cost- saving/ stabilization strategies.
 - **Benchmark:** Report completed and submitted to President- Y/N
9. Scholarship dollars awarded will increase.
- **Performance Measure:** Scholarship dollars awarded per student FTE.
 - **Benchmark:** Scholarship dollars awarded per student FTE will increase 3%.

III. Efficiency: Support the Idaho State Board of Education's efforts to improve the effective and efficient use of resources in delivery of Idaho's educational system.

1. Maintain lowest ratio of Total Budget/ Annual FTE enrollment among Idaho's four-year institutions.
- **Performance Measure:** Operating Budget/ Annual FTE enrollment ratio.
 - **Benchmark:** Current LCSC values are the lowest of Idaho's public four- year schools. Decreasing LCSC's operating budget while increasing annual FTE will decrease the ratio of Operating Budget/ Annual FTE enrollment and allow LCSC to remain the most efficient public four-year school in the state.
2. Modify e-commerce providers for departmental e-commerce applications.
- **Performance Measure:** Number of departments that transition to the current e-commerce provider.
 - **Benchmark:** Four departments will transition.

Key External Factors
(Beyond control of Lewis-Clark State College):

Funding:

Historically, Lewis-Clark State College strategic goals and objectives assumed on-going and sometimes significant additional levels of State legislative appropriations provided through the SBOE. The reduced availability of state revenues (for appropriation), gubernatorial, and legislative support for some initiatives has had an impact. Lewis-

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Clark State College has addressed the funding issues through the institution's planning process and has ensured that core functions of the College have been preserved.

Legislation/Rules/Policy:

Beyond funding considerations, many education policies are embedded in state statute, rule, or SBOE policy and not under the control of LCSC.

Federal Government:

A great deal of educational funding is provided by the federal government. Funding for higher education is subject to congressional and executive support.

Economy: Historically, weak economic performance indicators have translated into increased student numbers. The decline in the availability of well-paying jobs will lead many potential students to choose education over employment. This will further challenge institutional resources.

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Eastern Idaho Technical College Strategic Plan 2010-2014

Vision

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.

Mission

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

GOAL I: **Implement a comprehensive marketing campaign to promote college access and highlight Eastern Idaho Technical College offerings.**

Objectives:

1. Monitor the labor market needs in the college service area and develop new programs, considering available resources, which serve the identified needs.
 - **Performance Measure:**
 - Number of new programs created in response to labor market needs.
 - **Benchmark:**
 - Number of new programs created in response to labor market needs will meet or exceed last year.
2. Develop new workforce training program initiatives by working with local and regional business, industry, and economic development organizations.
 - **Performance Measure:**
 - Number of new programs created.
 - **Benchmark:**
 - Number of new programs created will meet or exceed last year.
3. Work with Idaho National Laboratory training program personnel to expand course offerings.
 - **Performance Measure:**
 - Number of training courses offered.
 - **Benchmark:**
 - Design, develop, and implement three new occupational upgrade training courses by the conclusion of FY2009.
4. Strengthen and enhance the operation of the Summer Wildland Fire Program, Ready Reserve, Idaho Fire Academy, and PTE Emergency Services training on an ongoing basis.
 - **Performance Measure:**
 - Percentage complete of annual program course schedule.
 - **Benchmark:**

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- Completion of an annual program course schedule, and delivery of program during the spring and summer of fiscal year 2009.
- 5. Develop and implement a comprehensive marketing plan to promote the college and improve public perception of the college.
 - **Performance Measure:**
 - Percent completed and implemented.
 - **Benchmark:**
 - Marketing plan will be fully implemented in FY2010.
- 6. Develop and produce new printed marketing materials that can be distributed throughout the entire nine-county service region.
 - **Performance Measure:**
 - Number of service regions receiving marketing materials.
 - **Benchmark:**
 - Two service regions per year will receive marketing materials.

GOAL II: Improve and enhance internal and external communication.

Objectives:

1. Strengthen and enhance the coordination and monitoring of the Idaho National Laboratory (INL) ES&H contract.
 - **Performance Measure:**
 - Number of complaints from INL regarding availability of courses.
 - **Benchmark:**
 - Zero complaints from INL on the availability of courses.
2. The Workforce Training Program will implement the Colleague database to align program recordkeeping with all student functions.
 - **Performance Measure:**
 - Number of WFT students able to register online.
 - **Benchmark:**
 - WFT students able to register online by the conclusion of FY2009.
3. Strengthen and enhance the operation of the Summer Wildland Fire Program, Ready Reserve, Idaho Fire Academy, and PTE Emergency Services training on an ongoing basis.
 - **Performance Measure:**
 - Percentage completed of annual program course schedule, and delivery of program.
 - **Benchmark:**
 - Completion annual program course schedule and delivery of program during the spring and summer of fiscal year 2009.
4. Integrate the institutional research office to formalize the collection, analysis, and reporting of data to support evaluation, planning, and decision making. NWCCU Recommendation #5.
 - **Performance Measure:**
 - 100% compliance with state and federal requirements and guidelines.
 - Inclusion in at least 80% of appropriate discussions.
 - **Benchmark:**
 - Integrated campus IR function supportive of institutional goals.
5. Develop a system to include faculty and staff views in the system of college governance. NWCCU Recommendation #6.
 - **Performance Measure:**

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- By survey, 80% satisfaction that suggestions and views are being considered.
- **Benchmark:**
 - Functional system of collaborative governance.

GOAL III: Expand program offerings, within available college resources, based upon local labor market demand and compliance with the State Board of Education's Eight-Year Plan for Program Expansion.

Objectives:

1. Investigate the feasibility of allowing students to take live video conference classes from their home.
 - **Performance Measure:**
 - 90% successful connection to test class from various locations.
 - Identification of minimum band width requirements.
 - **Benchmark:**
 - Completion of a feasibility study and recommendation to PAC.
2. Improve direct communication via a wireless bridge at IF EITC Campus for IP video classes for outreach sites (Driggs, Rexburg, Arco, and Salmon).
 - **Performance Measure:**
 - 50% reduction in packet loss and elimination of connectivity time-outs.
 - **Benchmark:**
 - Increased reliability and quality over previous connection.

GOAL IV: Identify and publish intended learning outcomes for each degree and certificate program at the college and through regular and systematic assessment demonstrate that completers achieve those outcomes.

Objectives:

1. Develop and publish expected learning outcomes for each degree and certificate program. NWCCU Recommendation #1
 - **Performance Measure:**
 - List of essential skills completed and sorted.
 - List of outcomes for each program.
 - Program map for each program on file.
 - **Benchmark:**
 - Process for implementation and regular review of expected learning outcomes by degree and certificate program.
2. The ABE program will adopt the new CASAS (State ABE approved NRS ESL assessment) series and incorporate the listening test in an effort to better capture indication of student learning and performance outcomes.
 - **Performance Measure:**
 - After comparing FY07 NRS performance data, to FY08, interpret and adjust program as necessary.
 - **Benchmark:**
 - Improved NRS (National Reporting System) outcome performance.

