

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO Annual Progress Report	Information Item
2	PRESIDENTS' COUNCIL REPORT	Information Item
3	DIVISION OF PROFESSIONAL - TECHNICAL EDUCATION (PTE) Strategic Plan Progress Report	Information Item
4	DIVISION OF PROFESSIONAL - TECHNICAL EDUCATION (PTE) Administrator Appointment	Action Item
5	WORKFORCE DEVELOPMENT COUNCIL Status Report	Information Item
6	STATE REHABILITATION COUNCIL 1 st Reading – Board Policy IV.G.	Action Item
7	ALCOHOL PERMITS Issued by University Presidents	Information Item
8	UNIVERSITY OF IDAHO Annual Report on Service of Alcoholic Beverages at NCAA Football Games	Information Item
9	IDAHO STATE UNIVERSITY (ISU) Faculty Governance	Action Item
10	TEMPORARY / PROPOSED RULE IDAPA 08.02.03 – Home School Recognition	Action Item
11	INSTITUTION, AGENCY, AND SPECIAL / HEALTH PROGRAMS Strategic Plans	Action Item

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

SUBJECT

University of Idaho (UI) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for the University of Idaho to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

President Nellis will provide a 15-minute overview of UI's progress in carrying out the University's strategic plan.

IMPACT

The University of Idaho's strategic plan drives the University's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENT

Attachment 1 – Annual 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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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

University of Idaho Progress Report
April 2012
Presented by: M. Duane Nellis, President

- **Strategic Plan Implementation**

- Implementation
 - Overarching integrated approach
 - Action plans for each unit
 - Periodic reporting to ensure implementation
 - Focus on effective alignment our actions with resources and outcomes
- Achievements from past plan and future goals
 - University Distinguished Professor Award
 - Mid-year Career Faculty Award
 - Competitive graduate assistantships
 - Focused scholarship efforts
 - Recruitment efforts
 - Interdisciplinary research
 - Outreach and engagement efforts
 - Extended learning opportunities
 - Programs that build community and culture to support a more diverse faculty, staff, and student body
 - Sustainability initiatives

- **Budget**

- Total Budget – all sources**

- 666 Faculty FTE – 37% of all employees
 - 430 Managerial/Professional FTE – 25% of all employees
 - 683 Classified FTE – 38% of all employees

- **Enrollment**

- Trends and goals for student enrollment
 - Fall 2011 Enrollment 13,000
- Graduation and retention rates
 - Graduation Rate – nearly twice the rate of other Idaho public institutions
 - Retention Rate – Freshmen returning as sophomores – 81%

- **Facilities/New Buildings**

- Kibbie Center renovation.
- Updated outdoor track and field complex
- Critical need for a new science facility at the Moscow campus.

- **Capital Campaign**

- The University of Idaho is in the silent phase of a capital campaign to generate private funds in four strategic cornerstone areas: Faculty, Students, Facilities and Programs. The campaign will be publicly announced April 28, 2012 and will be the largest private fundraising effort ever undertaken in the state of Idaho.
- Gift Receipts for FY 2011 as reported by the University of Idaho Foundation total \$25,534,664.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

- **College Highlights**

- Celebrating 150th Anniversary of the Morrill Act
- Newsweek magazine ranks us the third most affordable university in the nation in its "Best Colleges 2012" issue.
- National Jurist magazine ranks our accredited College of Law as 13th in the nation for clinical opportunities among 200 American Bar Association-approved law schools. By comparison, that lesser-known university Harvard ranked 20th.
- Washington Monthly magazine ranks the University of Idaho in the top 100 universities for social mobility, research and service.
- Forbes Magazine ranks the University of Idaho in the top 20 percent of all undergraduate institutions in the nation in its issue of "America's Top Colleges" for 2012.
- U.S. News and World Report ranked the College of Education as one of the top 100 Education Graduate Schools in the country.
- U.S. News also ranks the College of Engineering as 130th in the nation for PhD granting colleges.

- **Research and Economic Development**

- Economic impact of the University of Idaho on our state totals nearly \$1 billion dollars annually
- 70% of undergraduates engage in research
- Research expenditures reported to NSF totaled nearly \$100 million
- Trends in economic development

- **Collaboration**

- Research: Center for Advanced Energy Studies (CAES)
- Research: Idea Network of Biomedical Research Excellence (INBRE)
- Research: Experimental Program to Stimulate Competitive Research (EPSCoR)
- Research: Climate initiatives, focus areas
- Research/Business: Parma
- Educational Institutions

- **Outreach**

- Partnership between our service-learning classes and the Coeur d'Alene Tribal Education Department and the Boise Basque Museum and Cultural Center.
- Our Extension educators and 4-H program offerings reach more than 400,000 Idahoans each year.
- Our students partnered with 160 community agencies on projects around the state of Idaho - these service-learning and volunteer efforts totaled more than more than 150,000 hours.

- **Special/Health Programs**

- Idaho Veterinary Medical Education (WI)/Forest Utilization Research and Outreach (FUR)/ Idaho Geological Society (IGS), Washington, Wyoming, Alaska, Montana and Idaho Medical Education Program (WWAMI), Agricultural Research and Extension Service (ARES)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

President Bob Kustra, Boise State University, and current chair of the Presidents' Council will give the report from the most recent Presidents' Council meeting and answer questions. The Presidents' Council met April 4, 2012.

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

SUBJECT

Division of Professional-Technical Education (PTE)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for PTE to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Ann Stephens, Administrator of the Division of Profession-Technical Education, will provide an overview of PTE's progress in carrying out the agencies strategic plan.

BOARD ACTION

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

SUBJECT

Idaho Division of Professional Technical Education Administrator Appointment

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Ann Stephens, the current Administrator for the Division of Professional Technical Education, will be retiring in May. An Application Review Committee, made up of PTE stakeholders, reviewed the applications received in response to the Administrator position announcement. The Committee then forwarded two finalists to the Executive Director for consideration. The Board President, Executive Director and Trudy Anderson interviewed the two finalists and are forwarding Dr. Todd Schwarz for consideration by the Board.

Dr. Schwarz is the current Instructional Dean for the College of Southern Idaho (CSI) and serves as CSI's liaison to PTE. Dr. Schwarz has worked at CSI since 1988 and during his time there has served as an Instructor of two separate departments.

BOARD ACTION

I move to appoint Dr. Todd Schwarz as the Administrator for the Division of Professional-Technical Education and to set his salary at \$50.09/hr (\$104,187.20 annually), effective May 1, 2012.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

SUBJECT

Workforce Development Council Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 72-1336, Idaho Code

Executive Order 2010-02 – Establishing the Workforce Development Council for Planning and Oversight of the State's Workforce Development System

BACKGROUND/DISCUSSION

The Workforce Development Council was created by Governor Phil Batt in 1996 by consolidating four advisory groups that dealt with work force development issues. Governor Otter streamlined the Council in 2010, which now consists of 33 members. Membership of the Council consists of the following:

- a. Representatives of business and industry shall comprise at least 40% of the members;
- b. At least 15% of the members shall be representatives of local public education, postsecondary institutions, and secondary or postsecondary vocational educational institutions;
- c. At least 15% of the members shall be representatives of organized labor based on nominations from recognized state labor federations;
- d. Representatives from the Department of Commerce, Department of Labor, the Department of Health and Welfare, the State Board of Education, the Commission on Aging, the Office of Energy Resources, the Idaho Education Network, and the Superintendent of Public Instruction; and
- e. A representative of a community-based organization.

The Council is responsible for advising the Governor and the State Board of Education as appropriate and at regular intervals on items that include but are not limited to:

1. Development of the statewide strategy for workforce development programs
2. Development of the Workforce Investment Act State Plan (WIA)
3. Development and continuous improvement of comprehensive State performance measures
4. Development of a statewide employment statistic program
5. Preparation of the annual report the US Secretary of labor as required under section 136 of the WIA

To fulfill the responsibility of the Work force Development Council as outlined in statute and executive order staff from the Department of Labor representing the Council will be making the Council's report to the State Board of education

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Workforce Development Council was established to provide strategic direction and oversight of Idaho's workforce development system. The Council

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

members represent business, workers, education, state and local government and community based organizations. The primary role of the Council is to advise Governor C.L. "Butch" Otter and the State Board of Education on strategies designed to yield high quality workforce investment services for Idaho's businesses, job seekers, and students. Empire Airlines President/CEO Tim Komberec chairs the Council; BJ Swanson, Executive Director of Latah Economic Development Council is the vice chair. Mr. Komberec and BJ Swanson will be present to give a presentation to the Board regarding the council's statewide programs.

BOARD ACTION

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

STATE REHABILITATION COUNCIL

SUBJECT

First Reading – Board Policy IV.G. State Rehabilitation Council

REFERENCE

August 2011

Board approved appointments to the SRC

February 2012

Board approved appointments to the SRC

APPLICABLE STATUTE, RULE, OR POLICY

34 CFR §361.17

BACKGROUND/ DISCUSSION

Federal Regulations (34 CFR §361.17), sets out the requirements for the State Rehabilitation Council (SRC), including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a State that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Professional-Technical Education as that entity. Prior to August 2011 the Governor's office made the appointments to the SRC.

Federal regulations outline the duties (features) of the SRC as well as the membership. According to 34 CFR §361.17 the SRC must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 19, 2012

- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

The proposed policy is in alignment with the federal regulations concerning the State Rehabilitation Council. Non-compliance with federal regulations in this area could affect the state's ability to receive some federal funds.

IMPACT

Establishment of Board policy regarding the duties and appointment procedures of the State Rehabilitation Council will clearly identify the procedures required for bringing appointments before the Board for approval.

ATTACHMENTS

Attachment 1 – 1st Reading Board Policy IVG (New Section)

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

IDVR and the SRC Chair have reviewed the initial draft of the proposed policy. Both entities expressed no concerns over the proposed policy. The language used in the proposed policy incorporates federal regulations regarding the makeup, appointment procedures, and duties of the council. If the policy passes the first reading, both entities will have the opportunity to give additional feedback prior to the policy being brought back to the Board for a second reading in June.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board policy IV.G. Idaho State Rehabilitation Council as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: G. Idaho State Rehabilitation Council

June 2012

The Idaho State Rehabilitation Council (SRC) endeavors to provide consumers, service providers and others the opportunity to participate in constructive dialogue and public input to continually improve the quality of vocational rehabilitation services to residents of Idaho. The SRC makes recommendations to the Idaho Division of Vocational Rehabilitation (IDVR) concerning eligibility, the scope and effectiveness of services provided and function performed that affect the ability of individuals with disabilities to achieve rehabilitation goals.

1. The SRC in collaboration with IDVR, after consulting with the State Workforce Development Council shall:
 - a. Review, analyze, and advise IDVR regarding the performance of IDVR's responsibility related to:
 - i. Eligibility, including order of selection;
 - ii. The extent, scope, and effectiveness of services provided; and
 - iii. Functions performed by State agencies that affect or potentially affect the ability of individuals with disability in achieving employment outcomes.
 - b. In partnership with IDVR –
 - i. Develop, agree to, and review State goals and priorities in accordance with 34 CFR §361.29(c); and
 - ii. Evaluate the effectiveness of the vocational rehabilitation program and submit reports of progress to the Secretary in accordance with 34 CFR §361.29(e);
 - c. Advise IDVR regarding activities and assist in the preparation of the State plan and amendments to the plan, applications, reports, needs assessments, and evaluations required under 34 CFR §361.17;
 - d. To the extent feasible, in collaboration with IDVR conduct a review and analysis of the effectiveness of, and consumer satisfaction with—
 - i. The vocational rehabilitation services provided by State agencies and other public and private entities responsible for providing vocational rehabilitation services to individuals with disabilities under the Act; and
 - ii. The employment outcomes achieved by eligible individuals receiving services under 34 CFR §361.17, including the availability of health and other employment benefits in connection with those employment outcomes.
 - e. In collaboration with IDVR prepare and submit to the Governor and to the Board no later than 90 days after the end of the Federal fiscal year an annual report on the status of vocational rehabilitation programs operated within the State and make the report available to the public through appropriate modes of communication.
 - f. To avoid duplication of efforts and enhance the number of individuals served, in collaboration with IDVR coordinate activities with the activities of other councils within the State, include the Statewide Independent Living Council established

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

- under 34 CFR part 364, the advisory panel established under section 612(a)(21) of the Individuals with Disabilities Education Act, the State Developmental Disabilities Assistance and Bill of Rights Act, the State mental health planning council established under section 1914(a) of the Public Health Service Act, and the State Workforce Development Council;
- g. In collaboration with IDVR provide for coordination and the establishment of working relationships between IDVR and the Statewide Independent Living Council and centers for independent living within the State.
2. The SRC members shall be appointed by the Board as provided for in 34 CFR §361.17.
- a. The SRC shall be composed of at least 15 members, including:
- i. The chairperson or other designee of the Statewide Independent Living Council;
 - ii. At least one representative of a parent training and information center established pursuant to the Individuals with Disabilities Education Act;
 - iii. The Director of or other individual recommended by the Client Assistance Program;
 - iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the SRC if employed by the Division of Vocational Rehabilitation;
 - v. At least one representative of a community rehabilitation program service provider;
 - vi. Four representatives of business, industry, and labor;
 - vii. At least one representative of disability groups that include a cross section of:
 - 1) Individuals with physical, cognitive, sensory, and mental disabilities; and
 - 2) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
 - viii. A current or former applicant for, or recipient of, vocational rehabilitation services;
 - ix. At least one representative of the Department of Education;
 - x. At least one representative of the State Workforce Development SRC;
 - xi. At least one representative of the directors of the Idaho Native American tribal VR; and
 - xii. The Administrator of the Idaho Division of Vocational Rehabilitation as an ex officio, nonvoting member.

3. Board Appointment Procedures:

The SRC shall nominate candidates for SRC membership for consideration by the Board. The list of candidates shall be forwarded to the Board for consideration not

less than sixty (60) days prior to the expiration of the term of the SRC member, or within thirty (30) days after any vacancy.

a. Incumbent Reappointment

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

b. Open Appointment

- i. The SRC, on behalf of the State Board of Education, shall solicit recommendations from representatives of organizations representing a broad range of individuals with disabilities and organizations interested in individuals with disabilities, including the advertisement of vacancies in appropriate state, regional or local publications. In selecting members, the Board will consider, to the greatest extent practicable, the extent to which minority populations are represented on the SRC.
- ii. Each applicant must provide a written statement expressing his or her interest in becoming a member of the SRC. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence.
- iii. The SRC will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of the review of applications is to identify the most qualified candidates for Board consideration.
- iv. The SRC will forward only the most highly qualified applicants, in order of preference, to the Board for consideration. The Board may provide for interviews of the applicants if needed, or may make the appointment based on the recommendation of the SRC.

The Board may, after review of the candidates nominated by the SRC pursuant to the process described herein, consider other candidates for committee membership identified by the Board or its staff.

4. Terms of Appointment

- a. Each member of the SRC shall be appointed for a term of three (3) years and may serve for no more than two (2) consecutive full terms.
- b. Appointments to fill a vacancy occurring prior to the end of the term for which the predecessor was appointed shall be appointed for the remainder of the predecessor's term.
- c. Appointments shall be staggered to ensure that no more than one-third (1/3) of the appointments will become vacant in any given year.

5. Operating Procedures

The SRC shall meet at least four (4) times annually in accordance with Idaho Code §67-2340 through 67-2347. Additional meeting may be called by the chair or by request of three (3) or more committee members. Officers will be nominated and elected by a vote of the SRC.

6. Conflict of Interest.

No member of the SRC shall cast a vote on any matter that would provide direct financial benefit to the member or the member's organization or otherwise give the appearance of a conflict of interest under State law.

7. Annual Report

The SRC shall prepare and submit an annual report to the Board and the Governor no later than 90 days after the end of the Federal fiscal year on the status of vocational rehabilitation programs operated within the state.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

SUBJECT

Alcohol Permits - Issued by University Presidents

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the December 2011 Board meeting. Since that meeting, Board staff has received twenty-one (21) permits from Boise State University, eleven (11) permits from Idaho State University, twenty-nine (29) permits from the University of Idaho, and two (2) permits from Lewis-Clark State College.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

List of Approved Permits by Institution

page 3

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY February 2012 – September 2012				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Letter of Intent Party/Radio Show	Stueckle Sky Center (SSC)	X		2/1/12
S.Thompson - Idaho Research Symposium	SSC	X		2/1/12
President's Office - Legislative Dinner	SSC	X		2/6/12
President's Office - SBOE Dinner	SSC	X		2/15/12
President's Office - Arts & Humanities Lectures	SUB – Simplot	X		2/17/12
Executive MBA – Open House	SSC	X		2/29/12
College of Arts & Sciences – Hamlet Dress Rehearsal Recep	1 st floor – Morrison Center Choir Room	X		3/7/12
Boise State Public Radio – EarthFix Event	Yanke 207	X		3/12/12
SUMMIT–Developing ID's Competitive Edge in Today's Technology Based Global Economy	SSC	X		5/8/12
Pro Service Boise - End of Season Party	SSC		X	2/3/12
1 st Tech FCU - Intro R.James Investment	SSC		X	2/9/12
Idaho Ballet - Post Reception - Cinderella	SUB – SPEC Stage		X	2/10/12
Boise Philharmonic - C.Goulding, on Violin	Morrison Center		X	2/25/12
InDepth Solutions, Inc.- Corp. Anniversary	SSC		X	2/25/12
L.Lim/C.Colledge - S.Sweesy's 60 th B-Day	SSC		X	2/25/12
Riverstone International School – Auction	SSC		X	3/3/12
Idaho Dance Theatre – Dancing through the Decades	SUB - Simplot		X	3/3/12
Boise Valley Economic Partnership – Site-Selector Retreat	SSC		X	3/8/12
Blake Shelton – Concert	Taco Bell Arena		X	3/10/12
Univ. Risk Mgmt & Ins. Assn–W Regional Conf	SSC		X	3/19/12
Boise Philharmonic – Season Kickoff Dinner	SSC		X	9/29/12

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY February 2012 - April 2012				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
College of Technology Culinary Arts Dept.- Farm-to-Table Dinner	Roy F. Christensen Bldg., Room 162	X		2/29/12
Raghunath Kanakala- ID Academy of Science 56 th Annual Sympo	BSUB Multipurpose Hall, Idaho Falls	X		3/22/12
University Honors Program – Fundraiser	Rotunda	X		3/31/12
ISU – Faculty Awards Reception	Performing Arts Center Rotunda	X		4/12/12
Office of Alumni Relations–Outstanding Student Awards	ISU Performing Arts Center, Bennion Promenade	X		4/27/12
College of Science & Engineering-Dean's Reception	Alumni House	X		5/4/12
ISU Foundation Spring Board Dinner	Marshall Rotunda		X	3/22/12
ID Humanities Council – Lecture & Dinner	Bennion Student Union, Idaho Falls		X	4/5/12
Thomas Klein (Prof. of English) – Rocky Mtn Medical Conf.	Rendezvous ABC		X	4/13/12
Frances Marshall – Scientific Program Manager – NPIC Chinese Delegation	CAES Bldg. 995 University Blvd., Idaho Falls, ID 83402		X	4/17/12
Pheasants Forever – Sportsmen's Banquet	Ballroom – PSUB		X	4/28/12

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO February 2012 – April 2012				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
State of College-Engineering	Los Angeles Millennium Biltmore Hotel (off campus)	X		2/2/12
Biennial Benefit Auction Preview	UI Prichard Art Gallery	X		2/9/12
Biennial Benefit Auction	UI Prichard Art Gallery	X		2/11/12
CBE & COE Alumni Reception	Moss Adams, 805 Broadway, Portland, OR (off campus)	X		2/15/12
State of College-Engineering	Museum of Flight, Seattle, WA (off campus)	X		2/16/12
Lionel Hampton Jazz Festival Volunteer Celebration	UI Prichard Art Gallery	X		2/22/12
Jazz Festival Reception	President's Residence	X		2/25/12
ID Economic Summit	Boise Centre (off campus)	X		2/28/12
OP Ed Advisory Board Reception	President's Residence	X		3/1/12
CBE EMBA Business Strategy	Coeur d'Alene Resort (off campus)	X		3/7/12
Lunafest Women's Film Festival	Kenworthy Performing Arts Centre, Moscow (off campus)	X		3/8/12
Faculty Club reception-Monthly Highlights	Commons Clearwater/Whitewater Room	X		3/9/12
State of College-Engineering	Legacy Pointe, Water Center, Boise	X		3/14/12
McClure Center Reception	President's Residence	X		3/20/12
U of I Innovations Awards Dinner	1912 Center, Moscow, ID (off campus)	X		3/22/12
Reception for Candidate for Forest, Rangeland, & Fire Sciences Dept. Chair	1227 Wallon Road, Moscow, ID 83843 (off campus)	X		3/26/12
Staff Dinner Conversation	President's Residence	X		3/26/12
Athena Woman of the Year Reception	President's Residence	X		3/28/12
Class of 2012 Celebration Dinner	University Inn Best Western (off campus)	X		3/31/12
Law Review Awards Ceremony	Whitewater Clearwater Rooms in Commons	X		3/31/12
Borah Reception	President's Residence	X		4/10/12

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Borah Symposium Reception for Dr. Vandana Shiva	1912 Center, Moscow, ID (off campus)	X		4/11/12
Excellence Awards Banquet	SUB Ballroom	X		4/16/12
Akey Golf Tournament	UI Golf Courts	X		4/21/12
CBE Scholarship & Award Dinner	University Inn Best Western (off campus)	X		4/21/12
CBE Advisory Board Social	Nectar (off campus)	X		4/26/12
VIEW Busines Plan Competition	Albertson Gallery	X		4/27/12
Inspiring Futures Campaign Kickoff Celebration	Kibbie Dome	X		4/28/12
ID Academy of Leadership for Lawyers	ID Water Center/Boise, Suite 590, Room 570		X	2/10/12

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE April 2012 – June 2012				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
LCSC Center for Arts & History (CAH) – 22 nd Annual Confluence Grape & Grain Fundraiser	415 Main Street, Lewiston, ID 83501	X		4/13/12
LCSC Center for Arts & History (CAH) – VIP Event	415 Main Street, Lewiston, ID 83501	X		6/8/12

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UNIVERSITY OF IDAHO

SUBJECT

Annual report on service of alcoholic beverages at NCAA football games

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.J.2.c.x.

BACKGROUND/DISCUSSION

Board Policy I.J.2.c.x. requires the University to report annually on the service of alcoholic beverages at NCAA football games as permitted by the Board under Policy I.J.2.c. This is the first annual report by the University of Idaho.

The Board approved the University's request for food and beverage service (including alcoholic beverages) for pre-game functions during the 2011 football season for the North Kibbie Field, the Student Activities Field, and the Menard Law Building first floor foyer. The Board also approved sale of alcohol in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center for home football games during the fall 2011 football season. 2011 was the first year of operations of the Litehouse Center and Club Room.

The University conducted pre-game functions in the approved areas at each home football game in 2011. The University complied with the terms of the Board's approval and the requirements of Board Policy I.J.2.c. University General Counsel has consulted with Moscow Police and verified that no citations for violations of alcohol laws were issued at any of the pre-game functions. Counsel has checked with the University's caterer, Sodexho, as well as with University personnel responsible for operation and oversight of the pregame functions. There are no reports of any violations of law at any of the pre-game functions that were not cited. There were no violations of Board or University policy at the pre-game functions.

Alcohol was served in the Litehouse Center/Bud and June Ford Club Room during home football games in the inaugural 2011 football season. University General Counsel has consulted with Moscow Police and verified that no citations for violations of alcohol laws were issued in connection with alcohol served in the Center and Club Room. Counsel has checked with the University's caterer, Sodexho, as well as with University personnel responsible for operation and oversight of the Litehouse Center and Club Room. There are no reports of any violations of law in connection with alcohol served in the Center and Club Room that were not cited. There were no violations of Board or University policy in conjunction with this alcohol service.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

IMPACT

The pre-game functions remain successful and important opportunities for the University administration to entertain corporate sponsors and University donors in a collegial social environment. The operation of the Lighthouse Center and Club Room was very well received, providing individual suites for University football patrons as well as the centrally located Club Room for gathering before and during the games.

BOARD ACTION

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

IDAHO STATE UNIVERSITY (ISU)

SUBJECT

Sunset of provisional Faculty Senate and election of a fully functioning Faculty Senate

REFERENCE

April 2010	Board approved ISU's plan for administrative cost reductions and reorganization (BAHR TAB 15).
June 2010	Board directed President Vailas to evaluate the existing faculty governance system (PPGA TAB 5).
October 2010	ISU updated the Board on the progress of the Faculty Governance Review.
February 2011	Board approved the suspension of the operation and bylaws of the ISU Faculty Senate, and authorized President Vailas to implement an interim faculty advisory structure (PPGA TAB 11).
April 2011	Board approved the election of an interim, provisional faculty senate to develop a faculty constitution and senate bylaws for approval by the University President and the Board (PPGA TAB 5).
February 2012	ISU updated the Board on the provisional Faculty Senate's work on development of a faculty constitution; provided revised bylaws for three independent, University-level, elected, representative faculty councils; and provided the Board with a document on Shared Faculty Governance Principles to be in effect until such time as a full Faculty Senate is elected and a faculty constitution and Faculty Senate bylaws are developed and approved by the President and the Board.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C., Institutional Governance.

BACKGROUND/DISCUSSION

A draft faculty constitution as submitted to the President on November 28, 2011, by the Provisional Faculty Senate (PFS) has not been approved by the President. A revised draft constitution addressing the President's concerns was distributed to faculty for review and feedback, by letter of the Provost and Vice President for Academic Affairs dated January 30, 2012 (Attachment 2). Although work continues on developing a faculty constitution acceptable to faculty and the President, it is unlikely this can be accomplished before April 2012 when the PFS automatically sunset. In February 2012, as part of ISU's faculty governance

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 19, 2012

update to the Board, the President submitted a document titled "*Shared Faculty Governance Principles*." This document provides the guidelines for a temporary governance structure, until such time as a permanent Faculty Senate is elected and a faculty constitution and Faculty Senate bylaws are developed and approved by the President and the Board.

Given that the PFS will sunset April 19, 2012, ISU will hold elections for a fully functioning Faculty Senate at the beginning of fall semester 2012. Work on the faculty constitution and Faculty Senate bylaws will continue with the newly-elected Senate. The Undergraduate Curriculum Council, Research Council, and Graduate Council will continue to function independently of the Faculty Senate, as articulated in their revised Bylaws, which were approved by the President.

IMPACT

To establish an appropriate system of shared faculty governance at Idaho State University, which will include an elected, representative Faculty Senate.

ATTACHMENT

Attachment 1 – Election Parameters

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Provisional Faculty Senate's term expires April 19th. Given the timing and the impact of finals and graduation arrangements on staff resources, there will not be adequate time to prepare and hold elections for the new Faculty Senate prior to the start of summer break. Few faculty are available during the summer break, therefore, the Administration is proposing the elections be held in the Fall once faculty return to campus.

BOARD ACTION

I move to direct President Vailas to authorize elections of the Faculty Senate using the parameters listed in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Faculty Senate Election Parameters

- The Provisional Faculty Senate will sunset April 19, 2012 (following the Board meeting)
- Elections for a representative Faculty Senate will be conducted in the colleges/academic units early in the Fall 2012 semester, with Senate seats allocated based on a ratio of one senator for each 25 faculty (with each academic unit guaranteed at least one senator).
- Faculty members who have served a full three-year Senate term within the past five years and a term on the provisional Faculty Senate this past year (i.e., two terms in five years), will not be eligible to serve on the new Faculty Senate for the first term (Fall 2012 through Spring 2015).
- The scope of responsibilities of the Faculty Senate will be defined by the President.
- The Faculty Senate will function under the aegis of the Provost/Vice President for Academic Affairs
- The Shared Faculty Governance Principles (PPGA, Tab 10, pages 5-7) will be in effect until such time as Bylaws for the Faculty Senate have been developed by the new Faculty Senate, and approved by the President and the Board.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

SUBJECT

Temporary and Proposed Rule - IDAPA 08.02.03 – Rules Governing Thoroughness

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-202 and 33-203, Idaho Code
SEC. 419F. [20 USC 1070d-36]

BACKGROUND/DISCUSSION

Changes to the federal regulations regarding the granting of federal financial aid to students who are not high school graduates have changed (SEC. 419F. [20 USC 1070d-36]). The amended regulations state that in order for a student who does not have a certificate of graduation from a school providing secondary education, or the recognized equivalent of such certificate, to be eligible for any assistance under subparts 1,3, and 4 of part A and parts B,C,D, and E of Title 20, the student shall have completed a secondary school education in a home school setting that is treated as a home school or private school under State law.

Section 33-202, Idaho code states that the parent or guardian of any child resident in the state over the age of seven (7) and under the age of sixteen (16) years, shall cause the child to be instructed in subjects commonly and usually taught in the public schools of the state of Idaho. "To accomplish this, a parent or guardian shall either cause the child to be privately instructed by, or at the direction of, his parent or guardian; or enrolled in a public school or public charter school ...or private or parochial school..." additionally, section 33-203, Idaho code, subsection (9) states that a nonpublic student is any student who receives education instruction outside a public school classroom and such instruction can include, but is not limited to, a private school or a home school. While Idaho code refers to students being taught by parents or in a home school setting it does not clearly and specifically state that it recognizes home schooled students. Due to this lack of clarity the public postsecondary institutions have expressed concern and some are considering requiring home schooled students to obtain their GED in order to be eligible to apply for federal financial aid. However, a student may become ineligible for some scholarships if they have a GED. There is an additional financial impact to students equal to the cost of the GED exams.

The temporary/proposed rule would clarify that the state of Idaho recognizes home schooled students, eliminating the public postsecondary institutions concern that a federal finding of the current language contained in code would be inadequate and require that the institution reimburse the federal government the federal financial aid that had been distributed to home schooled students.

IMPACT

By implementing a Temporary/Proposed rule the clarifying language would immediately go into effect and allow the institutions to use the new language for

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 19, 2012

determining financial aid awards and eligibility for students that are currently enrolling for the Fall 2012 semester.

ATTACHMENTS

Attachment 1 – Proposed Rule IDAPA 08.02.03

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Aside from the financial impacts to home schooled students, the vagueness in the current law would force students who have been home schooled to pass the GED exam, thereby dismissing the secondary education they have received.

The proposed language has been reviewed by the Board's Deputy Attorney General and has been determined to meet the Federal requirements. The public institutions' staff have had the opportunity to review the language and have indicated no concerns with the temporary proposed rule.

Temporary/Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve the Temporary and Proposed Rule changes to IDAPA 08.02.03 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (4-5-00)

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)

02. Scope. These rules shall govern the thorough education of all public school students in Idaho. (4-5-00)

(Break in Continuity of Sections)

118. HOME SCHOOL.

Any student not attending a public or private school within the State of Idaho may, as an alternative, receive educational instruction in a home school setting at the direction of his or her parent or guardian. Home schooled students are required to receive such instruction in subjects commonly and usually taught in the public schools of the State of Idaho. T(4-19-12)

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

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 institutions, agencies and special/health programs under the oversight of the board submit an updated strategic plan each year in July. The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April meeting. This timeline allows the Board to review the plans and ask questions in April, and if needed have them brought back to the Regular June Board meeting with changes for final approval while still meeting the States timeline. Attached you will find the strategic plans for the institution's, agencies and special/health programs for Board approval.

The guidelines set by the Board office follow the Division of Financial Management (DFM) and section 67-1901 through 67-1903, Idaho Code requirements. Each strategic plan must include, by code and Board policy:

- * ***Vision and Mission Statement:*** Provide a comprehensive outcome-based statement covering major division and core functions of the agency. For the institutions, under the direct governance of the Board, the mission statement is the Board approved mission statement.
- * ***Goals:*** 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). Unless otherwise stated, benchmarks are a target that is expected to be reached by the completion of the time-frame covered by the strategic plan.
- * ***External Factors:*** Identify external factors that are beyond the control of the agency that affect the achievement of goals.

Each of these components is a standard strategic plan component. Nationally some entities use Key Performance Indicators, rather than Performance Measures. Strategic planning, in general, is considered a good business practice, whether in the private or public sector.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

In accordance with the Board's planning calendar, the Board will be presented with the institutions, agencies and special/health programs performance measure data at the October 2012 Regular Board meeting. The performance measures presented will be those measures approved by the Board through the institutions, agencies and special/health programs strategic plans.

IMPACT

Review of the institutions, agencies and special/health programs at this time will allow the Board to ask questions and or request changes or additions to the strategic plans.

ATTACHMENTS

Agencies

Attachment 01 –	State Department of Education/Public Schools	Page 5
Attachment 02 –	Idaho Division of Vocational Rehabilitation	Page 8
Attachment 03 –	Idaho Public Television	Page 20
Attachment 04 –	Idaho Division of Professional Technical Education	Page 28

Institutions

Attachment 05 –	Eastern Idaho Technical College	Page 36
Attachment 06 –	University of Idaho	Page 42
Attachment 07 –	Boise State University	Page 51
Attachment 08 –	Idaho State University	Page 65
Attachment 09 –	Lewis-Clark State College	Page 75

Community Colleges

Attachment 10 –	College of Southern Idaho	Page 83
Attachment 11 –	College of Western Idaho	Page 95
Attachment 12 –	North Idaho College	Page 101

Health/Special Programs

Attachment 13 –	Agricultural Research and Extension	Page 119
Attachment 14 –	Forest Utilization Research	Page 125
Attachment 15 --	Idaho Geological Survey	Page 131
Attachment 16 –	WI Veterinary Medicine	Page 136
Attachment 17 –	WWAMI Medical Education	Page 144
Attachment 18 –	Small Business Development Center	Page 150
Attachment 19 –	TechHelp	Page 157
Attachment 20 –	Idaho Dental Education Program	Page 160
Attachment 21 –	Idaho Museum of Natural History	Page 164

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho, Idaho State University, Lewis-Clark State College and Eastern Idaho Technical College each submitted plans that are in alignment with the Boards strategic plan and meet the requirements established in Idaho code and Board policy. The plans include goals and objectives that fall under each of the Boards broader goals and objectives.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Boise State University's plan is in alignment with the Boards strategic plan. The university has included strategies rather than the required objectives. Strategies generally are the next level down from the objectives and are not a required component of the strategic plans. The listed strategies could be converted to objectives or broader objectives could be included to encompass the strategies listed. Performance measures and benchmarks are still underdevelopment and the plan will need to be brought back for approval at the June Board meeting. The goals and strategies listed are in alignment with the goals and objectives of the Boards strategic plan.

Due to the broad nature of the strategic plans, the alignment with the Complete College Idaho strategies and the institutions' Complete College Idaho plans strategies is not clearly identified in the strategic plans. Institutions have only been directed to align their strategic plans with the Board's overarching statewide strategic plan. Additionally, the institutions' Complete College Idaho plans were submitted in October 2011, prior to the Board approving the existing Complete College Idaho frame work. The Board may wish to request the institutions resubmit their Complete College Idaho plans following the Board's final approval of the statewide Complete College Idaho plan scheduled for approval in June.