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3. The ABE program will develop a survey to identify why or why not students stay in the program.
 - **Performance Measure:**
 - Ongoing assessment of student satisfaction as it relates to ABE programming, offerings, instruction, and support.
 - **Benchmark:**
 - Improved retention of ABE students.

4. The ABE program will develop a new intake and orientation process that utilizes a design that allows for better documentation of students NRS goals and provides more institutional and transitional information.
 - **Performance Measure:**
 - Compare student NRS goal data to FY07 – look for improvement.
 - Survey students for quality feedback, use as needed.
 - **Benchmark:**
 - Improved core outcome measure performance in the transition to higher education goal.

GOAL V: Clearly identify content that is pertinent to the general program of study in all certificate programs with embedded related instruction.

Objectives:

1. The instructors in all certificate programs that contain embedded related general education content will clearly identify that content in the course syllabus.
 - **Performance Measure:**
 - 100 % inclusion of general education content in each course syllabi.
 - **Benchmark:**
 - Course syllabi will be reviewed and updated and will clearly show where embedded general education content is taught in each course where such content occurs.

2. In conjunction with the Dean of Students, develop a plan for General Education Division Faculty to advise non-matriculated students.
 - **Performance Measure:**
 - Number of students advised by the General Education Division Faculty.
 - **Benchmark:**
 - Increased participation by General Education Faculty in non-matriculated advising.

GOAL VI: Review and revise the evaluation policy to assure that all program and faculty are evaluated systematically and consistently using multiple indices.

Objectives:

1. Revise faculty evaluation policy to assure that all full and part-time faculty are evaluated systematically and consistently using multiple indices. NWCCU recommendation #3.
 - **Performance Measure:**
 - Number of indices used to evaluate faculty.
 - 100% of faculty evaluated utilizing the new policy.

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- **Benchmark:**
 - Implement and evaluate the new evaluation policy.
- 2. Participation by at least half of full-time faculty in peer evaluation training in fall of 2008 with subsequent evaluation duties in FY09.
 - **Performance Measure:**
 - At least 50% of full-time faculty trained and participating in peer evaluation.
 - **Benchmark:**
 - Active participation of full-time faculty in peer evaluation process.
- 3. Develop and evaluate a comprehensive program review process.
 - **Performance Measure:**
 - Number of programs reviewed.
 - 100% of review results used to drive program decisions (expansion, reduction, modification, etc).
 - **Benchmark:**
 - Implement the process.

GOAL VII: Evaluate facility and infrastructure needs to support student success.

Objectives:

- 1. Implement and refine policy on network security. NWCCU Recommendation #4.
 - **Performance Measure:**
 - 50% reduction in faculty and staff access complaints.
 - **Benchmark:**
 - Balanced policy that allows academic freedom while ensuring networking security.
- 2. Implement approved campus upgrade and renovation projects.
 - **Performance Measure:**
 - 100% on time completion of all projects.
 - Projects do not exceed 100% of budget.
 - **Benchmark:**
 - Successful completion of approved projects.

Key External Factors
(beyond the control of Eastern Idaho Technical College)

Funding:

Most State Board of Education strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Availability of state revenues (for appropriation), gubernatorial, and legislative support for some Board initiatives can be uncertain.

Legislation/Rules:

Beyond funding considerations, many education policies are embedded in State statute or rule and not under Board control. Changes to statute and rule desired by the Board of Education are accomplished according to State guidelines. Rules require public notice and opportunity for

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comment, gubernatorial support, and adoption by the Legislature. Proposed legislation must be supported by the Governor, gain approval in the germane legislative committees and pass both houses of the Legislature.

Federal Government: A great deal of education funding for Idaho public schools is provided by the federal government. Funding is often tied to specific federal programs and objectives and therefore can greatly influence education policy in the State.



**SELECTED GOALS FROM STRATEGIC PLAN FOR 2008-2013
THAT SUPPORT STATE STRATEGIC PLAN**

Mission:

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.

Selected Goals from 2008-2013 NIC Strategic Plan, March 2009

Improve and expand educational opportunities, programs, and courses for the student population and community. [THEME I: PROGRAMS, Goal 1]

Objective A. Expand program offerings, and accelerate the implementation of new professional-technical and workforce training at NIC that meet the needs of students, business, and industry.

Action Items

1. Redesign the first program to increase access points for students - multiple entry/exit points. Multiple entry points have been and continue to be added to academic programs. Of notable success is the Flexible Learning Center which is our most aggressive approach to open-entry/open-exit programming. (Completed)
2. Implement annual needs assessment process to determine professional technical and workforce training needs in the region. EMSI services are available through the State Board of Education, Office of Professional, Technical Education. When new programs are being considered, NIC will contact PTE for data requests through EMSI. (Completed)
3. Identify and evaluate key processes for responding to student/client needs and identify areas for improvement. Jerry Gee Consulting has been hired to help the college develop a systematic approach to new program identification and development through state approval. (Completed)
4. Offer Certified Nursing Assistant (CNA) Online. On-line CNA is on the Summer 2009 schedule. (Completed)

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5. Offer first courses in a new A.A.S. degree in General Business customized for the Coeur d'Alene Tribe.
 An AAS degree in Business Leadership has been developed and approved by the NIC Curriculum Committee. The program includes professional-technical areas of competence combined with a basic foundation and general education courses. The degree is currently being review by the Department of PTE. (In progress)

Improve student access. [THEME II: STUDENT SUPPORT, Goal 1]

Objective	C. Develop a system to assist potential students with financial planning for costs associated with attending NIC.
Action Items	1. Identify possible resources or systems for prospective students to use when considering college cost. Web resources were made available to students. (Completed) 2. Promote awareness of NIC scholarship program in high schools. A revamped advertising system was put in place. (Completed)

Implement initiatives to increase student success. [THEME II: STUDENT SUPPORT, Goal 2]

Objective	C. Develop technology-based student services.
Action Items	1. Prepare e-Advising for Fall 2009 implementation. (In progress) 2. Implement OARS-Online. Great success with implementing this goal. Version 2 is being developed for Spring. (Completed) 3. Expand IP Web Phone system. (Completed) 4. Improve Bookstore online purchasing system. (Completed)

Assure opportunities for college expansion. [THEME VII: PHYSICAL RESOURCES, Goal 1]

Objective	A. Acquire properties that become available to meet the needs for higher education in the region. Expansion will consider the importance of maintaining the existing college campus feel and support services for students and NIC employees.
Action Item	1. Make budget plans to collect tax dollars as necessary for the purchase of property as determined by the Board of Trustees. Action Plan. Make budget plans to collect tax dollars as necessary for the purchase of property as determined by the Board of Trustees. Performance Measure. Include taxes necessary on the forms to State and local governmental entities. (Completed)

Progress and comments are as of March 19, 2009

External Factors: Factors that are beyond the control of the college that affect the achievement of goals

- 1. Enrollment Growth**
Enrollment growth can be uncertain and impacts legislative allocation
- 2. Revenue – Property Taxes**
Availability of local property taxes can be uncertain.
- 3. Revenue – Legislative Allocation**
Availability of state revenues for appropriation can be uncertain.