At the October 2011 Board meeting the Board requested the institutions include the following performance measures in their strategic plans:

- Remediation (number of first-time freshman who graduate from and Idaho High school in the previous year requiring remedial education). *Measures quality/alignment of education at the secondary level. Due to this a meaningful benchmark cannot be set by the institutions. This measure will be included in the cases served section on the annual Performance Measure Report.*
- Retention (number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year)
- Dual Credit (total credits and # of students)
- Total certificates and degrees conferred (number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled)
- Cost per credit hour to deliver education
- Efficiency measure

The Vice-Presidents of finance at each institution were asked to give input on an acceptable efficiency measure. Comments were only received from Lewis-Clark State College. Due to the minimal comments received the following measure was chosen:

- Certificate (of at least one year in expected length) and degree completions per \$100,000 of education and related spending by institutions (Education & Related spending is defined as the full cost of instruction and student

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

services, plus the portion of institutional support and maintenance assigned to instruction) *This measures is currently reported to IPEDS by each institution.*

Each of the institutions has included the requested measures in their strategic plans.

The community college strategic plans are each approved by their local Board of Trustees prior to being submitted to the State Board of Education. The community college plans are in substantial alignment with the Board's strategic plan. The College of Western Idaho has combined their performance measures and benchmarks into single statements.

Professional-Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation each submitted strategic plans that are in alignment with the Board's strategic plan.

Each year during the strategic planning presentation the institutions indicate a desire to align the strategic plan process with the accreditation process. It is important to note that the accreditation process is to show the institution is implementing quality programs within their mission and core themes, while the strategic plan is in alignment with their mission; it is also a road map of where the institution would like to be in the future. While not a requirement, the College of Southern Idaho's strategic plan is a good example of how an institution can incorporate their accreditation process with their strategic plan.

BOARD ACTION

I move to approve the 2012-2016 (FY2013-FY2017) Institution, Agency, and Special/Health Program strategic plans that are in compliance with state and Board regulations as submitted and to direct Boise State University to bring they plan back to the Board for approval at the June Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Department of Education
Public Schools Strategic Plan
2012-2016

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
- Closed achievement gap
- All decisions based on current accurate data
- Efficient use of all resources
- Individualized education through technology

Guiding Principles

- Every student can learn and must have a highly effective teacher in every classroom.
- Market forces must drive necessary change.
- Current and new resources must focus on the 21st Century Classroom.

With these indicators and guiding principles as our focus, the Idaho State Department of Education will increase student achievement by focusing on the following areas:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

- Creating a new system of increased accountability which focuses on student academic growth for all students, provides multiple measures of school and student success based on outcomes, and provides for meaningful teacher and principal evaluations.
- Expanding student learning by creating a 21st century classroom that is not limited by walls, bell schedules, availability of courses, and geography. Every student and all teachers will have equal access to the latest technology no matter where they live.
- Implementing statewide pay for performance for educators. Through pay for performance, teachers will have more control over what they make each year by having the opportunity to earn bonuses in three areas: student academic growth, leadership and hard-to-fill positions.
- Continuing to work with districts on accurate and timely submissions of data to the Idaho System for Education Excellence (ISEE) and ensure the quality of submissions.
- Implementing Phase 2 of Idaho System for Education Excellence (ISEE) in which every teacher in Idaho will have access to timely and relevant information on student achievement, digital content, and formative assessments through a statewide item bank and end-of-course assessments.
- Increase choice options for students including charter, magnet, and alternative schools as well as course offerings through digital learning, including the Idaho Education Network.

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. Implement new common core standards in English Language Arts and Mathematics.

Performance Measures: Percentage of students who pass the new Idaho Standards Achievement Tests (ISAT) based on the new common core standards.

Benchmark: Sixty percent of students in grades 3-8 will achieve proficiency on the ISAT in math and English language arts.

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

Performance Measures: Percentage of high schools offering dual credit.

Benchmark: Sixty percent of high schools offering dual credit.

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

Objective 1: Create a pay-for-performance system for teachers to reward them for skills, knowledge and student achievement results.

Performance Measure: The numbers of school districts and charter schools that submit a locally developed pay for performance plan to reward teachers for student achievement results.

Benchmark: More than 66 percent of school districts and charter schools will develop their own pay for performance plans to reward teachers for student achievement results in 2012.

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

Objective 1: Create reports with longitudinal statistics to guide system-level improvement efforts.

Performance Measure: Development of aggregate level longitudinal data for individualized student growth expectations.

Benchmark: Every Idaho student who takes the ISAT has a growth report available to his/her teacher and parents/guardians.

Objective 2: Continue development of Phase 2 of ISEE including assessment items for teachers.

Performance Measure: The number of assessment items available for teacher use.

Benchmark: The statewide assessment data bank has more than 25,000 items before the end of 2012.



Idaho Division of
Vocational Rehabilitation

2013 - 2017



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 2013 through 2017.

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 Extended Employment Services Program and the Council for the Deaf and Hard of Hearing. 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 – To provide excellent and quality customer service to individuals with disabilities while they prepare to obtain, maintain, or regain competitive employment and long term supported employment.

- 1. Objective:** To provide customers with effective job supports including adequate job training to increase employment stability and retention.

Performance Measure: To enhance the level of job preparedness services to all customers.

Benchmark: Increase the number of successful rehabilitations to exceed the previous year's performance.

- 2. Objective:** To increase employment successes for transition age youth.

- A. Performance Measure:** To implement quarterly meetings with all School-Work transition counselors in order to increase shared best practice capacity building.

Benchmark: The number of transition age youth exiting the IDVR program who achieved an employment outcome will exceed the previous year's performance

Benchmark: The rehabilitation rate of transition aged youth exiting the IDVR program will exceed the previous year's performance.

- B. Performance Measure:** To work with Idaho school districts, Special Education Directors, and the State Board of Education to identify and assist transition age youth both internal and external to School-Work Transition projects.

Benchmark: The number of transition age youth exiting the IDVR program who achieved an employment outcome will exceed the previous year's performance.

Benchmark: The rehabilitation rate of transition aged youth exiting the IDVR program will exceed the previous year's performance.

- C. Performance Measure:** To enhance the number of Project Search programs statewide.

Benchmark: Successful implementation of one or more additional projects.



3. **Objective:** To increase the effectiveness of guidance and counseling in order to provide customer informed choice during the rehabilitation process.

Performance Measure: Increase customer awareness of vocational information and the decision making process through informed choice.

Benchmark: Increase by the end of FFY 2013 by five percentage points, customer satisfaction in the selection of vocational services as demonstrated by “agree” to “strongly agree” ratings on returned customer surveys as compared to the previous year’s outcomes.

Benchmark: The rehabilitation rate of individuals exiting the IDVR program will exceed the previous year’s performance.

4. **Objective:** To offer benefit planning to all customers receiving SSI and/or SSDI entering, during and exiting the IDVR process to include Partnership Plus.

Performance Measure: To provide information and referral material to customers initiating and completing the IDVR program, specifically WIPA and Partnership Plus.

Benchmark: Increase the number of individual Social Security reimbursements to VR from the previous year’s performance.

Goal #2 - To provide organizational excellence within the agency.

1. **Objective:** To increase the focus of customer service within the IDVR delivery system.

A. Performance Measure: Provide all eligible customers, satisfaction surveys when exiting the IDVR program.

Benchmark: Increase customer satisfaction of staff in FFY 2013 by five percentage points as demonstrated by “agree” to “strongly agree” ratings on customer surveys compared to the previous year’s outcomes.

2. **Objective:** To comply with State and Federal regulations.

A. Performance Measure: Enhance the quality of a statewide program and evaluation system.

Benchmark: Demonstrate compliance with state and federal regulation through both internal and external audits with zero findings.

B. Performance Measure: Develop a more comprehensive reporting budget structure throughout all IDVR departments to increase transparency.

Benchmark: Implementation of a reporting budget structure by FFY 2013.



3. **Objective:** Utilize Information Technology to its maximum capacity for effective staff performance.

Performance Measure: Develop a platform structure for the agency to identify, evaluate, and implement information technology.

Benchmark: Annual feedback on employee satisfaction survey.

4. **Objective:** Utilize training to its maximum capacity for effective staff performance.

A. **Performance Measure:** Provide all IDVR staff training on policy and procedural changes throughout the agency.

Benchmark: Zero audit findings on State and Federal reviews.

5. **Objective:** IDVR will maintain a comprehensive system of personnel development (CSPD) standard for IDVR counselors.

Performance Measure: Evaluating and tracking annually IDVR counselor's maintenance of CSPD or progress toward achieving CSPD.

Benchmark: The percentage of IDVR professionals (Vocational Rehabilitation Counselor and Vocational Rehabilitation Specialist) maintaining or achieving CSPD standards will increase by 4% by the end of FFY13 as compare to the end of FFY12.

Goal #3 - To have strong relationship with our stakeholder and partners engaged in the mission of Vocational Rehabilitation.

1. **Objective:** For IDVR to be recognized as the expert in the workforce needs of the business community for individuals with disabilities.

A. **Performance Measure:** To enhance a business network with employers to include involvement with the Idaho Association of Business and Industry, the Rotary club, Chamber of Commerce, and human resource organizations.

Benchmark: Increase the number of businesses hiring IDVR customers.

B. **Performance Measure:** To develop a Business Relations position.

Benchmark: Implement a Business Relations position in FFY 2014 that will be a resource to employers statewide.

2. **Objective:** To have an outcome based payment system of services with Community Rehabilitation Programs (CRP).

Performance Measure: Evaluate and develop a milestone process.

Benchmark: Implementation of a milestone program for CRPs in FFY 2014.



3. **Objective:** Provide ongoing opportunities to stakeholders and partners for effective input and feedback in the IDVR process.

Performance Measure: Enhance the number of stakeholders and partners meeting to improve communication and understanding of the IDVR system.

Benchmark: Increase the number of applicants entering the IDVR process from the previous year's performance.



Extended Employment Services

Mission

Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides people with significant disabilities employment opportunities either in a workshop or community supported setting.

Vision

Provide meaningful employment opportunities to enable Idaho's Most Severely Disabled to seek, train-for and retain real work success.

Goal #1 – Continually improve the quality and quantity of Extended Employment with Vocational Rehabilitation Services available to eligible Idahoans with severe physical and mental disabilities and to assist them to prepare for, obtain or regain gainful employment opportunities.

Objective: Develop and emphasize customer centered programs offering increased choice, flexibility and opportunities for meaningful employment.

Performance Measure: Increase the availability of customer centered employment services through employment, training, and job opportunities funded through the Vocational Rehabilitation Extended Employment Services.

Benchmark: A five percent reduction in program waitlisted customers, increased flexibility for customer choice opportunities and transparency in customer centered state allocations for training, employment and continued employment programs.



Council for the Deaf and Hard of Hearing (CDHH)

Role of IDVR

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

Objective: Continue to provide information and resources.

Performance Measure: Track when information and resources are given to consumers.

Benchmark: Create and maintain brochures and other information about employment, education and social-interaction.

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

Objective: Continue to increase the awareness.

Performance Measure: Give presentations to various groups through education and social media.

Benchmark: Presented to various organizations including corrections, courts, schools, and businesses about the needs of persons who are deaf and hard of hearing.



Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

Objective: Continue encouraging consultation and cooperation.

Performance Measure: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare.)

Benchmark: Presented to various agencies about the need for cooperation providing services needed for deaf and hard of hearing individuals.

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

Objective: The Council's office will provide the network.

Performance Measure: Track when information is provided.

Benchmark: The Council has created a network through website, brochures, telephone calls, video phone calls and personal communication to provide the network.

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to insure that the needs of deaf and hard of hearing citizens are best served.

Objective: The Council will determine the availability of services available.

Performance Measure: The Council will facilitate meetings to determine the needs.

Benchmark: The Council facilitated a Mental Health Task Force to determine the needs for mental health services for the deaf and hard of hearing. The Council facilitated town hall style meetings throughout the state to determine the needs of deaf and hard of hearing individuals throughout the state.



Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

Objective: The Council will make available copies of policies concerning deaf and hard of hearing issues.

Performance Measure: Materials that are distributed about public policies.

Benchmark: The Executive Director of the Council for the Deaf and Hard of Hearing has facilitated many meetings with different agencies including Health and Welfare, Corrections, schools and businesses to create public policy, including Interpreter standards.

Goal #7 – To monitor consumer protection issues that involves the deaf and hard of hearing in the state of Idaho.

Objective: The Council will be the “go to” agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

Performance Measure: Track how many complaints are received regarding the ADA.

Benchmark: The Council has provided information and created brochures regarding all aspects of the ADA that affect persons with hearing loss.

Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

Objective: The Council will submit reports.

Performance Measure: Reports will be accurate and detailed.

Benchmark: The Council for the Deaf and Hard of Hearing has created a periodic report provided to the Governor’s office. The Council presents needs assessment report to certain departments/agencies as needed.



External Factors Impacting IDVR

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

Technological Advances in Both Assistive Rehabilitation Products and Information Technology

IDVR recognizes the importance of both information and assistive technology advances as intricate to the success of the division as well as the customers it serves. The cost and rapid changes in these technologies influence the overall program success. 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 Project through the University of Idaho with center locations throughout the state.

Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers they serve. Challenges in recruitment have been prevalent over the past several years. IDVR has identified the need to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. In addition, IDVR also collaborates with the University of Idaho to advance the profession of rehabilitation counseling.

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 some improvement in its economic growth over the past year there are a variety of influences which can affect progress. Influences can vary from natural disasters to international conflicts. Individuals with disabilities have historically experienced much higher unemployment rates, even in strong economic times. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities for its customers.



Political Climate

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

IDVR is also affected by decisions made at the federal level. The outcome of the new Health Care Act is not yet clearly understood, but will undoubtedly have an influence on IDVR customers and services provided. Also, 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, merging of programs, changes in health care and employment standards and practices are areas that would impact the Division's planning process. Funding decisions and allocations on a state level have a direct impact on the amount of Federal dollars the agency is able to capture.

All staff of the Idaho Division of Vocational Rehabilitation takes 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.



*Idaho Public
Television*
STRATEGIC PLAN
FY 2013-2017

Idaho Public Television STRATEGIC PLAN FY 2013-2017

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.



3/19/2012

Peter W. Morrill
General Manager
Idaho Public Television

VISION STATEMENT

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

MISSION STATEMENT

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

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing quality educational, informational, and cultural television and related resources;
- Creating Idaho based educational, informational, and cultural programs and resources;
- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

Idaho Public Television STRATEGIC PLAN FY 2013-2017

SBoE Goal 1: A WELL-EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

IdahoPTV Objectives:

- 1) 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: FY13 – meet or exceed 137,240 (established by agency research)
 - Number of transmitters broadcasting a DTV signal.
 - Benchmark: FY13 – 5 of 5 (established by industry standard)
 - Number of DTV translators.
 - Benchmark: FY13 – 38 of 43 (established by industry standard)
 - Number of licensed DTV fill-in translators (DTS).
 - Benchmark: FY13 – meet or exceed 7 of 7 (established by industry standard)
 - Number of cable companies carrying our prime digital channel.
 - Benchmark: FY13 – meet or exceed 10 (established by industry standard)
 - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
 - Benchmark: FY13 – meet or exceed 7 (established by industry standard)
 - Percentage of Idaho's population within our DTV signal coverage area.
 - Benchmark: FY13 – meet or exceed 73.1% (established by industry standard)
- 2) Operate an efficient statewide delivery/distribution system.
 - Performance Measure(s):
 - Total FTE in content delivery and distribution.
 - Benchmark: FY13 – less than 30.45 (established by industry standard)
- 3) 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: FY13 – meet or exceed 97.5% (established by industry standard)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

- Percentage of online hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
 - Benchmark: FY13 – meet or exceed 5% (established by industry standard)
 - Number of service hours of descriptive video service provided via the second audio program to aid those with impaired vision.
 - Benchmark: FY13 – meet or exceed 13,500 (established by agency research)
- 4) 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 websites.
 - Benchmark: FY13 – meet or exceed 1,200,000 (established by agency research)
 - Number of visitors to IdahoPTV/PBS video player.
 - Benchmark: FY13 – meet or exceed 6,000 (established by agency research)
- 5) 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: FY13 – meet or exceed 8,842 (established by agency research)
- 6) Contribute to a well-informed citizenry.
- Performance Measure(s):
 - Number of channel hours of news, public affairs, and documentaries.
 - Benchmark: FY13 – meet or exceed 10,000 (established by agency research)
- 7) Provide relevant Idaho-specific information.
- Performance Measure(s):
 - Number of IdahoPTV channel hours of Idaho-specific educational and informational programming.
 - Benchmark: FY13 – meet or exceed 1,795 (established by agency research)
- 8) Provide high quality, educational television programming and new media content.
- Performance Measure(s):
 - Number of awards for IdahoPTV media and services.
 - Benchmark: FY13 – meet or exceed 35 (established by industry standard)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

- 9) 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: FY13 – meet or exceed 100
(established by industry standard)
- 10) Operate an effective and efficient organization.
 - Performance Measure(s):
 - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
 - Benchmark: FY13 – yes/yes/yes
(established by industry standard)
 - Successfully comply with new FCC rules regarding closed captioning complaints.
 - Benchmark: FY13 – yes
(established by industry standard)

SBoE GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

IdahoPTV Objectives:

- 1) 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 websites.
 - Benchmark: FY13 – meet or exceed 1,200,000
(established by agency research)
 - Number of visitors to IdahoPTV/PBS video player.
 - Benchmark: FY13 – meet or exceed 6,000
(established by agency research)
- 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.
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

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 - Performance Measure(s):
 - Number of IdahoPTV channel hours of Idaho-specific educational and informational programming.
 - Benchmark: FY13 – meet or exceed 1,795 (established by agency research)
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 - Performance Measure(s):
 - Number of awards for IdahoPTV media and services.
 - Benchmark: FY13 – meet or exceed 35 (established by agency research)
- 6) 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: FY13 – meet or exceed 100 (established by industry standard)
- 7) Operate an effective and efficient organization.
 - Performance Measure(s):
 - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
 - Benchmark: FY13 – yes/yes/yes (established by industry standard)
 - Successfully comply with new FCC rules regarding closed captioning complaints.
 - Benchmark: FY13 – yes (established by industry standard)

SBoE GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS

Ensure educational resources are used efficiently.