Strategic Plan 2015

MISSION

The College of Western Idaho provides affordable, quality teaching and learning for all regardless of time and distance

VISION

Opportunities for all to excel at learning for life!

INSTITUTIONAL CORE VALUES

At CWI, we commit to:

- Acting with integrity
- Serving all in an atmosphere of caring
- Sustaining our quality of life for future generations
 - Respecting the dignity of opinions
 - Innovating for the 21st Century
 - Leaving a legacy of learning

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Statutory Authority

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards and has been approved by the College of Western Idaho Board of Trustees. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

Adopted by the College of Western Idaho Board of Trustees on 02/23/09.

STRATEGIC GOALS AND OBJECTIVES

Goal 1: CWI is known for its quality, 21st century teaching in all learning environments.

Objective 1.1: Competency-based curricula that align with secondary education and 4-yr institutions.

Objective 1.2: Consistent student learning outcomes across curricula for basic workplace skills.

Objective 1.3: Quality student assessment that facilitates successful student goal attainment.

Objective 1.4: Alternative modes of delivery including class times, locations, and the use of technology by collaborating with Idaho Distance Learning Academy, community, and education leaders to target existing space that mutually benefits students and CWI.

Objective 1.5: Consistency of services at all locations.

Objective 1.6: 21st century technologies to enhance teaching and learning.

Performance Measure: Student engagement and satisfaction rates

Benchmark:

Active and collaborative learning - CCSSE survey results will demonstrate active and collaborative learning ratings at or above the national comparison group

Student effort - CCSSE survey results will demonstrate student effort ratings at or above the national comparison group

Academic challenge - CCSSE survey results will demonstrate academic challenge ratings at or above the national comparison group

Student-faculty interaction - CCSSE survey results will demonstrate student-faculty interaction ratings at or above the national comparison group

Support for learners - CCSSE survey results will demonstrate support for learners ratings at or above the national comparison group

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Performance Measure: Licensure and certification pass rates

Benchmark: Maintain licensure and certification rates at or above state or national rates for all programs with applicable exams (and where the national/state rates are available)

Performance Measure: Alignment with postsecondary institutions

Benchmark: At least 90% of credits requested will transfer for students (with two-years of postsecondary education) when transferring from one of Idaho's regionally accredited postsecondary institutions to CWI.

Performance Measure: Employment status of professional-technical graduates

Benchmark: At least 90% of PTE graduates will be employed in their field of study one year after graduation

Performance Measure: Employer satisfaction with PTE graduates

Benchmark: Survey results will demonstrate an overall employer satisfaction with PTE graduates

Performance Measure: Average credit section size

Benchmark: Maintain the average credit section size comparable to that of our peer institutions

Performance Measure: Student/faculty ratio

Benchmark: Maintain the average student/faculty ratio at levels - full-time equivalent students to full-time equivalent instructional faculty – comparable to those of our peer institutions

Performance Measure: Learning outcomes

Benchmark: Every course and program will demonstrate effective use of outcomes assessment strategies to measure student learning outcomes and for continuous improvement

Performance Measure: Three-year graduation rates and number of credits at graduation for transfer students with an associate degree from an Idaho community college.

Benchmark: The percent graduating within three years will increase and will be comparable to peer institutions.

Benchmark: The proportion associate degree transfer students who go on to receive a bachelor's degree and who do not exceed 125% of the credits required for the degree will increase and will be comparable to peer institutions.

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Goal 2: CWI attracts and retains students through quality teaching, accessible and affordable programs and responsive approach.

Objective 1: An aggressive communication campaign for CWI.

Objective 2: A comprehensive Strategic Enrollment Management Plan featuring a one-stop process for student recruitment and retention by fall of 2009.

Objective 3: Partnerships with secondary and post-secondary institutions to transition students seamlessly.

Objective 4: An advisor system that requires that all students have an advisor to support them from declaration of interest through graduation and transition to college or career.

Objective 5: Education and training programs and services for all under-served populations such as retirees/60+, traditional college age but not in college, non-traditional college, and those with language or cultural barriers.

Objective 6: Financial resources for federal financial aid, scholarships, grants and other sources.

Objective 7: Partnerships with businesses, industries and employers to recruit and retain students through goal attainment.

Objective 8: Transition services to next level of educational preparation for ABE students.

Objective 9: An early intervention process to ensure student goal attainment.

Performance Measure: Enrollment (headcount, credit hours, FTE) - academic, professional-technical, developmental, adult education, continuing education, workforce training, dual credit, TechPrep

Benchmark: Overall headcount will increase by 2% a year
Overall FTE will increase by 1% a year

Performance Measure: Tuition and fees

Benchmark: Maintain tuition and fees at or below that of our peer institutions

Performance Measure: Scholarships disbursed

Benchmark: Scholarship dollars per student FTE will increase

Performance Measure: Retention/persistence rates

Benchmark: Maintain or increase retention/persistence rates

Performance Measure: Graduation rates

Benchmark: The proportion of students who enrolled in and subsequently completed a degree or certificate program will increase

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Performance Measure: Student satisfaction with courses, programs and services

Benchmark: Results of course evaluations and graduation surveys will demonstrate an overall satisfaction with courses, programs and services

Performance Measure: Number and quality of events, publications, and presentations designed to strengthen institutional identity and positioning

Benchmark: Every year continue to increase the number and quality of events, publications, and presentations

Performance Measure: Number of graduates qualified to enter high-demand careers (as defined by the Dept of Labor.)

Benchmark: Number of qualified graduates increases year to year.

Benchmark: Number of qualified graduates is comparable to peer institutions and states.

Goal 3: CWI establishes collaborative partnerships with industry and business to provide rapid response training.

Objective 1: Systems to continuously assess trends, demographic shifts, economic environments and workforce needs.

Objective 2: Employer partnerships to increase the number of skilled employees in the areas of greatest unmet need.

Objective 3: Effective councils with business and industry to support CWI.

Objective 4: Community talent and resources to support and mentor students.

Objective 5: Student internships with business and industry.

Objective 6: Proactive processes to accommodate employer needs with speed and quality.

Performance Measure: Employer needs survey

Benchmark: Survey results will indicate employer satisfaction with range and scope of course offerings

Performance Measure: Participant survey

Benchmark: End-of-course/event Survey results will indicate participant and employer satisfaction

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Goal 4: CWI provides quality services to all learners to enhance community vitality, employability and personal achievement.

Objective 1: Adult basic education, GED, ESL programs and tutoring services.

Objective 2: On-going processes to determine the scope of needs in the community for ABE.

Objective 3: Effective support services for students to ensure success including but not limited to assessment, tutoring, career counseling placement, special needs.

Objective 4: State of the art on-line learning and hybrid courses.

Performance Measure: Community needs survey

Benchmark: Survey results will indicate community satisfaction with range and scope of course offerings

Performance Measure: Participant survey

Benchmark: Survey results will indicate participant satisfaction with services offered

Goal 5: CWI demonstrates operational excellence through highly competent personnel and effective processes in a collaborative and innovative work culture.

Objective 1: Institutional (regional) accreditation requirements through the Northwest Commission on Colleges and Universities on or before 2015 and programmatic accreditation standards where appropriate.

Objective 2: Clear, inclusive and transparent governance and planning model for the college community.

Objective 3: Processes for proactive research and development of local needs and best practice innovations.

Objective 4: Internal processes for student and staff satisfaction feedback.

Objective 5: Effective methods of communication to inform and provide opportunities for feedback on CWI issues.

Objective 6: Systems for the recruitment, development and retention of high quality personnel.

Objective 7: Mandatory orientation for all employees to shape culture.

Objective 8: Work environments that values team work, collaboration and innovation.

Performance Measure: Employee compensation competitiveness

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Benchmark: CSI employee salaries will be at the mean or above for comparable positions in the Mountain States Community College survey

Performance Measure: Development/training expenditures per FTE employee

Benchmark: Development/training expenditures per FTE employee will be maintained at or above current levels

Performance Measure: Faculty/staff satisfaction rates

Benchmark: Survey results will demonstrate an overall satisfaction with the job, campus environment, priorities/processes

Performance Measure: Student/staff ratio

Benchmark: Maintain the average student/staff ratio at levels – full-time equivalent students to full-time equivalent staff – comparable to that of our peer institutions

Goal 6: CWI is a hub for enriching people’s lives regardless of time, distance and location.

Objective 1: Flexible start times for all courses and training.

Objective 2: Online teaching and training opportunities.

Objective 3: Community needs for enrichment programs that fit within a community college culture are met.

Performance Measure: Student/participant satisfaction rates

Benchmark: End of course/event evaluation results will demonstrate an overall satisfaction with the alternative delivery method

Goal 7: CWI keeps pace with future learning through state of the art environment and facilities.

Objective 1: A facilities master plan.

Objective 2: Prioritized schedule for “bricks and mortar” facilities after determining that existing structures in the District and available, affordable technologies are not able to provide the projected need for services.

Performance Measure: Physical facilities appropriate for programs offered.

Benchmark: Facilities and equipment are available for students, faculty, and staff to achieve course, program, and unit outcomes

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Goal 8: CWI sustains sound fiscal practices with multiple revenue streams.

Objective 1: A CWI Foundation.

Objective 2: A sound Objective for advancement.

Objective 3: Expertise in grant identification and application.

Objective 4: Ongoing and effective liaison with the Idaho Legislature and other governmental officials.

Objective 5: Data to confirm fiscal responsibility.

Objective 6: Additional sources of revenue.

Performance Measure: Instructional cost per credit hour and student FTE

Benchmark: Instructional costs per credit hour and student FTE will compare favorably to those of our peer institutions

Performance Measure: Total yearly dollar amount generated through external grants

Benchmark: Pursue and achieve funding and/or meritorious evaluation for at least 5 relevant grant opportunities per year
Submit a minimum of \$1,000,000 yearly in external grant requests with a 10% success rate

Performance Measure: Funds raised through the CSI Foundation

Benchmark: By 2013 achieve a minimum of 50% employee participation in the Foundation's internal campaign
By 2013 award Foundation scholarships to at least a third of all eligible CWI students

Performance Measure: State funding levels

Benchmark: Maintain general fund dollars per student FTE comparable to that of our peer institutions

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External Factors

Various external factors outside CWI's control could significantly impact the achievement of the specific goals and objectives outlined in the strategic plan:

Economic Factors

- Decreased availability of disposable income
- Potentially decreased availability of public funding (county, state, federal) support
- Decreased availability of private contributions
- Decreased contracted services (training, event coordination)
- Increased costs (personnel, facilities, equipment, services)
- Competition from private institutions and agencies
- Unemployment and plant closings
- Changes in industrial sectors

Political Factors

- Changes in national and state priorities
- Legal and regulatory constraints
- Infrastructure investment

Technology Factors

- Adopting up-to-date technologies to increase efficiencies and effectiveness
- Maintaining currency of curricula to meet employers' needs

Demographic Factors

- Population growth in west Ada and Canyon Counties
- Aging population in Ada County
- Demographic shifts of population (gender, race, age)

Environmental factors

- Natural disasters
- Acts of terrorism/war
- Pandemic illness

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CWI will make every effort to anticipate and manage change effectively, establish and implement effective risk management policies and practices, and minimize the negative impacts of factors beyond the institution's control.

Performance Measures and Benchmarks

The performance measures and benchmarks are representative of institutional performance outcome assessments required by the Idaho State Board of Education, standards of the Northwest Commission on Colleges and Universities, U.S. Department of Education Integrated Postsecondary Education Data System, Carl Perkins Vocational and Technical Education Act, Idaho Division of Professional-Technical Education and literature on community college success indicators, best practices, historical data, trends observed, as well as assumptions and forecasts.

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**College of Southern Idaho
Strategic Plan
2010 – 2014**



Statutory Authority

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) standards and has been approved by the College of Southern Idaho Board of Trustees. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

Adopted by the College of Southern Idaho Board of Trustees on 02/23/09.

Mission Statement

The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

Core Values

The following core values, principles, and standards guide our vision and conduct:

People	Above all, we value our students, employees, and community. We celebrate individual uniqueness, worth, and contributions while embracing diversity of people, backgrounds, experiences, and ideas. We are committed to the success of our students and employees.
Learning	We value lifelong learning, informed engagement, social responsibility, and productive global citizenship. We are committed to student learning and success. We strive to instill in our students and employees a lifelong passion for learning.
Access and Opportunity	We value convenient, affordable, and equitable access to higher education. We make every effort to eliminate or minimize barriers to access. We create opportunities for educational, personal, and economic success.
Quality and Excellence	We strive for excellence in all of our endeavors. We offer high-quality educational programs and services that are of value to our constituents. We are committed to high academic and professional standards, and to the continuous improvement of our educational programs, services, processes, and outcomes.
Creativity and Innovation	We value and support innovative and creative ideas and solutions that foster improvement and allow us to better serve our students and our community. We encourage entrepreneurial spirit.

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Responsibility and Accountability We value personal and institutional integrity, responsibility, and accountability. We believe in serving our constituents responsibly in order to preserve the public's ongoing trust. We strive to develop an environment that encourages and enables a culture of meaningful assessment and continuous improvement. We value inspired, informed, transparent, and responsible leadership and decision-making at all levels of the College. We value our environment and the conservation of our natural resources and strive to create facilities, systems, programs, and practices that are environmentally sustainable.