IdahoPTV Objectives:

- 1) 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: FY13 – meet or exceed 137,240 (established by agency research)
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 - Benchmark: FY13 – 5 of 5 (established by industry standard)
 - Number of DTV translators.
 - Benchmark: FY13 – 38 of 43 (established by industry standard)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

- Number of licensed DTV fill-in translators (DTS).
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 - Benchmark: FY13 – yes/yes/yes
(established by industry standard)

- Successfully comply with new FCC rules regarding closed captioning complaints.
 - Benchmark: FY13 – yes
(established by industry standard)

Key External Factors

(Beyond the control of Idaho Public Television):

Funding:

Idaho Public Television's current strategic goals and objectives assume level, ongoing financial support from the State of Idaho, Corporation for Public Broadcasting, and private contributions. As of this writing (3/19/2012), these funding sources appear to be uncertain. Between July 1, 2008 and March 1, 2011 Idaho Public Television's state support has been reduced by 57.6%. IdahoPTV provides numerous services to various state entities. In February 2010, Governor Otter recommended agencies that receive free services from IdahoPTV begin reimbursing for the services when possible. Thus far, none have begun compensating IdahoPTV including for services like *Idaho Legislature Live*.

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), they 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. We anticipate funding from several federal entities will be severely impacted by pressure to reduce the federal deficit. In 2011 Congress eliminated funding for capital replacement projects from Department of Commerce Public Telecommunications Facilities Program (PTFP), Corporation for Public Broadcasting Digital Distribution Fund (DDF), and Department of Agriculture Rural Utilities Service (RUS). This will have significant long-term impact on service, especially to rural areas.

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.

Idaho Division of Professional-Technical Education

Strategic Plan 2013-2017

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**Idaho Division of
Professional-Technical
Education**

The Division of Professional-Technical Education is an integral part of the State Board of Education's strategic plan that envisions an accessible and a seamless public education system that results in a highly educated citizenry. Professional-technical education (PTE) provides Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for performance in a highly effective workplace.

Idaho Code defines PTE as secondary, postsecondary and adult courses, programs, training and services administered by the Division of Professional-Technical Education for occupations or careers that require less than a baccalaureate degree. Close to eighty percent of Idaho's jobs do not require a baccalaureate degree. PTE programs prepare students for jobs and further education. A higher percentage of PTE high school completers go onto postsecondary education than the general Idaho population. Tech Prep articulation agreements provide PTE students with an opportunity to earn postsecondary credit while in high school. Students participating in professional-technical programs at the postsecondary level have an opportunity to earn portable, stackable credentials that can culminate with an Associate of Applied Science (AAS) degree. An important 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 deliver programs and services to people throughout the state. The strategic planning process is dynamic and encompasses PTE's continuous improvement philosophy. This plan builds on the efforts of dedicated PTE teachers and instructors; supportive administration and the active participation of business and industry representatives in all PTE's programs.

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.

KEY EXTERNAL FACTORS

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

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: A Well Educated Citizenry – The educational system will provide opportunities for individual advancement.

Objective A: Access – Provide access to professional-technical education programs and services.

Performance Measures:

- Provide resources to secondary and postsecondary programs and services.
- Inform Idahoans about professional-technical education, occupations, educational programs and institutions, and schools that offer professional-technical education programs.
- Expand professional-technical education offerings through alternative delivery options.
- Expand opportunities that help special populations participate in professional-technical programs and services.

Benchmark: Number of ABE clients who meet their goal will increase 2% each year.

- Increase the number of short-term training classes (including statewide fire and emergency services training programs).

Benchmark: The number of short-term training classes will increase by 2% each year.

- Increase the number of state employees who participate in the Certified Public Manager and State Wellness programs.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of Idahoans through participation and retention in Idaho's professional-technical education system.

Performance Measures:

- Tech Prep articulation agreements provide students with an opportunity to earn postsecondary credit while in high school.

Benchmark: Update 100% of articulation agreements annually.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

- Increase the number of secondary professional-technical education concentrators who transition to postsecondary education or training.
Benchmark: The number of secondary professional-technical education concentrators who transition to postsecondary education or training will exceed the National Center for Higher Education Management System rankings in Idaho.
- Percentage of postsecondary students who complete professional-technical programs.
Benchmark: Postsecondary completer rate will be at least 70%.

Objective C: Adult Learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the professional-technical educational system.

Performance Measures:

- Establish bridge programs in the technical colleges.
Benchmark: Expand the number of bridge programs available at each technical college.
- Provide professional development opportunities for postsecondary counselors/advisors.
Benchmark: Increase number of professional development activities for postsecondary counselors/advisors.

Objective D: Transition – Improve the ability of the professional-technical education system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

Performance Measures:

- Maintain high placement rates for technical college completers.
Benchmark: Postsecondary professional-technical education completer job placement rate will be a minimum of 75%.
- Percentage of postsecondary professional-technical education completers who obtain positive placement.
Benchmark: Postsecondary professional-technical education completer positive placement rate will be a minimum of 90%.

Goal 2: Critical Thinking and Innovation – The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.

Performance Measure:

- Promote business and industry internships, apprenticeships, and work-based learning in professional-technical education programs.

Benchmark: New program applications will include internships, apprenticeships, or work-based experiences.

Objective C: Quality Instruction – Improve the quality of Idaho's professional-technical education system.

Performance Measures:

- Recruit and retain qualified professional-technical educators.
- Ensure that professional-technical education programs meet industry standards and employer expectations.
Benchmark: Postsecondary professional-technical education completer job placement rate will be a minimum of 75%.
- Promote and provide professional development opportunities for teachers, instructors, and counselors.
Benchmark: Increase participation at annual summer conference by 2% each year.

Goal 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.

Objective A: Cost Effective and Fiscally Prudent - Ensure effective and efficient use of professional-technical education resources.

Performance Measure:

- Number of credits required for completion of AAS Degree
Benchmark: All new AAS Degrees will not exceed 72 credits.

Objective B: Data-Driven Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making of Idaho's educational system

Performance Measures:

- Technical skill assessment (TSA) at the secondary and postsecondary levels.
Benchmark: The number of students who successfully complete the TSA's with a passing score will increase.
- Postsecondary professional-technical education student completion rate.
Benchmark: Postsecondary professional-technical education student completion rate will be a minimum of 70%.
- Postsecondary professional-technical education completer positive placement rate.
Benchmark: Postsecondary professional-technical education completer positive placement rate will be a minimum of 90%.
- Participate in the secondary and postsecondary longitudinal data system with the ability to access timely and relevant professional-technical education data.
Benchmark: Secondary – access timely and relevant professional-technical education data by 2012.
Benchmark: Postsecondary – access timely and relevant professional-technical education data no later than 2015.



Eastern Idaho Technical College
Strategic Plan FY13 – FY17

Revised April 2012



Vision

Our vision is to be a superior 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 champions student success and regional workforce needs.

GOAL I: Provide high quality educational programs that prepare students to be successful.

Objectives:

1. Monitor college service area's labor market needs and review the need for new academic programs and community education/workforce training courses.
 - **Performance Measure:**
 - Number of academic programs and community education/workforce training courses identified as needed to respond to labor market needs.
 - **Benchmark:**
 - Identify at least one (1) academic program and at least five (5) community education/workforce training courses identified to respond to labor market needs.
2. Determine feasibility of developing one (1) new academic program and five (5) community education/workforce training courses identified as needed to respond to labor market needs.
 - **Performance Measure:**
 - Completion of feasibility analysis for one (1) new academic program and five (5) community education/workforce training courses.
 - **Benchmark:**
 - Feasibility analyses will be completed for one (1) new academic program and five (5) community education/workforce training courses.
3. Development of new academic program(s) and community education/workforce training courses deemed feasibly possible.



- **Performance Measure:**
 - Development of feasibly possible program(s) and community education/workforce training courses.
 - **Benchmark:**
 - All feasibly possible academic program(s) and community education/workforce training courses will be developed.
4. Monitor remedial needs in English and Math
- **Performance Measure:**
 - Number and percentage of students successfully completing remedial English and Math
 - **Benchmark:**
 - Successful completers shall exceed 80%
5. Percentage of post-secondary students who are retained in professional-technical programs.
- **Performance Measure:**
 - Number of full-time returning for a second year (fall to fall) for programs over one year
 - Number of full-time students who completed programs of less than one year
 - **Benchmark:**
 - Returning students shall exceed 70%
 - Completing students shall exceed 80%
6. Monitor percentage of certificates and degrees conferred
- **Performance Measure:**
 - Number of certificate and degree completions per 100 FTE
 - **Benchmark:**
 - Maintain award percentage over 35%

GOAL II: Provide high quality admission and student support.

Objectives:

1. Provide multiple opportunities to obtain feedback from potential and current students aka “customers.”
- **Performance Measure:**
 - Number of opportunities for potential and current students to provide feedback regarding their experience with admission and student support staff.
 - **Benchmark:**



EITC Strategic Plan FY13-FY17

- Identify opportunities currently in place to obtain feedback from potential and current students. Create at least one (1) additional opportunity for potential students to provide feedback to the college about their experience when encountering admission and student support staff. Create at least one (1) additional opportunity for current students to provide feedback to the college about their experience with admission and student support staff.
- 2. Implement improvements based upon feedback from “customers.”
 - **Performance Measure:**
 - Number of newly implemented “customer” improvements.
 - **Benchmark:**
 - Implement at least three (3) new ideas, identified via feedback of potential students and/or currently enrolled students, to enhance the experience of the potential student and/or the currently enrolled student as it pertains to admissions and/or student support.

GOAL III: Provide a safe and high quality learning environment.

Objectives:

1. Review Emergency Response Plan maintained by the Emergency Response Committee and make changes as appropriate.
 - **Performance Measure:**
 - Ongoing review of Emergency Response Plan with appropriate changes made to plan.
 - **Benchmark:**
 - Throughout the year, at quarterly meetings, the Emergency Response Committee will review the components of the Emergency Response Plan and modify said plan as appropriate to support a safe learning environment.
2. Increase reach of the EITC Tutoring Center and the services provided by the Center.
 - **Performance Measure:**
 - Number of students served.
 - **Benchmark:**
 - Increase number of students served, during each academic year, by at least one percent (1%).
3. Implement improvements based upon feedback from students via faculty evaluations.
 - **Performance Measure:**



- Number of newly implemented improvements made by students via faculty evaluations.
- **Benchmark:**
 - Implement at least one (1) new idea, identified via feedback of students through faculty evaluations.
- 4. Monitor cost to deliver educational resources
 - **Performance Measure:**
 - Total cost per credit hour
 - Total cost of certificate or degree completions (one year or longer) per \$100,000 of campus spending (e.g. cost of instruction, maintenance, operations)
 - **Benchmark:**
 - Maintain cost per credit hour within 20% of IPEDS peers
 - Maintain completion costs within 20% of peers

GOAL IV: Enhance community partnerships.

Objectives:

1. Increase reach of Adult Basic Education Division (ABE) in their efforts to assist individuals become more capable and productive community members and improve individuals' skills in reading, math, writing, and English as a second language; as well as, preparing individuals to successfully complete the GED, if desired.
 - **Performance Measure:**
 - Number of students served.
 - **Benchmark:**
 - Increase number of students served, during each academic year, by at least one percent (1%).
2. Increase reach of Center for New Directions (CND) in their efforts to empower individuals to make positive life changes.
 - **Performance Measure:**
 - Number of students served.
 - **Benchmark:**
 - Increase number of students served, during each academic year, by at least one percent (1%).
3. Encourage collaboration with college service area's labor market.
 - **Performance Measure:**
 - Publicity regarding desire to be of service to college service area's labor market area.



- **Benchmark:**
 - Increase number of incidents that public relations materials includes specific mention of EITC's desire to collaborate with area market (site existing collaborative efforts as examples, i.e. INL, Wildland Fire Courses, Tech Prep, etc.) by at least three (3) incidents.

Key External Factors

(beyond the control of Eastern Idaho Technical College)

Funding:

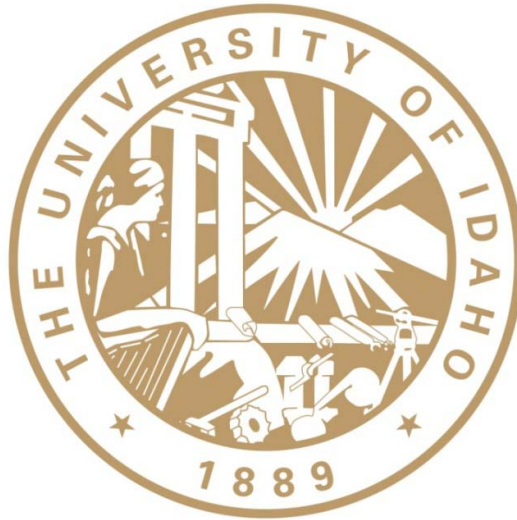
Most State Board of Education strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Availability of state revenues (for appropriation), gubernatorial, and legislative support for some Board initiatives can be uncertain.

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 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.

University of Idaho
A LEGACY OF LEADING



Leading Idaho: The University of Idaho Strategic Plan

2013-2017

INTRODUCTION

The University of Idaho is the first choice for student success and statewide leadership. We are the premier land-grant research university and the flagship institution in our state. We lead in teaching and engaged student learning in our undergraduate, graduate, and professional programs. We excel at interdisciplinary research, service to businesses and communities, and in advancing diversity, citizenship, and global outreach. Through our growing residential and networked university and strong alumni connections, we develop leaders who will guide Idaho to global economic success, create a sustainable American West, and address our nation's most challenging problems.

As Idaho's land-grant institution, our students, faculty, and staff are engaged in a vast network of powerful partnerships through statewide locations, laboratories, research and extension centers, outreach programs, and a base of loyal alumni worldwide. These resources provide connections to individuals, businesses, and communities that strive to improve the quality of life of all Idaho citizens and secure the economic progress of the world.

We are committed to a student-centered, engaged learning environment. Our unique geography, intimate setting, residential campus, and dedicated faculty provide aspiring leaders with the skills and abilities to challenge themselves and learn by doing.

Our leadership position in research and creative activity presents opportunities to interact and innovate with world-class faculty. Our students gain firsthand experience addressing global challenges, and bring contemporary knowledge and experience into their careers and lives.

Students, faculty, and staff at the University of Idaho are dedicated to advancing a purposeful and just community that respects individuality and provides access and inclusion for all cultures to create a climate that is civil and respectful. Innovative, productive collaborations that foster community and build morale are encouraged.

Over the past five years, the university community has implemented a strategic plan to further the vision and mission of the university. This 2013-17 Strategic Plan fulfills the promise of a 21st century land-grant institution to lead and inspire Idaho, the nation, and the world. To achieve this, all units will develop strategic actions that advance the overall strategic direction, vision, and values of the institution.

MISSION

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal, and cultural assets of our state, and to develop solutions for complex problems facing society. We deliver on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus, regional centers, extension offices, and research facilities throughout the state. Consistent with the land-grant ideal, our outreach activities serve the state at the same time they strengthen our teaching as well as scholarly and creative capacities.

Our teaching and learning includes undergraduate, graduate, professional, and continuing education offered through both resident instruction and extended delivery. Our educational programs are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students, and staff.

Our scholarly and creative activities promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions.

VISION

We will be a leader among land-grant institutions in the 21st century by promoting an entrepreneurial spirit; embracing the contributions of multiple cultures, identities, and perspectives; and bringing together the talents and enthusiasm of faculty, staff, and students. We will be widely recognized as a creative university that is both environmentally and fiscally sustainable and is an engaged partner in addressing the changing needs of our stakeholders in Idaho, the nation, and the world.

PRINCIPLES AND VALUES

Learn, create, and innovate
Preserve and transmit knowledge
Act with integrity
Treat others with respect
Celebrate excellence
Change lives
Welcome and include everyone
Take responsibility for the future

Goal 1: Teaching and Learning Goal: Enable student success in a rapidly changing world.

Context: Our graduates live, work, compete, and prosper in a constantly changing environment. Consequently, curricula, co-curricular activities, pedagogy, and assessment must be quickly adaptable as the environment changes. Learning experiences drawn from our disciplinary and interdisciplinary strengths will help students develop the ability to identify and address complex problems and opportunities.

Objective A: Build adaptable, integrative curricula and pedagogies.

Strategies:

1. Streamline policies and practices to enable creative program revision and course scheduling.
2. Implement general education requirements that emphasize integrative learning throughout the undergraduate experience.
3. Use external and internal assessments to keep teaching and learning vital.
4. Build curricula to support timely degree completion.
5. Expand opportunities for professional education.
6. Apply emerging technologies to increase access and respond to the needs of local and global learners.
7. Develop increased learning opportunities for underserved or underrepresented communities.
8. Employ active learning pedagogies to enhance student learning where appropriate.

Performance Measure: The number of programs engaged in assessment processes that

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

result in the review and refinement of curricular and/or co-curricular learning activities to strengthen student learning.

Benchmark: One-hundred percent of the programs completing this year's assessment cycle will have developed action strategies for making improvements by December, 2012.

Rationale: This is a NWCCU accreditation requirement. Previously we found 83% had completed assessment plans specifying student learning outcomes.

Performance Measure: Retention rates (percent of full-time and part-time freshmen returning for a second year or program completion).

Benchmark: The median of our official peer institutions (most recently 83% for full-time, part-time peer median not yet compiled for peers).

Rationale: Required by SBOE.

Performance Measure: Graduation rate (percent of full-time and part-time freshmen graduating in six years).

Benchmark: The median of our official peer institutions (most recently 62% for full-time, part-time peer median not yet compiled for peers).

Rationale: Required by SBOE.

Performance Measure: Dual Credit (total credits and # of students)

Benchmark: Consistent annual increases to market saturation.