Collaboration and Partnerships We value collaboration and actively pursue productive and mutually beneficial partnerships among people, institutions, organizations, and communities to share diverse ideas, talents, and resources.

Vision 2013

The College of Southern Idaho will be recognized regionally and nationally as a progressive community college committed to student learning and success, and to the human, economic, cultural, and social development of the region.

- We will be the higher education institution of choice because of our instructional excellence, exemplary support services, and our accessibility and affordability.
- We will challenge our students and foster intellectual curiosity, critical inquiry, creative problem solving, and thoughtful reasoning.
- We will inspire our students to become lifelong learners, productive workers, engaged leaders, and responsible global citizens.
- We will support our employees by providing the necessary training, information, and resources; and expect active participation, responsible decision-making, high performance, and personal accountability.
- We will maintain the ongoing trust of our constituents by demonstrating responsible management and investment of the resources entrusted to us.
- We will be responsible stewards of our natural resources.

Strategic Initiatives

- I. Responsiveness
- II. Commitment to Learning and Success
- III. Performance and Accountability
- IV. Global Citizenship and Competitiveness
- V. Advocacy

Strategic Initiatives, Goals, and Objectives

Strategic Initiative I: Responsiveness to the needs of our stakeholders

1.1. Goal: Provide convenient, affordable, and equitable access to our programs, services, and resources

- 1.1. Eliminate or minimize barriers to access
- 1.2. Expand early awareness and pre-college programs and services
- 1.3. Continue to strengthen our relationship with school counselors, teachers, and administrators
- 1.4. Expand recruiting efforts to include all prospective student groups
- 1.5. Encourage parent and peer involvement
- 1.6. Maintain the affordability of our programs and services
- 1.7. Continue to increase the availability of need-based and merit-based financial aid/scholarships

Performance Measure: Enrollment (headcount, credit hours, FTE) - academic, professional-technical, developmental, adult education, continuing education, workforce training, dual credit, TechPrep

Benchmark: Overall headcount will increase by 2% a year
Overall FTE will increase by 1% a year

Performance Measure: Market penetration – eight-county participation rates

Benchmark: By 2013 the percentage of population aged 16 or above in CSI's eight-county service area that participates in an instructional course sponsored by CSI during a given calendar year will increase to 12%

Performance Measure: Tuition and fees

Benchmark: Maintain tuition and fees at or below that of our peer institutions

Performance Measure: Scholarships disbursed

Benchmark: Scholarship dollars per student FTE will increase

1.2. Goal: Meet the diverse and changing needs and expectations of our students and the communities we serve

- 2.1. Maintain a College-wide strategic marketing focus based on a thorough understanding of the needs of our stakeholders and reinforced by every element of the marketing mix

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- 2.2. Continue to improve the quality, relevancy, efficiency, and effectiveness of our courses, programs, and services
- 2.3. Maintain a healthy, safe, and inviting learning environment that is conducive to learning
- 2.4. Meet the diverse and changing *needs and expectations of our students*
 - 2.4.1. Offer quality educational programs and services that meet the needs of students with diverse backgrounds, socioeconomic statuses, experiences, preparation levels, abilities, learning styles, and educational objectives
 - 2.4.2. Provide university parallel curriculum for transfer students, state-of-the-art program of professional-technical education, appropriate developmental education, workforce training and development, enrichment programs, continuing education, and professional development opportunities
- 2.5. Meet the diverse and changing *needs and expectations of employers* in the area
 - 2.5.1. Provide workforce training and development, short-term customized training, and industry certifications
 - 2.5.2. Ensure that the curricula provide the skills, knowledge, and experiences most needed by employers
 - 2.5.3. Train globally competitive workers
 - 2.5.4. Develop mutually beneficial partnerships with industry
- 2.6. Meet the diverse and changing *needs and expectations of the communities* we serve
 - 2.6.1. Serve as an engine for economic, social, and cultural development and vitality
 - 2.6.2. Contribute to improved quality of life in the region
 - 2.6.3. Develop the region's most important resource – its human capital – by providing lifelong learning opportunities
 - 2.6.4. Provide access to services, expertise, and state-of-the-art facilities

Performance Measure: Student engagement and satisfaction rates

Benchmark: Active and collaborative learning - CCSSE survey results will demonstrate active and collaborative learning ratings at or above the national comparison group
Student effort - CCSSE survey results will demonstrate student effort ratings at or above the national comparison group
Academic challenge - CCSSE survey results will demonstrate academic challenge ratings at or above the national comparison group
Student-faculty interaction - CCSSE survey results will demonstrate student-faculty interaction ratings at or above the national comparison group
Support for learners - CCSSE survey results will demonstrate support for learners ratings at or above the national comparison group

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Performance Measure: Licensure and certification pass rates
Benchmark: Maintain licensure and certification rates at or above state or national rates for all programs with applicable exams (and where the national/state rates are available)

Performance Measure: Employment status of professional-technical graduates
Benchmark: At least 90% of PTE graduates will be employed in their field of study one year after graduation

Performance Measure: Employer satisfaction with PTE graduates
Benchmark: Survey results will demonstrate an overall employer satisfaction with PTE graduates

Strategic Initiative II: Commitment to learning and the success of our students, employees, and institution

3. *Goal: Demonstrate a continued commitment to, and shared responsibility for, student learning and success*

- 3.1. Identify and reduce barriers to student learning and success
- 3.2. Develop clear pathways to student success
- 3.3. Employ effective and innovative instructional strategies and incorporate principles of universal design
- 3.4. Maintain high standards for student learning, performance, and achievement
- 3.5. Challenge and empower students to take responsibility for their own learning
- 3.6. Develop subject matter competence, effective communication, critical thinking, creative problem solving, interpersonal relations, and leadership skills
- 3.7. Foster active and collaborative learning
- 3.8. Offer interdisciplinary, experiential, and service learning opportunities
- 3.9. Encourage meaningful engagement and social responsibility
- 3.10. Continue to improve educational attainment (persistence, degree completion, transfer) and achievement of career/educational goals
- 3.11. Develop and expand partnerships with K-12 schools, community colleges, four-year institutions, and other public and private organizations that will allow us to help our students reach their educational and career goals

Performance Measure: Retention/persistence rates
Benchmark: Maintain or increase retention/persistence rates

Performance Measure: Graduation rates
Benchmark: The proportion of students who enrolled in and subsequently completed a degree or certificate program will increase

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Performance Measure: Transfer rates

Benchmark: By the end of 2013 achieve a transfer rate of 30% of all first-time, full-time, degree-seeking students four years after initial fall enrollment
By the end of 2013 achieve a transfer rate of 45% within four years of all students indicating a desire to transfer at initial enrollment

Performance Measure: Student satisfaction with courses, programs and services

Benchmark: Results of course evaluations and graduation surveys will demonstrate an overall satisfaction with courses, programs and services