Rationale: Required by SBOE.

Performance Measure: Total undergraduate degrees conferred (number of undergraduate degree completions per 100 FTE undergraduate students enrolled).

Benchmark: The median of our official peer institutions (has not yet been calculated).

Rationale: Required by SBOE.

Objective B: Develop integrative learning activities that span students' entire university experience.

Strategies:

1. Increase educational experiences within the living and learning environments.
2. Engage alumni and stakeholders as partners in student mentoring.
3. Increase student participation in co-curricular activities.
4. Integrate curricular and co-curricular activities.
5. Increase opportunities for student interaction and interdisciplinary collaboration.

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

Benchmark: Maintain participation of approximately 4,000 students in 100 service-learning courses annually.

Rationale: Over the course of the 2010-2011 academic year, some 3,800 University of Idaho students participated in 98 service-learning courses and provided more than 150,000 hours of service to more than 160 community organizations throughout Idaho.

Performance Measure: Remediation (number of first-time freshman who graduated from an Idaho High school in the previous year requiring remedial education).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Benchmark: None – this is not a performance measure for the postsecondary institutions, but rather a reporting requirement expected to track progress statewide.
Rationale: Required by SBOE.

Performance Measure: Cost per credit hour to deliver undergraduate education.
Benchmark: To be determined, in comparison with our peer institutions (assuming similar cost data can be obtained from peers using national data sets).
Rationale: Required by SBOE.

Performance Measure: Undergraduate degree completions per \$100,000 of education and related spending (education and related spending is defined as the full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction).
Benchmark: To be determined, in comparison with our peer institutions (assuming similar cost data can be obtained from peers using national data sets).
Rationale: Required by SBOE.

Goal 2: Scholarly and Creative Activity Goal: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.

Context: Our quality of life today and in the future depends on the merit of our scholarship and creative endeavors. Many of the most pressing issues facing society cut across disciplines and require solutions that do the same. At the University of Idaho we are committed to helping address society's pressing issues by continuing to support strong disciplinary and interdisciplinary activities that emphasize quality, innovation, critical thinking, and collaboration. We intend to improve the quality of life of all Idaho citizens and secure the economic progress of our world.

Objective A: Strengthen all scholarly and creative activities consistent with the University's strategic missions and signature areas.

Strategies:

1. Engage accomplished scholars to provide mentoring and leadership for key research and creative initiatives.
2. Increase the number of endowed faculty positions and postdoctoral, graduate, and undergraduate fellowships.
3. Support faculty, student, and staff entrepreneurial activity to develop new areas of excellence.
4. Implement university-wide mechanisms to provide attractive start-up packages for faculty and reward systems that recruit and retain world class faculty and staff.
5. Leverage the skills of non-tenure track faculty to promote research growth.
6. Increase the application of and public access to the results of scholarly and creative activities.

Performance Measure: The number of grant applications supporting or requiring interdisciplinary activities in which two or more faculty from different departments are listed as Co-Principal Investigators.
Benchmark: 20%
Rationale: Increased from 10% in FY2009 to 18% in FY2011.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Performance Measure: Funding from competitive federally funded grants per full-time instruction and research faculty.

Benchmark: \$150,000

Rationale: Increased from \$128k to \$145k from FY2008 through FY2010.

Objective B: Enable faculty, student, and staff engagement in interdisciplinary scholarship and creative activity.

Strategies:

1. Expand opportunities for ongoing interactions among faculty, students, and staff to identify areas of common interest.
2. Increase support for graduate and undergraduate interdisciplinary research and creative activity.
3. Develop clear criteria for evaluating engaged scholarship.
4. Increase the national and international visibility of the University's contributions to interdisciplinary activities.
5. Partner with other educational institutions, industry, not-for-profits, and public agencies to expand resources and expertise.
6. Facilitate the submission of large, interdisciplinary proposals to obtain funding and to sustain successful projects.

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

Benchmark: The University will improve its overall average rank to exceed the 25th percentile nationally.

Rationale: Using the peer data included in the Oklahoma State Graduate Assistant salary study provides a consistent standard against which we can compare our performance. The most recent analyses indicate UI TA salaries average rank is at about the 10th percentile of peer institutions, while RA salaries average rank is at about the 21st percentile.

Performance Measure: Percent of bachelor's degree recipients who report participating in research programs as undergraduates.

Benchmark: 70% (20% in STEM fields, 40% in non-STEM fields).

Rationale: Increased from 59% in FY2008 to 69% in FY2011.

Performance Measure: Percent of undergraduate degrees conferred in STEM fields.

Benchmark: Peer median (most recent value was 32%)

Rationale: Increased slightly from 31% in FY2008 to 32% in FY2011

Goal 3: Outreach and Engagement Goal: Meet society's critical needs by engaging in mutually beneficial partnerships.

Context: As the state's land-grant institution, the University of Idaho is uniquely positioned to expand its impact in Idaho and beyond. We seek to achieve that end through engagement--working across disciplines; integrating teaching, research, and outreach; and partnering with constituents for the mutually beneficial exchange of knowledge and resources.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Objective A: Develop processes, systems, and rewards that foster faculty, staff, and student outreach and engagement.

Strategies:

1. Increase the internal visibility of our outreach and engagement activities to facilitate interaction and develop synergies across the university.
2. Develop clear criteria for evaluating outreach and engagement.
3. Recognize and reward engagement with communities, businesses, non-profits, and agencies.
4. Develop an infrastructure and streamline administrative processes to coordinate outreach and engagement efforts.
5. Communicate best practices for development and implementation of outreach and engagement projects.

Performance Measure: Evidence of an institutional commitment to supporting faculty outreach and engagement activities in each strategic area noted above.

Benchmark: Qualitative and quantitative evidence indicating progress in each area.

Rationale: Demonstrating progress in this area requires a mixed-methods approach, which will include noting establishment of distinct organizational structures, changes in annual position descriptions, promotion and tenure policies, recognition from national agencies (e.g. Carnegie Classification for Engagement, US Presidential Higher Education Community Service Honor Role, Magrath and Kellogg Foundation Engagement Awards).

Objective B: Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond.

Strategies:

1. Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing high priority issues.
2. Increase student participation in defining and delivering experiential learning opportunities.
3. Increase the external visibility of our outreach and engagement activities.
4. Coordinate plans to increase external funding for outreach and engagement.

Performance Measure: Percentage of students participating in learning activities, as reported by the University of Idaho Service Learning Center and the ASUI Volunteerism Center.

Benchmark: One-third of the total student body (approximately 3200 students) will in community service activities.

Rationale: Over the course of the 2010-2011 academic year approximately 34% of University of Idaho students participated in 98 service-learning activities and provided more than 150,000 hours of service to more than 160 community organizations throughout Idaho.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Goal 4: Community and Culture Goal: Be a purposeful, ethical, vibrant, and open community.

Context: Our community is characterized by openness, trust, and respect. We value all members for their unique contributions, innovation, and individuality. Our community and culture must adapt to change, seek multiple perspectives, and seize opportunity. We are committed to a culture of service, internally and externally. We value a diverse community for enhanced creativity, cultural richness, and an opportunity to apply our full intellectual capacity to the challenges facing Idaho, the nation, and the world.

Objective A: Be a community committed to access and inclusion.

Strategies:

1. Recruit and retain a diverse student body.
2. Recruit and retain diverse faculty and staff.
3. Expand opportunities for cultural competency training.
4. Build extended community partnerships to enhance an environment that values diversity.

Performance Measure: Percentage of students, faculty and staff representing diverse groups.

Benchmark: Meet or exceed peer medians (most recently 13% of students, 5% of faculty and 7% of staff).

Rationale: The diversity of our campus should be compared with our land-grant, high research peer institutions' diversity.

Objective B: Be a community committed to civility and respect.

Strategies:

1. Promote civil and respectful dialogue and debate both in and out of the classroom.
2. Increase systematic, consistent, and productive responses to behaviors that are destructive to the community.
3. Promote a sense of concern for and accountability to others.

Performance Measure: Percentages of faculty, staff and students who report positive experiences on surveys conducted periodically to assess the culture and climate. These include the every-third-year HERI/UCLA Faculty and UI Staff surveys, and the annual Graduating Senior Survey.

Benchmark: Peer medians when available, prior results if not (95% for students, 75% for faculty and 88% for staff).

Rationale: The periodic surveys listed above provide historical data suitable for trend analyses. The UI Diversity Task Force is also in the process of studying these issues and developing additional measures.

Objective C: Be a community committed to productivity, sustainability, and innovation.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Strategies:

1. Reward individuals and units that aim high, work across boundaries, and capitalize on strengths to advance the overall strategic direction, vision, and values of the institution.
2. Develop and promote activities to increase collaboration with new and unique partners.
3. Energize the community and foster commitment to university-wide endeavors by communicating our successes.
4. Create efficiencies through innovative collaboration, shared goals, and common experiences.
5. Invigorate the community by promoting attitudes of leadership and excellence.
6. Steward our financial assets, infrastructure, and human resources to optimize performance.

Performance Measure: For finances, the institution primary reserve ratio.

Benchmark: The institution primary reserve ratio, as reported by UI Business Systems and Accounting Services, should be comparable to the advisable level of reserves established by NACUBO.

Rationale: This benchmark is based on NACUBO recommendations.

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.

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.



STRATEGIC PLAN

2012-2017

Focus on Effectiveness

Background and Reflection

In 2005 Boise State University declared its vision to become a Metropolitan Research University of Distinction. In working toward this vision, a team of faculty and staff from across the university developed a strategic plan titled "*Charting the Course: A Strategic Vision for Boise State University.*" The bold new plan was published in April 2006 and outlined ten broadly defined goals focusing on four key areas: academic excellence, exceptional research, public engagement, and vibrant culture.

Since Charting the Course was published, Boise State University has made excellent progress toward reaching its vision. Highlights of the University's progress and surrounding events include:

- The 2008 opening of the Treasure Valley's first public community college, The College of Western Idaho, has increased access to post-secondary education in the region, released Boise State University from its charge to provide vocational training, and allowed the university to focus its academic mission
- An increase in the university's admission requirements, resulting in 40 percent of the entering freshmen for Fall 2011 earning a high school GPA exceeding 3.5 and SAT scores in critical reading and math that are substantially higher than the national averages
- A complete overhaul of the undergraduate core curriculum, structured around clearly articulated learning outcomes that provide a connected, multi-disciplinary framework of learning from freshman to senior years
- Increased retention and a flattening of the undergraduate enrollment profile from one that was historically over-represented by lower division students
- An expansion of graduate programming, with new Master degrees in anthropology, business administration, chemistry, community and regional planning, educational leadership, hydrologic sciences, mathematics, nursing, and STEM education; and new doctoral degrees in educational technology, electrical and computer engineering, geosciences, biomolecular sciences, and materials science and engineering
- A near-doubling of space for student activities (690,000 ft² total)
- An increase of 390,000 ft² for academic and research activity, including a new 84,000 ft² research facility that opened in fall 2011 and a 120,000 ft² business building scheduled to open in fall 2012
- A 55% increase in graduate degrees conferred (652 in FY 2011)
- A 68% increase in sponsored project expenditures (\$35M in FY 2011)
- A 63% increase in publications by Boise State University authors (1079 in calendar years 2006-2010)
- A 326% increase in citations of Boise State University publications (3874 in calendar years 2006-2010)

These achievements have occurred despite a 23% reduction in state funding over the past three years. In place of state support for new programs, funding has come from increases in enrollment, tuition and grant support, internal reallocations, university reserves, and bond issuance. The university also completed a comprehensive campaign in 2010 that generated over \$100M for academic programs and facilities.

Process

Boise State University has made impressive strides toward becoming a Metropolitan Research University of Distinction, and we envision even greater advances in the years ahead.

The process of developing a strategic plan for the next five years began in May 2011 with focused one-on-one conversations between campus leadership and 40 members of the faculty and staff. The rich information gleaned from those conversations was used to create a campus-wide survey that generated over 500 responses. The resulting data was used to create a set of core themes that describe the key aspects of the university's mission and inform the strategic planning process.

In August 2011 groups from across the campus performed an analysis of the university's strengths, weaknesses, challenges and opportunities. Informed by these analyses and our core values, the university's executive team produced a vision statement for the strategic planning process. The team also created four pillars on which the strategic plan would be constructed. President Kustra, in his fall 2011 address to faculty and staff, announced that Boise State University would build a new strategic plan for the next five years with a draft of the goals and strategies to be completed by January 2012 and an implementation plan in place by May 2012.

During the fall semester four planning teams, led by executive team members and organized by pillar, developed a draft set of goals and strategies with input from key stakeholders. The draft set of goals and strategies was presented at a meeting of the campus on January 11, 2012. Feedback from that meeting was incorporated into a finalized set of goals and strategies.

During the spring semester of 2012, the work of implementation commenced. First, key performance indicators and targets are being developed. Second, a set of university-wide initiatives will be identified and initially pursued. Unit-level initiatives, especially those requiring new resources, will be organized and vetted by a coordinating committee.

Foundation for a New Vision and Strategic Plan

Boise State University's Mission Statement was approved in February, 2012 by the Idaho State Board of Education.

Boise State University is a public, metropolitan research university offering an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation. As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.

Core Themes

In September 2011, the university submitted four core themes to its accrediting body, The Northwest Commission on Colleges and Universities. Each core theme, which is summarized below, describes a key aspect of our mission. A complete description of the core themes, including objectives pertaining to access, relevance, quality, and culture, can be accessed at <http://academics.boisestate.edu/planning/accreditation-standard-one/>.

***Undergraduate Education.** Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.*

***Graduate Education.** Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.*

***Research and Creative Activity.** Through our endeavors in basic and applied research and in creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.*

***Community Commitment.** The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.*

Shared Values

Boise State University has established a set of shared values. These values guide our strategic planning, as they do all actions within the Boise State community.

- **Academic Excellence** - we engage in our own learning and participate fully in the academic community's pursuit of knowledge
- **Innovation** - we strive to create new and better ways of accomplishing our mission
- **Collaboration** - we reach across institutional, societal and cultural boundaries, working together for the success of the university and students
- **Responsibility and Fairness** - we are accountable for our choices and actions, which are based on an expectation of equality, impartiality, openness and due process
- **Citizenship and Respect** - we uphold civic virtues that prescribe how we behave in a self-governing community, obeying laws and policies while treating people with dignity, regardless of who they are or what they believe
- **Caring and Trustworthiness** - we manage ourselves with integrity by being honest in our communication and conduct, and by showing concern for the welfare of others

Vision for Strategic Plan 2012-2017

Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment.

In formulating its strategic plan for 2012-2017, Boise State University embraces the following aspirational characteristics of the university:

- Spirited Optimism
- Transformative Thinking
- Principled Action
- Responsible Risk Taking

Pillars of the Strategic Plan

Local and Global Impact

Boise State University fuels a robust regional economy and contributes to a vibrant and healthy community by focusing on societal and economic needs. Our students graduate with skills, knowledge, and experience that are relevant and valuable locally, regionally, nationally, and globally. The work of our teachers, researchers, artists, and students provides social, economic, and cultural benefits.

Student Success and Engagement

Boise State University fosters a rich and diverse culture that is student-centered, enabling students to focus on success and achievement of their educational goals. Students participate in their education through innovative learning environments in which they gain disciplinary expertise grounded in experiential practice. Our graduates are well-rounded in the arts, sciences and humanities; they are prepared to meet the challenges and pursue the opportunities of today and tomorrow; and their experiences at Boise State create an enduring bond with the university.

Visionary Relationships

At our core is a commitment to relationships that transcend all boundaries, inspire creativity and innovation across disciplines, and foster strategic growth and economic investment in the university. These relationships bring together strengths within and beyond the university to create synergistic opportunities that enable us to explore new possibilities, address complex problems, break down barriers, and create learning experiences that synthesize ideas and practices across a diversity of perspectives. Engagement with the community promotes our mission, provides experiential learning for students, and ensures alignment of programs with crucial needs.

Organizational Effectiveness

Pursuing our vision requires careful consideration of the ways in which we acquire and invest resources. We pursue innovative, broad-based funding models to ensure sustainable acquisition of those resources. We garner support from stakeholders by explicitly demonstrating return on investment. To ensure responsible stewardship of our resources, we are committed to creating business practices, processes, and organizational and physical infrastructures that are both effective and efficient, while providing a safe environment for working, teaching and learning. We hire well-qualified individuals from diverse backgrounds, facilitate their development as employees, and promote a culture of service, accountability and excellence. We celebrate and reward creativity, diversity, innovation, and openness to change.

Key External Factors

A wide variety of factors affect Boise State University's ability to implement our strategic plan. Here we present two factors that we regard as impediments to progress, which can be influenced by state government and its agencies.

- **Lack of funding of Enrollment Workload Adjustment.** Although a mechanism exists to help Boise State University accommodate the enrollment increases we are experiencing, that mechanism is not implemented regularly. As a result, the discrepancy in appropriated funding per student continues to widen between Boise State University and its sister institutions as our enrollment increases. Exacerbating that problem is that the student population at Boise State University is shifting to a greater proportion of upper-division students due to both increased retention of lower-division students and transfers from the College of Western Idaho. Upper-division courses are more costly because they are smaller in size and because fewer adjunct faculty have the necessary expertise to teach them.
- **Administrative Oversight.** Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, risk and insurance, and purchasing. The additional oversight results in increased costs due to additional bureaucracy, and in decreased accountability because of less transparency. The current system places much of the authority with the Department of Administration and other agencies, whereas funding responsibility and ultimate accountability for performance lie with the University. Consequently, two levels of monitoring and policy are required, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State's Division of Purchasing. As a result, the university has streamlined its policies and procedures for purchasing, in order to gain substantial efficiencies in work process and customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction.

Focus on Effectiveness:
A Strategic Plan for Boise State University 2012-2017

Goal 1: Create a signature, high-quality educational experience for all students.