4. Goal: Demonstrate a continued commitment to employee learning, growth, and success

- 4.1. Recruit and retain faculty and staff who are committed to student learning and success
- 4.2. Support the role of faculty, staff, and administration as learners and teachers
- 4.3. Support employees by providing the necessary resources, tools, training, professional development, and information needed to do their jobs effectively
- 4.4. Provide ongoing training and professional development opportunities
- 4.5. Develop strategic thinking skills and build a leadership pipeline
- 4.6. Recognize and reward competence, performance, and contributions to the attainment of our strategic goals and objectives
- 4.7. Maintain competitive faculty and staff compensation that is comparable to that of our peer institutions
- 4.8. Show appreciation for and celebrate employee contributions and successes

Performance Measure: Employee compensation competitiveness

Benchmark: CSI employee salaries will be at the mean or above for comparable positions in the Mountain States Community College survey

Performance Measure: Development/training expenditures per FTE employee

Benchmark: Development/training expenditures per FTE employee will be maintained at or above current levels

Performance Measure: Faculty/staff satisfaction rates

Benchmark: Survey results will demonstrate an overall satisfaction with the job, campus environment, priorities/processes

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5. Goal: Demonstrate a continued commitment to institutional growth and success

- 5.1. Plan for growth and manage it strategically and effectively
- 5.2. Employ effective market, product, technology, facilities, operations, management, and systems strategies that foster sustainable growth
- 5.3. Implement a strategic enrollment plan that promotes student success, addresses effective recruitment and retention, and is supported by programs, resources, and services that meet the needs of our students
- 5.4. Maintain an entrepreneurial approach to program development and management
- 5.5. Continue to critically analyze our program mix, class scheduling, and resource allocation
- 5.6. Ensure that the College remains financially viable and sustainable
- 5.7. Implement cost-saving strategies while maintaining the quality of our programs and services
- 5.8. Identify and aggressively pursue new revenue sources
- 5.9. Continue to develop mutually beneficial partnerships
- 5.10. Build and maintain facilities that support teaching and learning
- 5.11. Utilize appropriate information technologies that support and enhance teaching and learning, improve the accessibility and quality of services, and increase the effectiveness and efficiency of operations
- 5.12. Continue to improve campus safety and strengthen emergency and disaster planning and preparedness

Performance Measure: Average credit section size

Benchmark: Maintain the average credit section size comparable to that of our peer institutions

Performance Measure: Student/faculty ratio

Benchmark: Maintain the average student/faculty ratio at levels - full-time equivalent students to full-time equivalent instructional faculty – comparable to those of our peer institutions

Performance Measure: Student/staff ratio

Benchmark: Maintain the average student/staff ratio at levels – full-time equivalent students to full-time equivalent staff – comparable to that of our peer institutions

Strategic Initiative III: Performance and accountability

6. Goal: Maintain a culture of planning, assessment, and continuous improvement

- 6.1. Encourage and enable campus-wide participation in institutional planning and assessment activities

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- 6.2. Create an environment where all employees assume responsibility for their role in the institutional planning and effectiveness processes
- 6.3. Ensure that strategic initiatives, goals, and objectives drive our decision-making, resource allocation, and everyday operations
- 6.4. Align unit operational plans with the College strategic plan
- 6.5. Continually assess and improve the quality, relevancy, efficiency, and effectiveness of our systems, programs, services, processes, and practices
- 6.6. Employ meaningful and effective measures, methodologies, and technologies to accurately and systematically measure and continually improve institutional performance, effectiveness, and accountability
- 6.7. Communicate performance levels internally and externally

Performance Measure: Learning outcomes

Benchmark: Every course and program will demonstrate effective use of outcomes assessment strategies to measure student learning outcomes and for continuous improvement

7. Goal: Demonstrate responsible stewardship and public accountability

- 7.1. Demonstrate public accountability (legal, fiscal, social, and programmatic)
- 7.2. Maintain public trust through transparency and responsible stewardship of the resources entrusted to us
- 7.3. Allocate, manage, and invest human, financial, physical, and intellectual resources prudently, effectively, and efficiently
- 7.4. Effectively communicate the College's effectiveness in carrying out its mission

Performance Measure: Instructional cost per credit hour and student FTE

Benchmark: Instructional costs per credit hour and student FTE will compare favorably to those of our peer institutions

Strategic Initiative IV: Global citizenship and competitiveness

8. Goal: Actively contribute to global awareness, understanding, engagement, and competitiveness

- 8.1. Educate stakeholders on the importance and value of global education to the success of our students and to the long-term viability and prosperity of our community, state, and nation
- 8.2. Promote understanding of global interdependence by infusing global perspectives and integrating international and intercultural education across the curricula
- 8.3. Provide quality educational programs and experiences that prepare students to compete successfully in an increasingly interconnected global marketplace
- 8.4. Ensure that our students gain the knowledge, skills, perspectives, and attitudes necessary to thrive in a global society and become responsible global citizens

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- 8.5. Encourage and provide opportunities for our students to interact with and learn from others' multicultural and international experiences
 - 8.5.1. Facilitate interaction with people from different social, cultural, and linguistic backgrounds
 - 8.5.2. Recruit and retain international students
- 8.6. Provide opportunities for international experiences
 - 8.6.1. Promote study abroad and international service learning opportunities
 - 8.6.2. Provide international travel opportunities
- 8.7. Encourage and support faculty/staff participation in global learning opportunities
- 8.8. Collaborate with other institutions on global initiatives

Performance Measure: Number of courses that incorporate global issues into the curriculum

Benchmark: The number of courses that incorporate global issues into the curriculum will increase

Performance Measure: Number of presentations, events, and activities that address global issues

Benchmark: Every fall and spring semester CSI will have at least five presentations, events, or activities addressing global issues

Performance Measure: Participation in international study/travel opportunities

Benchmark: The number of students and faculty who participate in international study/travel will increase

9. Goal: Promote environmental sustainability

- 9.1. Promote stewardship of our natural resources
- 9.2. Provide leadership and raise the visibility of environmental initiatives
- 9.3. Engage students, employees, and the community in open discourse about the importance of the environment and our role in conserving it for future generations
- 9.4. Provide information and training on the sustainability of our environment through conservation and innovation
- 9.5. Incorporate environmental education and sustainability principles across the curricula
- 9.6. Do our part in preserving a clean and healthy environment
- 9.7. Strive to develop and implement facilities, systems, and practices that are environmentally sustainable - reduce, reuse, and recycle
 - 9.7.1. Minimize our environmental impact
 - 9.7.2. Continue to improve water and energy conservation practices
 - 9.7.3. Protect renewable natural resources

Performance Measure: Number of courses that incorporate sustainability issues into the curriculum

Benchmark: The number of courses that incorporate sustainability issues into the curriculum will increase

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Performance Measure: Number of presentations, events, and activities that address sustainability issues

Benchmark: Every fall and spring semester CSI will have at least five presentations, events, or activities addressing sustainability issues