Strategies:

- Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.
- Provide bountiful opportunities within and across disciplines for experiential learning.
- Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education.
- Cultivate intellectual community among students and faculty.
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.

Strategies:

- Identify and remove barriers to graduation.
- Bring classes to students using advanced technologies and multiple delivery formats.
- Design and implement innovative policies and processes that facilitate student success.
- Connect students with university services that address their individual needs.
- Ensure that faculty and staff understand their roles and responsibilities in facilitating student success.

Goal 3: Gain distinction as a doctoral research university.

Strategies:

- Recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.
- Identify and invest in areas of excellence with the greatest potential for economic, societal, and cultural benefit.
- Build infrastructure to keep pace with growing research and creative activity.
- Design systems to support and reward interdisciplinary collaboration.

Goal 4: Align university programs and activities with community needs.

Strategies:

- Include community impact in the creation and assessment of university programs and activities.
- Leverage knowledge and expertise within the community to develop mutually beneficial partnerships.
- Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.
- Increase student recruitment, retention, and graduation in STEM disciplines.
- Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Goal 5: Transform our operations to serve the contemporary mission of the university.

Strategies:

- Reinvent our academic and business practices to improve service and efficiency.
- Simplify or eliminate policies and regulations that waste effort and resources.
- Invest in faculty and staff to develop key competencies and motivate top performance.
- Break down silos that inhibit communication, collaboration and creativity.
- Provide widespread and timely access to reliable and understandable data, and use it to drive decision-making across the university.
- Build an infrastructure to encourage and accommodate external funding, philanthropic support, private-sector relationships, and a diversity of funding models.
- Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking.

Tentative Performance Measures and Performance Targets

Key performance measures and targets are under development during the spring semester of 2012; therefore those listed here are necessarily tentative. Performance targets listed are for FY2014. We define a “benchmark” as a reference point against which performance may be measured, for example, the “average measure at peer institutions.” A “performance target” for a specific measure is the level of performance that is our goal to achieve in the specified period; performance targets often make use of a benchmarks, and is the, for example, “10% higher than the average at peer institutions.”

<p>Goal 1:</p> <p>Create a signature, high-quality educational experience for all students.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience • Provide bountiful opportunities within and across disciplines for experiential learning • Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education • Cultivate intellectual community among students and faculty • Invest in faculty development, innovative pedagogies, and an engaging environment for learning 	<ul style="list-style-type: none"> • Measures of reputation: <ul style="list-style-type: none"> ○ Idaho students naming Boise State as #1 choice ○ Graduating seniors recommending Boise State to others • Measures of participation in experiential learning: <ul style="list-style-type: none"> ○ Participants in (i) study abroad programs, (ii) the Boise State Undergraduate Research Conference, (iii) courses with a service learning component, and (iv) off-campus internship experience ○ NSSE measures of student participation in (i) research projects with faculty, (ii) community-based projects for courses, and (iii) applied learning experiences • NSSE measures of student perception of academic experience: <ul style="list-style-type: none"> ○ Level of academic challenge ○ Active and collaborative learning ○ Student-faculty interactions ○ Enriching educational experiences • Measures of diversity & campus culture/climate: <ul style="list-style-type: none"> ○ Racial diversity, including (i) incoming student ethnic diversity, (ii) racial diversity of the student body, and (iii) faculty/staff diversity ○ NSSE ratings of student perception of diversity, including (i) encouragement of interactions among those with different beliefs and ethnicities, (ii) supportive campus environment, and (iii) interactions with students of different beliefs and ethnicity. • Measures of the physical & technological learning environment: <ul style="list-style-type: none"> ○ Classrooms with state of the art technology • Measures of the classroom milieu: <ul style="list-style-type: none"> ○ Classes offered by interdisciplinary faculty teams 	<p style="text-align: center;"><i>Under development</i></p>
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Boise State University
Strategic Plan 2012-17
Focus on Effectiveness

<p>Goal 2:</p> <p>Facilitate the timely attainment of educational goals of our diverse student population.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Identify and remove barriers to graduation • Bring classes to students using advanced technologies and multiple delivery formats • Design and implement innovative policies and processes that facilitate student success • Connect students with university services that address their individual challenges • Ensure that faculty and staff understand their roles and responsibilities in facilitating student success 	<p>A. Measures of completion success:</p> <ul style="list-style-type: none"> ○ Six-year graduation rate of first-time full-time freshman* ○ Three-year graduation rate of transfer students holding an associate's degree ○ Graduation rate of underrepresented groups ○ Graduates per 100 student FTE enrolled* <p>B. Measures of retention and progress:</p> <ul style="list-style-type: none"> ○ One-year first-time full-time and part-time freshman retention rate* ○ Retention rate of underrepresented groups ○ Total credits at graduation <p>C. Measures of access to coursework:</p> <ul style="list-style-type: none"> ○ Dual enrollment credits and students* ○ Distance education credits and students <p>D. Measures of access to programs:</p> <ul style="list-style-type: none"> ○ Students in and graduates from (i) 2+2 programs, (ii) Bachelor of General Studies program, (iii) online programs, (iv) programs available on evening & weekends <p>E. Measures of support of enhanced learning:</p> <ul style="list-style-type: none"> ○ Classrooms with state-of-the-art technology <p>F. Measures of campus climate/culture:</p> <ul style="list-style-type: none"> ○ NSSE survey on student perception of a supportive campus environment <p>G. Measures of student perception of campus support and services:</p> <ul style="list-style-type: none"> ○ NSSE survey on academic advising ○ NSSE survey on academic support <p>H. Measures of student preparedness:</p> <ul style="list-style-type: none"> ○ Students requiring remedial coursework* <p>I. Measures of student focus on educational goals:</p> <ul style="list-style-type: none"> ○ Scholarship dollars per student FTE <p><i>*Measure required by the Idaho State Board of Education</i></p>	<p style="text-align: center;"><i>Under development</i></p>
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Boise State University
 Strategic Plan 2012-17
Focus on Effectiveness

<p>Goal 3: Gain distinction as a doctoral research university.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds • Identify and invest in areas of excellence with the greatest potential for economic, societal, and cultural benefit • Build infrastructure to keep pace with growing research and creative activity • Design systems to support and reward interdisciplinary collaboration 	<ul style="list-style-type: none"> A. Measures of research funding: <ul style="list-style-type: none"> ○ Sponsored project funding ○ Externally funded research expenditures ○ Research personnel B. Measures of scholarly output and impact: <ul style="list-style-type: none"> ○ Peer-reviewed publications ○ Citations of Boise State publications C. Measures of graduate program success: <ul style="list-style-type: none"> ○ Graduate program degrees and certificates awarded ○ Doctoral degrees conferred D. Measures of salary support: <ul style="list-style-type: none"> ○ Faculty salaries as a percent of discipline-based national median (AAUP) E. Measures of student support: <ul style="list-style-type: none"> ○ Graduate assistantships ○ Student financial aid met F. Measures of infrastructure: <ul style="list-style-type: none"> ○ Square feet of research space per faculty member G. Campus climate/culture: <ul style="list-style-type: none"> ○ Grants that are interdisciplinary 	<p align="center"><i>Under development</i></p>
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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012**

Boise State University
Strategic Plan 2012-17
Focus on Effectiveness

<p>Goal 4: Align university programs and activities with community needs.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Include community impact in the creation and assessment of university programs and activities • Leverage knowledge and expertise within the community to develop mutually beneficial partnerships • Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education • Increase student recruitment, retention, and graduation in STEM disciplines • Evaluate our institutional impact and effectiveness on a regular basis and publicize the results 	<p>A. Measures of program alignment with community and state need:</p> <ul style="list-style-type: none"> ○ Degrees conferred in high demand disciplines ○ Professional master's degrees conferred <p>B. Measures of effective partnerships:</p> <ul style="list-style-type: none"> ○ Formal contractual collaborations with businesses ○ Intellectual property disclosures ○ Impact of the Idaho Small Business Development Center <p>C. Measures of contribution to Idaho's level of education:</p> <ul style="list-style-type: none"> ○ Idaho residents admitted ○ Idaho residents graduated ○ Credit hours generated ○ Graduates per citizen in service area ○ Graduates from our Bachelor of General Studies program (designed for returning students) ○ Participation in TRiO programs, such as Upward bound, CAMP, etc. <p>D. Measure of STEM productivity:</p> <ul style="list-style-type: none"> ○ STEM retention rate relative to university rate ○ STEM students enrolled ○ STEM degrees conferred per year ○ Proportion of total graduates receiving STEM degrees <p>E. Measures of funded activity aligned with community need:</p> <ul style="list-style-type: none"> ○ Funding for Public Service Activities ○ Sponsored project funding from state, local, and private sources 	<p align="center"><i>Under development</i></p>
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Boise State University
Strategic Plan 2012-17
Focus on Effectiveness

<p>Goal 5:</p> <p>Transform our operations to serve the contemporary mission of the university.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Reinvent our academic and business practices to improve service and efficiency • Simplify or eliminate policies and regulations that waste effort and resources • Invest in faculty and staff to develop key competencies and motivate top performance • Break down the silos that inhibit communication, collaboration, and creativity • Provide widespread and timely access to reliable and understandable data, and use it to drive decision-making across the university • Build an infrastructure to encourage and accommodate external funding, philanthropic support, private-sector relationships, and a diversity of funding models • Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking 	<p>A. Measures of reputation for fiscal responsibility and sustainability:</p> <ul style="list-style-type: none"> ○ Bond rating ○ Giving rate among alumni and friends <p>B. Measures of process efficiency:</p> <ul style="list-style-type: none"> ○ Degree completions per \$100,000 expense* ○ Cost per credit hour delivered* <p>C. Measures of organizational effectiveness:</p> <ul style="list-style-type: none"> ○ Usage of Data warehouse ○ Satisfaction survey <p>D. NSSE survey of climate/culture:</p> <ul style="list-style-type: none"> ○ Student rating of administrative personnel and offices <p><i>*Measure required by the Idaho State Board of Education</i></p>	<p style="text-align: center;"><i>Under development</i></p>
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Idaho State University Strategic Plan

Mapping Our Future: Leading in Opportunity and Innovation

FY 2013-2017 Executive Summary

Idaho State University Strategic Plan FY 2013-2017

Vision: Leading in Opportunity and Innovation

Mission

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

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: LEARNING AND DISCOVERY – Idaho State University promotes an environment that supports learning and discovery through the many synergies that exist among teaching, learning, research and scholarly activities.

Objective 1.1 ISU provides a rich learning environment, in and out of the classroom. (Consistent with SBOE Objectives 2B, 1D)

Performance Measures

- 1.1.1** Number of optional course delivery methods offered to meet student demand (e.g. online and hybrid courses).
- 1.1.2** Number of students participating in Career Path Internships and other experiential learning opportunities.
- 1.1.3** Number of high school students participating in ISU dual credit courses.

Benchmarks: Increase each measure by 3 percent over the next three years.

Objective 1.2 ISU provides a dynamic curriculum to ensure programs are current, relevant, and meet student and workforce needs.

Performance Measures:

- 1.2.1** Number of faculty who have developed new courses or revised existing courses within the past three years.

1.2.2 Number of programs begun, expanded, or closed in response to changing student interest or workforce needs.

Benchmark: All current programs are reviewed and revised as needed at least once every five years; programs being added or deleted are strategic decisions and tied to workforce needs of the state.

Objective 1.3 Undergraduate and graduate students participate in undergraduate teaching. (Consistent with SBOE Objectives 2B, 2C, 3A)

Performance Measures

1.3.1 Number of graduate assistantships and fellowships with teaching responsibilities.

1.3.2 Number of students employed as English, math, and content area tutors.

Benchmark: Increase number of opportunities for students to participate in undergraduate teaching by 5 percent over the next five years.

Objective 1.4 Undergraduate and graduate students engage in research and creative/scholarly activity. (Consistent with SBOE Objectives 2B)

Performance Measures

1.4.1 Number of students who have participated in research with a faculty member.

1.4.2 Number of students who have participated in ISU's research symposia.

Benchmark: Increase the number of students participating in research and creative/scholarly activity by 3 percent per year.

Objective 1.5 The core faculty is actively engaged in research and creative/scholarly activity. (Consistent with SBOE Objectives 2A)

Performance Measures

1.5.1 Faculty scholarly productivity, as demonstrated by the number of publications, juried shows, exhibits, performances, and other scholarly activities.

1.5.2 Number of proposals submitted for external funding and total amount of funding received.

Benchmark: Increase the output of faculty scholarly productivity by 3 percent per year.

Objective 1.6 Graduates of ISU's programs are well prepared to enter the workforce and/or continue their education at the graduate and professional levels. (Consistent with SBOE Objectives 1B, 1C, 1D)

Performance Measures

1.6.1 Pass rates on professional licensure and certification exams.

1.6.2 Placement rates of graduates from academic professional, and professional-technical programs.

Benchmark: Maintain pass rates at or above the national averages.

Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

Objective 2.1 Support services provided to enhance retention are utilized by students. (Consistent with SBOE Objectives 1B,1C,1D)

Performance Measures

- 2.1.1** Annual number of advisor contacts with students occurring through central academic advising.
- 2.1.2** Number of freshmen students who participate in First Year Seminar and ACAD courses.
- 2.1.3** Average amount of need-based and merit-based financial aid/scholarships awarded to students.
- 2.1.4** Number of student visits to content area tutoring, math and writing centers.

Benchmark: Retention rates of full-time undergraduate students who use central advising, tutoring, and other student support services will meet or exceed those of students who have not or rarely used these services.

Objective 2.2 Students' progression from initial enrollment to graduation is monitored, and efforts to increase enrollment and retention are in place (e.g., targeted recruitment, optimal scheduling of courses, early warning system to help students in need, etc.). (Consistent with SBOE Objectives 1B, 1D)

Performance Measures (red text indicates SBOE-required measures for all strategic plans)

- 2.2.1** Average time to degree completion by college for full-time and part-time students.
- 2.2.2** Retention rates from freshman to sophomore and sophomore to junior years, for full-time and part-time students.
- 2.2.3** Total number of undergraduate certificates and degrees awarded by level, CIP code, and per 100 FTE undergraduate students.
- 2.2.4** Total number of graduate certificates and degree awarded by level and CIP code.
- 2.2.5** Cost per credit hour to deliver undergraduate education.
- 2.2.6** Completion of undergraduate certificates (1 year or greater) and degrees per \$100,000 of education and related spending (i.e., full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction).

Benchmarks: Increase all student progression variables by 5 percent over next three years to achieve rates of ISU's peer institutions.

Objective 2.3 Students who require remedial coursework are successful in completing their certificate or degree programs. (Consistent with SBOE Objective 1D)

Performance Measures

- 2.3.1** Number of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education.
- 2.3.2** Percent of students who successfully complete required remedial courses.
- 2.3.3** Retention rates of students who complete required remedial courses.

Benchmark: Retention rates of first-time, full-time students who complete remedial coursework will increase by 5 percent over the next three years.

Objective 2.4 Students who enter with college credits earned while in high school (dual credit) are successful in completing their certificate or degree programs. (Consistent with SBOE Objectives 1A, 1B, 1D)

Performance Measures

- 2.4.1** Total number of students enrolled in ISU's Early College program, and total number of credits earned.
- 2.4.2** Retention and graduation rates of college students who participated in ISU's Early College program and subsequently enroll at ISU.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

ISU FY 2013-2017 Strategic Plan (Rev. 4-3-12)

Benchmark: Retention and graduation rates of first-time, full-time students who enter college with ISU college credits earned while in high school will meet or exceed those of students who have not earned ISU dual credits while in high school (Note: the impact of initiatives to increase graduation rates will not be observable until at least 4 years from year students are first enrolled full-time).

Objective 2.5 Accommodations are made to assist students who leave the institution (“stop out”) and return. (Consistent with SBOE Objectives 1B,1C,1D)

Performance Measures

2.5.1 Number of contacts with students who fail to register for a subsequent semester.

2.5.2 Percent of students who “stop out” and later return to the University within 3 years.

Benchmark: The percent of students who “stop out” and subsequently return to ISU will increase by 5 percent over the next five years.

Objective 2.6 Students participate in community and service learning projects and activities, student organizations, and learning communities. (Consistent with SBOE Objective 1D)

Performance Measures

2.6.1 Number of courses offering, and annual number of students enrolled in, community or service learning projects/activities.

2.6.2 Number of student organizations, and annual number of students participating in those organizations.

Benchmark: Retention and graduation rates of full-time undergraduate students who participate in community and service learning projects will meet or exceed those of students who do not participate in such activities.

Goal 3 THREE: LEADERSHIP IN THE HEALTH SCIENCES – Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Objective 3.1 A broad array of health professions certificate and degree programs are offered, many statewide. (Consistent with SBOE Objective 1D)

Performance Measures

3.1.1 Number of certificate and degree programs offered, and number of students enrolled, in ISU’s health professions programs.

3.1.2 Percent of graduates of ISU health professions programs who obtain employment in Idaho.

3.1.3 Pass rates on clinical licensure and certification exams in the Health Professions.

Benchmark: Strong enrollment, retention, and graduation rates will be maintained in ISU’s health professions programs.

Objective 3.2 ISU serves the State, the public, and its health professions students through its clinics and other community health venues. (Consistent with SBOE Objective 1D)

Performance Measures

3.2.1 Number and location of ISU clinics and clinical services, number of patient visits, and number of students and faculty participating.

3.2.2 Number of individuals served by ISU's community health fairs and screening events.

Benchmark: Number of people served by ISU's clinics, health fairs, and other clinical services will increase by 5 percent over the next three years.

Objective 3.3. ISU faculty and students engage in basic, translational, and clinical research in the health sciences. (Consistent with SBOE Objectives 2A, 2B)

Performance Measures

3.3.1 Number of faculty actively engaged in research in the health and biomedical sciences.

3.3.2 External funding received for health-related and biomedical research.

3.3.3 Number of students participating in clinical research as part of their degree program.

Benchmark: Funding to support faculty and student research activity in the health sciences will increase by 3 percent per year.

Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region, and benefits the economic health, business development, environment, and arts and culture in the communities it serves.

Objective 4.1 ISU directly contributes to the economic well being of the State, region, and communities it serves (Consistent with SBOE Objective 3A).

Performance Measure:

4.1.1 Total economic impact of the University.

Benchmark: Total economic impact will increase by 5 percent over the next five years.

Objective 4.2 Campus resource conservation efforts have been initiated; and students and faculty conduct research in the areas of environment and in energy to benefit the State (Consistent with SBOE Objectives 2A, 3A).

Performance Measure:

4.2.1 Resource conservation efforts initiated.

4.2.2 Summary of the educational efforts and faculty research related to the environment and energy that benefit the communities ISU serves and the State.

Benchmark: ISU's efforts to conserve campus resources will continue to be developed.

Objective 4.3 ISU participates in formal and informal partnerships with other entities and stakeholders (Consistent with SBOE Objective 3C).

Performance Measure:

4.3.1 Number/list of active ISU partnerships, collaborative agreements, and contracts with public agencies and private entities in the State.

Benchmark: Number of partnerships, collaborative agreements, and contracts will increase by 5 percent over the next five years.

Goal 5: STEWARDSHIP OF INSTITUTIONAL RESOURCES – The University has policies and procedures in place to ensure the effective and efficient use of its internal resources to address its infrastructure requirements and to meet the needs of its various constituent groups.

Objective 5.1 The institution collects, analyzes, and disseminates critical data; and uses this information to make informed decisions (Consistent with SBOE Objectives 3B).

Performance Measures:

5.1.1 Number of critical reports available on Banner/Argos for internal use by relevant constituent groups.

5.1.2 Number of external reports routinely generated by the Office of Institutional Research.

Benchmark: Reports will be generated in a timely manner and prioritized as necessary to meet the requests from internal constituents and requirements of external agencies and organizations (e.g., SBOE, DFM, OCR, NCES, auditors, etc.).

Objective 5.2 The institution continually assesses and periodically reviews its utilization of resources (Consistent with SBOE Objectives 3A, 3C).

Performance Measure:

5.2.1 Number of non-academic and co-curricular program reviews completed each year.

Benchmark: All non-academic and co-curricular programs will be reviewed and revised as necessary at least once every five years.

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. When we experience several successive years of deep reductions in state appropriated funding, as has occurred recently, it makes it increasingly difficult to plan for and implement strategic growth. In addition, the Workload Adjustment funding often is not appropriated each year which negatively affects strategic growth. Given the recent reductions in appropriations over the past several years, the University has increased efficiency to maintain existing levels of resources necessary to support instruction, research, and key services.

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. The recent SBOE 60% Goal, and the legislation passed this year to encourage students to complete the requirements for an associate degree ("8 in 6") at the time of their high school graduation, are both unfunded mandates that require institutions to increase the number of dual credit courses, one-year certificates, and associate degrees available to students. At the same time the high school

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 19, 2012

ISU FY 2013-2017 Strategic Plan (Rev. 4-3-12)

graduation requirements have increased, which likely will reduce the time high school teachers have to teach dual credit classes.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, recently initiated a new 7-year review cycle and a set of new standards. For this first cycle, ISU must complete the 7-year cycle in four years, with a report due in September 2011, 2012, 2013, and 2014, with on-campus visits by a review team in fall 2012 and 2014. ISU's revised mission statement and Core Themes were approved by the Board in February 2012. ISU's four Core Themes derive from its revised mission, and for each Core Theme there are set of outcome based objectives, with a set of indicators for each objective. The ISU Strategic Plan has been revised to reflect and integrate with the mission statement and Core Themes. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address. ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports.

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. While the influx of federal stimulus funds provided a certain buffer for FY 2010, the loss of the bulk of stimulus funds for FY 2011 severely mitigated even short term positive impacts that the stimulus funding had. The recent decrease in funding for Pell Grants will have a negative impact on need-based financial aid for our students.

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 funding students 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. A greater proportion of our students must work and therefore are less able to complete their education in a timely manner. 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. While the current recessionary trends in the state economy show signs of rebounding, it is difficult to make accurate projections for student.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

ISU FY 2013-2017 Strategic Plan (Rev. 4-3-12)

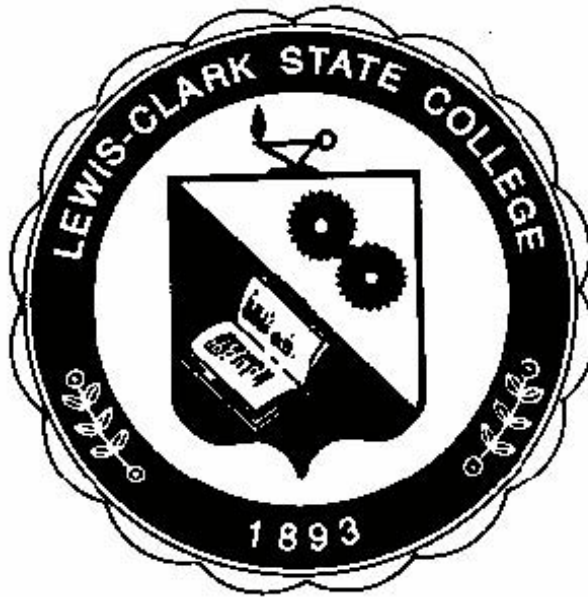
Regional and National Demographic Trends

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 within our institution and larger communities.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012**

ISU FY 2013-2017 Strategic Plan (Rev. 4-3-12)

<div>  <p>Idaho State UNIVERSITY</p> </div>		ISU STRATEGIC PLAN GOALS				
		Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	Stewardship of Institutional Resources.
RELEVANT STATE BOARD OF EDUCATION OBJECTIVES	Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.	✓	✓	✓		
	Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.	✓	✓	✓		
	Improve the processes and increase the options for re-integration of adult learners into the education system.	✓	✓	✓	✓	
	Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workplace.	✓	✓	✓	✓	✓
	Increase research and development of new ideas into solutions that benefit society.	✓	✓	✓	✓	✓
	Educate students who will contribute creative and innovative ideas to enhance society.	✓	✓	✓	✓	
	Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.	✓	✓	✓		✓
	Increase productivity and cost-effectiveness.	✓	✓	✓		✓
	Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.	✓		✓		✓
	Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.			✓	✓	✓



Lewis-Clark State College

Strategic Plan

Submitted March 19, 2012

FY2013-2017

Lewis-Clark State College

Strategic Plan FY2013-2017

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 and core themes (approved by the SBOE February 16, 2012) are provided below:

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

Core Themes:

Core Theme One: Connecting Learning to Life Through Academic Programs

The first segment of the three part mission of Lewis-Clark State College is fulfilled under aegis of Academic Programs. This theme guides the offering of undergraduate instruction in the liberal arts and sciences and professional programs tailored to the educational needs of Idaho.

Core Theme Two: Connecting Learning to Life Through Professional-Technical Programs.

The second segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Professional-Technical Programs. LCSC functions under this theme by offering an array of credit and non-credit educational experiences that prepare skilled workers in established and emerging occupations that serve the region's employers.

Core Theme Three: Connecting Learning to Life Through Community Programs.

The third and last theme of Lewis-Clark State College is fulfilled through Community Programs. The primary function of Community Programs is to provide quality delivery of outreach programs and services to students, customers and communities throughout Region II as well as degree completion programs in Region I.

Primary Emphasis Areas: (The SBOE is currently reconsidering the primary emphasis areas for each of Idaho's four-year institutions.)

LCSC's primary emphasis areas (approved by the SBOE in 1998) are provided below:

1. Type of Institution

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.

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.

Goal I: A Well Educated Citizenry

Lewis-Clark State College supports the Idaho State Board of Education's efforts to provide opportunities for individual advancement.

SBOE Objective A: 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.

Performance Measures:

- High school students participating in concurrent enrollment programs (headcount and total credit hours)
Cases Served: Annual Enrollment - 1,300
Annual Total Credit Hours - 6,000
- Scholarship dollars awarded per student FTE
Benchmark: \$1,700

SBOE Objective B: Higher Level of Educational Attainment - Support the Idaho State Board of Education's efforts to increase the postsecondary completion rate.

Performance Measures:

- The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled
Benchmark: 19
- First-year/ full-time cohort retention rate
Benchmark: 60%

- First-year/ full-time cohort 150% graduation rate
Benchmark: 30%
- Number of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education
Cases Served: 127

SBOE Objective C: Adult Learner Re-Integration - Support the Idaho State Board of Education's efforts to improve the processes and increase the options for re-integration of adult learners into the education system.

Performance Measures:

- Percentage of people served by the Center for New Directions who enter an education or training program
Benchmark: 60%
- Number of GED certificates awarded
Benchmark: 500

SBOE Objective D: Transition - Support the Idaho State Board of Education's efforts to improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

Performance Measures:

- First-time licensing/ certification exam pass rates for professional programs
Benchmark: Meet or exceed national average
- Percentage of responding LCSC graduates with positive placement
Benchmark: 90% of responding LCSC graduates will have positive placement

Goal 2: Critical Thinking and Innovation

Lewis-Clark State College supports the Idaho State Board of Education's efforts to provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, and think critically, and are creative.

SBOE Objective A: Critical Thinking, Innovation, and Creativity-
Support the Idaho State Board of Education's efforts to increase research and development of new ideas into solutions that benefit society

Performance Measures:

- Institution funding from competitive grants
Benchmark: \$2.0m

- ETS Proficiency Profile critical thinking construct
Benchmark: LCSC will score at the 80th percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct.

SBOE Objective B: Innovation and Creativity - Support the Idaho State Board of Education's efforts to educate students who will contribute creative and innovative ideas to enhance society.

Performance Measures:

- Number of students participating in internships or undergraduate research
Benchmark: 250
- The number of presentations at the LCSC Senior Research Symposium
Benchmark: 155 presentations

SBOE Objective C: Quality Instruction- Support the Idaho State Board of Education's efforts to increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measure - Classified Staff:

- State of Idaho Classified Staff Pay Schedule

Benchmark: Classified Staff pay will be 90% of Policy.

Performance Measure - Professional Staff (Administrative):

- College and University Professional Association for Human Resources (C.U.P.A.) - Administrative Salary Survey

Benchmark: Compensation for professional staff (Administrative) will be 90% of the average C.U.P.A. Administrative Salary Survey median for institutions in the same budget quartile as Lewis-Clark State College

Performance Measure- Professional Staff (Mid-level and Professional):

- C.U.P.A. Mid-Level and Professional Salary Survey

Benchmark: Compensation for professional staff (mid-level and professional) will be 90% of average C.U.P.A. Mid-Level and Professional Survey median for institutions in the same budget quartile as Lewis-Clark State College.

Performance Measure- Instructional Personnel:

- Integrated Postsecondary Education Data System (IPEDS), Human Resources Report

Benchmark: Compensation for instructional personnel will be 90% of the average of peer institutions by academic rank as reported by IPEDS.

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%.

GOAL 3: Effective and Efficient Delivery Systems – *Lewis-Clark State College supports the Idaho State Board of Education's efforts to ensure educational resources are used efficiently.*

SBOE Objective A: Cost Effective and Fiscally Prudent – Support the Idaho State Board of Education's efforts to Increase productivity and cost-effectiveness.

Performance Measures:

- Cost per credit hour to deliver undergraduate instruction.

Benchmark: Less than or equal to the average of peers selected and approved by SBOE.*

*Since undergraduate and graduate financial data for peers cannot be separated from reported expenses, only those peers that do not have graduate programs will be used in the comparison. Those schools were Bluefield State College, Dickinson State University, University of Maine at Farmington, and University of Minnesota-Crookston. Data sources are the IPEDS 2008-09 12 Month Enrollment Report and the 2008-09 Finance Report.

- Certificate (at least one year) and degree completions per \$100,000 of education and related spending

Benchmark: 2.5

- Average number of credits earned at completion of certificate or degree program.

Benchmark: Associates- 60 (SBOE Benchmark)

Benchmark: Bachelors - 140 (SBOE Benchmark)

- Institutional reserves comparable to best practice.

Benchmark: A minimum target reserve of 5% of operating expenditures.

SBOE Objective B: Data-Driven Decision Making - Support the Idaho State Board of Education's efforts to increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

Performance Measure:

- LCSC will support the development of a P-20 to workforce longitudinal data system with the ability to access timely and relevant data.

Benchmark: Completed by 2015.

SBOE Objective C: Administrative Efficiencies – Support the Idaho State Board of Education’s efforts to create cross-institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.

Performance Measures:

- Number of collaborative projects and amount of cost savings.

Benchmark: 10 (SBOE Benchmark)

Objective D: Educational Efficiencies-Increase LCSC’s use of distance learning to improve efficient use of resources.

Performance Measure:

- Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses

Benchmark: 8,000

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-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. The requirements of HEOA (2008) require additional costs to comply with expanded reporting requirements.

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. Additionally, many of those students entering LCSC as a result of poor economic performance will require financial assistance and close advising to sustain their enrollment.

Successful transition to the workforce is not just a reflection of the quality of educational programs but also a function of the availability of jobs. The prevailing economic climate will adversely impact the percentage of LCSC graduates who find employment.



**College of Southern Idaho
Strategic Plan
2013 – 2018**

“Rethink, Reimagine & Retool!”

Statutory Authority

The College of Southern Idaho Strategic Plan has been approved by the CSI 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.

Approved by the College of Southern Idaho Board of Trustees on 03/26/2012



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.

Vision

College of Southern Idaho shapes the future through its commitment to student success, lifelong learning, and community enrichment.

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 are committed to student learning and success. We value lifelong learning, informed engagement, social responsibility, and global citizenship.
Access and Opportunity	We value affordable and equitable access to higher education. We make every effort to eliminate or minimize barriers to access and support student success and completion of educational goals. 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.
Responsibility and Accountability	We value personal, professional, and institutional integrity, responsibility, and accountability. We believe in serving our constituents responsibly in order to preserve the public's trust. We strive to develop 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.
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.



Core Themes*

- 1. Transfer Education**
- 2. Professional-Technical Education**
- 3. Basic Skills Education**
- 4. Community Connections**

Strategic Initiatives • 2013 - 2018

- I. Student Learning and Success**
- II. Responsiveness**
- III. Performance and Accountability**

Strategic Goals • 2013 - 2018

1. Demonstrate a continued commitment to and shared responsibility for student learning and success
2. Meet the diverse and changing needs and expectations of our students and the community we serve
3. Support employee learning, growth, wellness, and success
4. Commit to continuous improvement and institutional effectiveness

* Core Themes were developed as part of the Northwest Commission on Colleges and Universities (NWCCU) accreditation process (Standard One). Merging Core Themes and Strategic Initiatives into one document allows the College to focus its planning efforts while meeting Idaho Code, SBOE and DFM guidelines, as well as NWCCU accreditation standards.



Core Themes and Objectives*

Core Theme 1: Transfer Education

Objective: To prepare students intending to transfer and who earn an Associate of Arts, Associate of Science, or Associate of Engineering degree for success at the baccalaureate level.

Core Theme 2: Professional-Technical Education

Objective: To prepare students for entry into a job or profession related to their field of preparation and study.

Core Theme 3: Basic Skills Education

Objective: To provide developmental courses in math, reading, writing, grammar, vocabulary, spelling, and English as a second language to assist students who need to raise existing skills to college-level competency.

Core Theme 4: Community Connections

Objectives: To meet the economic development and non-credit educational, social, cultural, and community support needs of the eight-county service region by making the college's human and physical resources available, including facilities and the expertise of faculty and staff.

*Each Objective under the Core Themes has Indicators of Achievement defined. These Indicators of Achievement can be found in the Core Theme planning documents.