Performance Measure: Summary of sustainability practices implemented

Benchmark: Develop and publish a report on sustainability practices implemented

Strategic Initiative V: Institutional Advancement and Advocacy

10. Goal: Continue to strengthen institutional identity and positioning

- 10.1. Strengthen and consistently communicate our institutional identity that is in line with our mission, vision, and strategic plan
- 10.2. Implement effective and integrated marketing communication strategies
- 10.3. Strengthen and increase the recognition of our brand
- 10.4. Position CSI as a regionally and nationally recognized progressive community college focused on student learning and success
- 10.5. Strive to continually enhance our reputation and image
- 10.6. Manage and create positive perceptions and media relations
- 10.7. Communicate evidence of institutional effectiveness and our value and contributions to the community, state, nation, and beyond
- 10.8. Celebrate and publicize successes of our students, faculty, staff, and the College

Performance Measure: Number and quality of events, publications, and presentations designed to strengthen institutional identity and positioning

Benchmark: Every year continue to increase the number and quality of events, publications, and presentations

11. Goal: Support institutional advancement

- 11.1. Align institutional advancement priorities and activities with our mission, vision, goals, and objectives
- 11.2. Build strong relationships with a variety of constituents
- 11.3. Encourage involvement and participation in the College
- 11.4. Foster pride and loyalty to the institution
- 11.5. Further expand strategic grant development efforts
- 11.6. Leverage institutional advancement efforts through partnerships
- 11.7. Support the CSI Foundation in its fundraising efforts

Performance Measure: Total yearly dollar amount generated through external grants

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Benchmark: Pursue and achieve funding and/or meritorious evaluation for at least 5 relevant grant opportunities per year
Submit a minimum of \$2,750,000 yearly in external grant requests with a 30% success rate

Performance Measure: Funds raised through the CSI Foundation

Benchmark: By 2013 achieve a minimum of 80% employee participation in the Foundation's internal campaign
By 2013 award Foundation scholarships to at least a third of all eligible CSI students

12. Goal: Further develop and effectively target our advocacy efforts

- 12.1. Promote the community college mission locally, statewide, and nationally
- 12.2. Raise awareness of the role of community colleges in providing lifelong learning opportunities and their contributions to the economic, social, and cultural development of the communities they serve
- 12.3. Articulate the needs of the College clearly and persuasively
- 12.4. Effectively represent CSI's budget, policy, and program interests to local, state, and national elected officials and government agencies at all levels
- 12.5. Ensure that the College receives the appropriate support and recognition
- 12.6. Advocate for adequate funding to carry out our mission and vision
- 12.7. Effectively communicate the impact of and positive outcomes derived from the support received
- 12.8. Partner with other sister institutions and strengthen linkages to various community college advocacy groups

Performance Measure: State funding levels

Benchmark: Maintain general fund dollars per student FTE comparable to that of our peer institutions

External Factors

Various external factors outside CSI's control could significantly impact the achievement of the specific goals and objectives outlined in the strategic plan:

- Changes in the economic environment (e.g. inflation, energy cost, personal income, unemployment and underemployment, foreclosure and bankruptcy rates, globalization, the value of the dollar, availability of credit, etc.)
- Changes in national or state priorities
- Significant changes in local, state or federal funding levels
- Changes in market forces and competitive environment
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry)
- Supply of and competition for highly qualified faculty and staff

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- Government-wide policies
- Legal and regulatory constraints
- Changes in technology (access, affordability, efficiency)
- Demographic changes (e.g. changes in the number of high school graduates, retirement of the Baby Boomers, growing minority population, etc.)
- Changes in the physical environment (e.g. drought)
- Natural disasters, pandemic, acts of war/terrorism

CSI will make every effort to anticipate and manage change effectively, establish and implement effective risk management policies and practices, and minimize the negative impacts of factors beyond the institution's control.

Performance Measures/Benchmarks

The performance measures and benchmarks are based on the literature on community college success indicators, best practices, historical data, trends observed, as well as assumptions and forecasts.

Experts in the field agree that performance measures and benchmarks used to measure community college institutional effectiveness should carefully consider: the mission and varied roles community colleges must fulfill, the diversity of student populations served, open admission policies, diverse educational goals that may or may not include earning a degree or certificate, etc.

Sources:

Alfred, R., Shults, C., & Sybert, J. (2007). *Core Indicators of Effectiveness for Community Colleges* (3rd ed.). Washington, D.C: Community College Press, American Association of Community Colleges.

Flores, S.M. (2006). *Benchmarking: An Essential Tool for Assessment, Improvement, and Accountability: New Directions for Community Colleges*, No. 134, San Francisco, CA: Jossey-Bass.

Banta, T.W. (2004). *Community College Assessment*, San Francisco, CA: Jossey-Bass.

Community College Survey of Student Engagement (CCSSE), a benchmarking instrument that establishes national norms on educational practice and performance by community and technical colleges. <http://www.ccsse.org/>

The National Community College Benchmark Project (NCCBP) that provides national and peer community college effectiveness indicator data. <http://www.nccbp.org/>

The Kansas Study, a national study of Community College Instructional Costs and Productivity. <http://www.kansasstudy.org>



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DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Final Recommendation by the Division of Professional-Technical Education to Designate the College of Western Idaho (CWI) as the Technical College in Region III

REFERENCE

February 28, 2008

The Board approved a request by CWI to be designated as the technical college in Region III upon final recommendation by the Division of Professional-Technical Education

April 16, 2008

The Board approved closure of the Selland College of Applied Technology at Boise State University and discontinuation of BSU's PTE programs effective July 1, 2009

February 26, 2009

The Board approved the request from CWI for professional-technical education programs and options

APPLICABLE STATUTES, RULE OR POLICY

Idaho Code Sections 33-2201 through 33-2207; IDAPA 55.01.01 and 55.01.02; State Board of Education Policies and Procedures

BACKGROUND/DISCUSSION

The Board approved a request by the College of Western Idaho (CWI) to be designated as the Technical College in Region III upon final recommendation by the Division of Professional-Technical Education at the February 28, 2008 meeting. CWI was required to demonstrate to the Division of Professional-Technical Education its ability to ensure continuity of education for students currently enrolled in the Boise State University (BSU) Larry G. Selland College of Applied Technology.

Indicators included, but were not limited to: capacity for delivering existing programs, (i.e., Board approval of CWI programs, adequate facilities, the transfer of equipment from BSU); accreditation status; student services, etc.

The Board approved CWI's request to offer professional-technical education programs and options at its February 26, 2009 meeting. This was the final indicator that was necessary to demonstrate its ability to ensure continuity of education for students enrolled in the BSU Larry G. Selland College of Applied Technology.

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The Board approved the Accreditation Agreement between the College of Southern Idaho and CWI to be its partnering institution as it pertains to the Northwest Commission of College and Universities (NWCCU) accreditation standards at the August 21, 2008 meeting. The agreement covered accreditation standards and financial aid.

CWI contracted with Teater Consulting to conduct a facilities study for professional-technical education programs. The study concluded that there would be adequate facilities for professional-technical education programs and services. CWI also contracted with Valuations Northwest, Inc. to conduct an inventory of equipment at the BSU Selland College of Technology which will be used to transfer the equipment to CWI.

In addition CWI submitted assurances to the Division of Professional-Technical Education related to staffing; funding; program standards; admissions policy; and reporting as shown in Attachment 2.

IMPACT

Professional-technical education funds will be allocated to the College of Western Idaho from the Division of Professional-Technical Education. The College of Western Idaho has been designated as the Technical College in Region III and will deliver professional-technical education programs and services effective July 1, 2009.

ATTACHMENTS

Attachment 1 – Letter from Division of Professional-Technical Education	Page 3
Attachment 2 – College of Western Idaho Report	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The College of Western Idaho has demonstrated to the Division of Professional-Technical Education its ability to ensure continuity of education for students who are currently enrolled in the BSU Larry G. Selland College of Technology. Therefore, the Division of Professional-Technical Education recognizes the College of Western Idaho as the technical college in Region III as shown in Attachment A.

BOARD ACTION

A motion to accept the recommendation from the Division of Professional-Technical Education and to designate the College of Western Idaho as the Technical College for Region III.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

March 17, 2009

Attachment #

Dr. Mike Rush, Executive Director
State Board of Education
Statehouse Mail

Dear Dr. Rush:

The State Board of Education designated the College of Western Idaho as the technical college in Region III at its February 28, 2008 meeting. As you are aware, CWI was required to demonstrate to the Division of Professional-Technical Education its ability to ensure continuity of education for students currently enrolled in the BSU Larry G. Selland College of Applied Technology. Indicators included, but were not limited to: capacity for delivering existing programs, (i.e., Board approval of CWI programs, adequate facilities, the transfer of equipment from BSU); accreditation status; student services, etc.


The Board approved the Accreditation Agreement between the College of Southern Idaho and CWI to be its partnering institution as it pertains to the Northwest Commission of College and Universities (NWCCU) accreditation standards at the August 21, 2008 meeting. The agreement covered accreditation standards and financial aid.

The Board approved CWI's request to offer professional-technical education programs and options at its February 26, 2009 meeting. This was the final indicator that was necessary to demonstrate its ability to ensure continuity of education for students enrolled in the BSU Larry G. Selland College of Applied Technology.

CWI contracted with Teater Consulting to conduct a facilities study for professional-technical education programs. The study concluded that there would be adequate facilities for professional-technical education programs and services. CWI also contracted with Valuations Northwest, Inc. to conduct an inventory of equipment at the BSU Selland College of Technology which will be used to transfer the equipment to CWI. In addition CWI submitted assurances to the Division of Professional-Technical Education related to staffing; funding; program standards; admissions policy; and reporting.

The Division of Professional-Technical Education, having done its due diligence, recognizes the College of Western Idaho as the technical college in Region III. Funds appropriated to the Division of Professional-Technical Education for the delivery of professional-technical education programs and services will be allocated to the College of Western Idaho beginning with Fiscal Year 2010.

Sincerely,



Ann Stephens
State Administrator

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College of Western Idaho
Request for Designation as the Region III Technical College
Within the State Division of Professional-Technical Education System

Attachment \$

Legal Authority

Idaho Code §§33-2201-33-2207
IDAPA Rules 55.01.01 and 55.01.02
State Board of Education Policies and Procedures
Division of Professional-Technical Education Policies and Procedures

Background

Idaho Code §33-2202 designates the State Board of Education as the State Board for Professional- Education. The State Board appoints an administrator for professional-technical education in accordance with §33-2205 of the Idaho Code to be responsible for carrying out the provisions of Chapter 22 of Idaho Code and any federal acts related to professional-technical education. Section 33-2205 also designates the State Administrator as responsible for carrying into effect any rules that the State Board for Professional-Technical Education may adopt, and for coordinating all professional-technical education in the State.

Professional-technical education programs are defined in Idaho Code §33-2201 as “Secondary, postsecondary and adult courses, programs, training and services administered by the Division of Professional-Technical Education for occupations or careers that require other than a baccalaureate, master’s or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the professional-technical delivery system of secondary and postsecondary schools and colleges.”

In 1963 the State Board for Professional-Technical Education established a statewide delivery system for postsecondary professional-technical education programs and services. The statewide postsecondary delivery system was divided into six geographical regions:

- Region I - Northern Area of the State
- Region II - North Central Area of the State
- Region III - South Western Area of the State
- Region IV - South Central Areas of the State
- Region V - South Eastern Ares of the State
- Region IV - Upper-Snake River and Lost River Area of the State

The Technical College system includes the following:

- Region I – North Idaho College, Professional-Technical Division
- Region II – Lewis-Clark State College, Professional-Technical Programs
- Region III – Boise State University, Larry G. Selland College of Applied Technology
- Region IV – College of Southern Idaho, Professional-Technical Division
- Region V – Idaho State University, College of Technology
- Region IV – Eastern Idaho Technical College

In accordance with §33-2104 of the Idaho Code, a special election was held on May 22, 2007 to approve the creation of a new community college in the service delivery region currently being served by Boise State University. Ada and Canyon County voters approved the creation of the College of Western Idaho (CWI) on May 22, 2007.

With the creation of the CWI, it is the intent of Boise State University to no longer deliver professional-technical education programs and services. Therefore, the CWI requests designation as the technical college for the Region III service delivery area.

The CWI agrees that it will operate professional-technical education programs within the Region III designated service area. Prior written approval must be obtained from the Division of Professional-Technical Education to operate professional-technical education programs outside of Region III.

The CWI agrees to adhere to the applicable state and federal laws, rules and regulations; State Board for Professional-Technical Education policies, procedures and rules; and the Division of Professional-Technical Education policies, procedures and rules. This agreement includes, but is not limited to:

Staffing

The CWI will adhere to the State Board of Professional-Technical Education and Division of Professional-Technical Education policies and procedures regarding personnel, including, but not limited to, qualifications and certification.

Funding

The CWI acknowledges and agrees that funds appropriated to the Division of Professional-Technical Education and allocated to the technical college are restricted for delivery of professional-technical education programs and services. These funds will be delivered on a cost reimbursement basis in accordance with the approved Operating Budget.

Program Standards

The CWI will adhere to the rules, regulations, policies and procedures related to program content including, but not limited to, program approval, program reduction and discontinuance, and program content.

Admissions Policy

The CWI will adhere to the standards outlined in the Idaho Technical College System Admission Policy for students seeking admission to the professional-technical education programs.

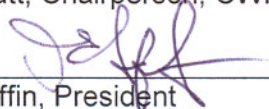
Reporting

The CWI agrees to provide the necessary financial and statistical reports as required by the Division of Professional-Technical Education.



Guy Hurlbutt, Chairperson, CWI Board of Trustees

3/4/09
Date



Dennis Griffin, President
PPGA

3/5/09
Date
TAB 8 Page 6