Strategic Initiatives, Goals, Objectives, Performance Measures, and Benchmarks

Strategic Initiative I: Student Learning and Success

1. Goal: Demonstrate continued commitment to and shared responsibility for student learning and success

Objectives:

- 1.1. Provide quality educational programs and experiences that prepare students to reach their educational and career goals
- 1.2. Maintain high standards for student learning, performance, and achievement – academic rigor and integrity
- 1.3. Continually improve the quality and effectiveness of teaching and support services
- 1.4. Identify and reduce barriers to student learning, and develop clear pathways to student success
- 1.5. Develop students' intellectual curiosity and subject matter competence, as well as communication, critical thinking, creative problem-solving, interpersonal, and leadership skills
- 1.6. Encourage meaningful engagement and social responsibility
- 1.7. Ensure that our students gain the knowledge, skills, perspectives, and attitudes necessary to thrive in a global society and become responsible global citizens
- 1.8. Continue to improve educational attainment (persistence, retention, degree/certificate completion, transfer) and achievement of educational and career goals
- 1.9. Maintain a healthy, safe, and inviting learning environment that is conducive to learning
- 1.10. Develop and maintain mutually beneficial partnerships with K-12 schools, community colleges, four-year institutions, employers, industry, and other public and private entities that will allow us to help our students reach their educational and career goals

Performance Measure: Student engagement

Benchmark: Academic challenge - CCSSE¹ survey results will demonstrate academic challenge 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
Active and collaborative learning - CCSSE survey results will demonstrate active and collaborative learning ratings at or above the national comparison group

¹ CCSSE – Community College Survey of Student Engagement



Performance Measure: Retention/persistence rates

Benchmark: CSI's first-time full-time retention rate will be at or above the median for its IPEDS² peer group

Performance Measure: Technical skills attainment

Benchmark: At least 92% of PTE concentrators will pass a state approved Technical Skill Assessment (TSA) during the reporting year

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 95% of PTE completers will achieve a positive placement in the second quarter after completing the program

Performance Measure: Graduation rates

Benchmarks: CSI's first-time full-time graduation rate will be at or above the median for its IPEDS peer group
The number of degrees and certificates awarded will increase by 3% per year

Performance Measure: Transfer rates

Benchmarks: CSI's transfer-out rate will be at or above the median for its IPEDS peer group
The number of students transferring with a CSI degree will increase by 2% per year

Strategic Initiative II: Responsiveness

2. Goal: Meet the diverse and changing needs and expectations of our students and the community we serve

Objectives:

- 2.1. Meet the diverse and changing *needs and expectations of our students*
 - 2.1.1. Offer quality educational programs and support services that meet the needs of students with diverse backgrounds, preparation levels, abilities, and educational objectives
 - 2.1.2. Maintain access and support student success
 - 2.1.3. Provide university parallel curriculum for transfer students, state-of-the-art programs of professional-technical education, as well as

² IPEDS – Integrated Postsecondary Education Data System



- appropriate developmental education, continuing education, and enrichment programs
- 2.2. Meet the diverse and changing needs and expectations of employers in the area
 - 2.2.1. Provide workforce training and development, and industry certifications
 - 2.2.2. Ensure that the curricula provide the skills, knowledge, and experiences most needed by employers
 - 2.3. Meet the diverse and changing needs and expectations of the community we serve
 - 2.3.1. Provide lifelong learning opportunities
 - 2.3.2. Serve as an engine for economic, social, and cultural development

Performance Measure: Enrollment and Full-Time Equivalency (FTE) - end-of-term unduplicated headcount, end-of-term total FTE, end-of-term academic FTE, end-of-term professional-technical FTE, annual unduplicated dual credit enrollment, annual dual credit FTE, end-of-term unduplicated developmental enrollment, end-of-term developmental FTE, annual non-credit workforce training enrollment, annual continuing education enrollment

Benchmark: Overall headcount will increase by 2% a year
Overall FTE will increase by 1% a year

Performance Measure: Affordability - tuition and fees

Benchmark: Maintain tuition and fees, both in-state and out-of-state, at or below that of our peer institutions (defined as community colleges in Idaho)

Performance Measure: Student satisfaction rates

Benchmarks: Student satisfaction – CCSSE survey results will demonstrate that over 90% of students would recommend CSI to a friend
Student satisfaction – CCSSE survey results will demonstrate that over 90% of students will evaluate their entire experience at CSI “Excellent” or “Good”

Performance Measure: Employer satisfaction with PTE graduates

Benchmark: Survey results will demonstrate an overall (80% or higher) employer satisfaction with PTE graduates

Strategic Initiative III: Performance and Accountability

3. Goal: Support employee learning, growth, wellness, and success

Objectives:

- 3.1. Recruit and retain faculty and staff who are committed to student learning and success



- 3.2. Support employees by providing the necessary information, resources, tools, training, and professional development needed to do their jobs effectively
- 3.3. Expect and reward competence, performance, excellent customer service, and contributions to the attainment of the institution's mission, goals, and objectives
- 3.4. Maintain competitive faculty and staff compensation that is comparable to that of our peer institutions
- 3.5. Improve the health and well-being of employees through health education and activities that support positive lifestyle changes, thereby resulting in improved morale, productivity, and healthcare cost savings

Performance Measure: Student-faculty interaction - CCSSE survey results will demonstrate student-faculty interaction ratings at or above the national comparison group

Benchmark:

Support for learners - CCSSE survey results will demonstrate ratings for learner support at or above the national comparison group

Employee compensation competitiveness
CSI employee salaries will be at the median or above for comparable positions in the Mountain States Community College survey

4. Goal: Commit to continuous improvement and institutional effectiveness

Objectives:

- 4.1. Ensure that the College's mission, vision, Core Themes, and Strategic Plan drive decision-making, resource allocation, and everyday operations
- 4.2. Continually assess and improve the quality, relevancy, efficiency, and effectiveness of our systems, programs, services, and processes
- 4.3. Implement Lean Higher Education (LHE) principles and practices
- 4.4. Employ meaningful and effective measures, methodologies, and technologies to accurately and systematically measure and continually improve institutional performance and effectiveness
- 4.5. Maintain the trust of our constituents through transparency, accountability, and responsible stewardship
- 4.6. Allocate, manage, and invest resources prudently, effectively, and efficiently
- 4.7. Aggressively pursue new revenue sources and grant opportunities
- 4.8. Implement cost-saving strategies while maintaining the quality of programs and services
- 4.9. 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
- 4.10. Develop and implement facilities, systems, and practices that are environmentally sustainable and demonstrative responsible stewardship of our natural resources



Performance Measure: Alignment

Benchmark: Individual Development Plans (IDP) and Unit Development Plans (UDP) will be aligned with the College's mission, Core Themes, and Strategic Plan

Performance Measure: Outcomes assessment

Benchmark: Every course and program will demonstrate effective use of outcomes assessment strategies to measure student learning outcomes and for continuous improvement

Performance Measure: Lean Higher Education (LHE)

Benchmark: Implement at least two LHE projects per year

Performance Measure: Total yearly dollar amount generated through external grants

Benchmark: Submit a minimum of \$2,500,000 yearly in external grant requests with a 33% success rate

Performance Measure: Cost of instruction per academic FTE

Benchmark: Maintain the cost of instruction per academic FTE at or below that of our peer institutions (defined as community colleges in Idaho)

Performance Measure: Cost of instruction per professional-technical FTE

Benchmark: Maintain the cost of instruction per professional-technical FTE at or below that of our peer institutions (defined as community colleges in Idaho)



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
- 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
- Legal and regulatory changes
- Changes in technology
- Demographic changes
- Natural disasters, 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.



College of Southern Idaho
PO Box 1238
Twin Falls, ID 83303

www.csi.edu



Appendix:

The mission, vision, Strategic Plan, and budget of the College of Southern Idaho are set and approved by the locally elected CSI Board of Trustees.

The Idaho State Board of Education (SBOE), from time to time, also requests colleges to submit various reports. The Office of the State Board of Education (OSBE) requested that colleges and universities report on the following performance measures during their October 2012 Annual Performance Report presentations to SBOE:

- Remediation (number of first-time freshmen who graduate from and Idaho high school in the previous year requiring remedial education)
- Retention (number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year)
- Dual Credit (total credits and number of students)
- Total certificates and degrees conferred (number of undergraduate certificate and degree completions per 100 FTE undergraduate students enrolled)
- Cost per credit hour to deliver education
- Certificate (of at least one year in expected length) and degree completions per \$100,000 of education and related spending by institutions (Education & Related spending is defined as the full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction)

Institutional Research (IR) staff will look at these measures and develop working definitions for them during their April meeting. Benchmarks will also be developed, where appropriate and feasible.



Updated February 2012
Board of Trustee Approval February 2012

Strategic Plan 2013 - 2017

MISSION

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching/learning opportunities to the residents of its service area in Western Idaho.

VISION

The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life.

CORE THEMES

Professional technical programs
General education courses/programs
Basic skills courses
Community outreach

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. 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.

STRATEGIC GOALS AND OUTCOMES

Goal #1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational and/or career goals.

Objectives

1. Develop an effective, mandatory course placement system including accurate assessments and course prerequisites.
2. Implement best practices in basic skills instruction and student services that are effective in moving students from basic skills into college-level courses.
3. Implement strategies that have proven to be effective in connecting to students with various learning styles, increasing retention within a course, and increasing student persistence to their educational goal.
4. Develop a Transfer Admissions Guarantee program with universities.
5. Develop a structured First Semester Program to achieve the student's goals
6. Develop partnerships with local employers for CWI students to have priority access to open positions.
7. Encourage student internships and/or service learning
8. Increase student engagement with the campus by supporting student government.

Goal 1 Performance Measures	Core Theme
75% of students demonstrate technical competency through a Technical Skills Assessment.	1
70% of Basic Skills Education students who are tested after 60-70 hours of instruction will complete an Educational Functioning Level (EFL).	3
Of students who have the goal to enter postsecondary or short-term training, 40% will complete this goal within one year.	3
All Professional-Technical Education programs participate in the program review process	1
75% of students who complete professional-technical programs are employed in a related field or have transferred to a 4-year college or university within one year.	1
80% of student responses to an exit survey report that they are satisfied that the professional technical education curriculum prepared them for a career or transfer to a 4-year college or university.	2
80% of student responses will report that their basic skills educational experience was satisfactory.	2
Continuous improvement model utilizing AIDDE (Analysis, Identify, Design, Document & Evaluation)	3
80% of College of Western Idaho degrees have articulated 2+2 agreements with an Idaho university for the four-year sequence	2
General education engages in program and discipline review as an assessment and strategic planning tool for the purpose of continuous improvement	2
80% of student responses to end-of-course evaluations report that they are satisfied that the general education curriculum prepared them for continuation in higher education.	2
60% of students who graduate with an AA or AS enter a 4-year college or university	2

within 1 year.	
70% of students who transfer to Idaho colleges or universities as juniors will earn a 2.0 GPA or higher for the first semester at the transfer institution	2

Goal # 2: Develop Systems to Support Faculty and Staff

The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximizes student success.

Objectives

1. Make excellence in instruction and customer service a college priority through resource allocation, evaluations, and needed support and training.
2. Develop a Center for Teaching Excellence. Include faculty learning opportunities beyond conferences, such as internships in local businesses, agencies, and non-profit organizations and tuition.
3. Create a program to recognize faculty and staff excellence.

Goal 2 Performance Measures	Core Theme
All faculty will meet or exceed the CWI hiring standards.	1,2,3,4
75% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.	1,2,3,4
Provide CWI faculty and staff with professional development opportunities through the Center for Teaching and Learning, Human Resources Staff development opportunities, and customized training opportunities through Center for Workforce Development.	1,2,3,4

Goal #3: Implement Practices for Fiscal Stability

The College of Western Idaho will operate within its available resources by improving operating efficiencies and implement strategies to increase revenue.

Objectives

1. Determine how to fund growth out of existing resources.
2. Explore methods of increasing revenue to fund college operations and infrastructure needs for future expansion.
3. Develop decision-making processes that include consideration of the fiscal implications of all proposals

Goal 3 Performance Measures	Core Theme
College will conduct a quarterly and annual business review to maintain and document a balanced budget.	
Business Partnerships / Workforce Development Division will increase their profit 10% annually to contribute to the long term sustainability of the institution.	4

By 2013 achieve a minimum of 95% employee participation in the Foundation's internal campaign.	
Funding and/or meritorious evaluation for at least 5 relevant grant opportunities per year.	
Achieve \$1,000,000 yearly in external grant requests	

Goal # 4: Connect the College to the Community

The College of Western Idaho will implement a variety of programs to bring the college into the community in meaningful ways to include non-credit, short-term programs, technical certifications and continuing education credit units (CEUs) that prepare students for employment, help employees update their skills, and assist employers in developing a more skilled workforce through customized classes.

Objectives

1. Business partnership/workforce development programs provide professional development in response to local business & industry.
2. Business Partnerships/Workforce Development ensures the sustainability of its programs and services.
3. Participate in community cultural events.
4. Invite community leaders/members to be guest speakers in class and to serve as mentors.
5. Request that faculty and staff volunteer to serve as guest speakers for local organizations. Recruit speaking engagements for the CWI speakers' bureau.
6. Encourage CWI students to connect with local, state, and national communities of interest.

Goal 4 Performance Measures	Core Theme
BP/WD programs are accessible to the residents of its 10 county area.	4
CWI course offerings are flexible and responsive to the needs of local business & industry and the community as evidenced by a 10% increase in classes, programs, and workshops.	4
Industry representatives for each program verify that the program aligns with industry standards for adequate and up-to-date equipment and training.	1
Business Partnerships/Workforce Development increases its number of business partnerships 20% annually.	4
80% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.	4
80% of employers respond to oral or written survey in a positive manner	4

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

CWI Strategic Plan | 2012-2016

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.

Addendum

Idaho State Board of Education requested performance measures*

- Remediation (number of first-time freshman who graduate from and Idaho High school in the previous year requiring remedial education)
- Retention (number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year)
- Dual Credit (total credits and # of students)
- Total certificates and degrees conferred (number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled)
- Cost per credit hour to deliver education
- Certificate (of at least one year in expected length) and degree completions per \$100,000 of education and related spending by institutions (Education & Related spending is defined as the full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction)

*The data has not been analyzed at this time and the benchmark will be set prior to reporting

[Note: The following pages contain Themes and Goals from the North Idaho College 2008-2013 Five-Year Strategic Plan. The Plan is reviewed and updated regularly. The Objectives and Action Items shown below are current as of the October 2011 Progress Report Update. Completed Objectives and Action Items are not included. NIC's Outcomes are SBOE's Performance Measures. NIC's Performance Measures are SBOE's Benchmarks.]

North Idaho College Strategic Plan Themes, Goals, and Objectives

VISION

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

MISSION

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VALUES

North Idaho College is dedicated to these core values which guide its decisions and actions:

- * Student Success
- * Educational Excellence
- * Community Engagement
- * Stewardship
- * Diversity

KEY EXTERNAL FACTORS

- * Enrollment Growth
- * Revenue - Property Taxes
- * Revenue - General Fund and PTE cuts
- * Economic Climate
- * Pay Comparability

THEME I: PROGRAMS

Goal: **Goal 1: Improve and expand educational opportunities, programs, and courses for the student population and community.**

Objective: 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 Item: Determine the appropriate standardized class size for each NIC course.

Outcome: Established criteria used to determine the appropriate class size, based on common practice pedagogy, for each NIC course.

Performance Measure: An established template which identifies the standardized class size/cap.

Action Item: Find additional space for delivery of enrollment rich PTE programs.

Outcome: Partnerships with outside agencies or business which allow for NIC instruction of enrollment rich PTE programs off campus.

Performance Measure: Number of additional spaces found and utilized for delivery of PTE classes.

Objective: Increase awareness of and access to college education and workforce training opportunities for ABE/GED students.

Action Item: Increase the number of ABE/GED students who enroll in Workforce Training courses

Outcome: Market/promote Workforce Training opportunities at the ABE/GED Center on a monthly basis

Performance Measure: A 10% increase in the number of ABE/GED students who enroll in Workforce Training courses

Action Item: Meet and/or surpass the new and more rigorous State of Idaho performance standards regarding student completion rates, transition to post-secondary education, GED acquisition, and employment.

Outcome: ABE/GED student performance tracked, analyzed and measured against the Idaho Measurement and Accountability System to ensure goal attainment.

Performance Measure: Student performance exceeds state performance goals as set by the ABE State Director.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Goal: **Goal 2: Expand and improve alternative delivery of education.**

Objective: Expand course offerings at the NIC Outreach Centers and other off-campus sites.

Action Item: *Continue discussions with the Silver Valley Economic Development group regarding offering Trade & Industry programs in the Silver Valley.*

Outcome: *Develop a schedule for offering programs in Kellogg and Wallace*

Performance Measure: *Two programs ready to offer*

Goal: **Goal 4: Create program schedules that maximize the use of available facilities, and take advantage of new and alternative facilities as appropriate.**

Objective: Explore facility use within business and industry as appropriate.

Action Item: *Contract with interested businesses to offer training/courses at their site.*

Outcome: *Offer off-site training*

Performance Measure: *Contracted training, credit or non-credit, offered to at least one business at their facility*

Objective: Explore off-campus sites within the service area.

Action Item: *Explore creation of a larger Coeur d'Alene Tribal Educational Institute in Plummer as a site for offering NIC and UI classes.*

Outcome: *Work with Tribe members and UI staff to plan and design a new facility to house the Educational Institute and to be built and financed by the Tribe*

Performance Measure: *Institute designed*

THEME II: STUDENT SUPPORT

Goal: **Goal 1: Improve student access.**

Objective: Develop a system to assist potential students with financial planning for costs associated with attending NIC.

Action Item: *Develop job description for a "Financial Planner"*

Outcome: *Completed JD*

Performance Measure: *See above*

Action Item: *Educate parents and prospective students about resources available on NIC's website for their use when researching the cost of attending college.*

Outcome: *Parents and students will be better informed and prepared.*

Performance Measure: *Fewer students will be unprepared for paying for their college education.*

Objective: Improve ability to receive financial aid in outreach areas.

Action Item: *Improve financial aid education to the outreach centers staff and students.*

Outcome: *Increased awareness of financial aid options by outreach students and outreach center staff.*

Performance Measure: *Increased awareness of financial aid options by outreach students and outreach center staff.*

Objective: Improve collaboration with high school career guidance counselors to provide improved career exploration, advising, and dual credit registration based on unique student interests, aptitudes, and abilities.

Action Item: *Implement ideas developed by team.*

Outcome: *Assigned project managers with appropriate due dates for implementation*

Performance Measure: *Reports due by project managers detailing progress*

Action Item: *Meet weekly to discuss issue and develop strategies.*

Outcome: *Organize a meeting with stakeholders outlying goals and possible outcomes.*

Performance Measure: *Documentation that team met and made progress*

Goal: **Goal 2: Implement initiatives to increase student success.**

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Objective: Develop a system to assist potential students with financial planning for costs associated with attending NIC.

Action Item: Establish a link between the Bookstore and Financial Aid to better service students purchasing books with financial aid.

Outcome: The bookstore will have real-time information they need to allow students to charge against their financial aid.

Performance Measure: The process to charge books against aid for students will be streamlined.

Objective: Develop technology-based student services.

Action Item: Develop a process for section wait-listing.

Outcome: Wait-list process will be utilized.

Performance Measure: Students will actively use the wait-list process.

Goal: **Goal 3: Improve student communications**

Objective: Develop technology-based student services.

Action Item: Develop and implement student transcript tracking and processing.

Outcome: Students' ability to get transcripts from NIC will be enhanced.

Performance Measure: This process will be technology based.

Action Item: Improve web based transfer information.

Outcome: Students and advisors will have easier access to transfer information.

Performance Measure: Students and advisors will utilize the web to research transfer information.

Objective: Identify and develop appropriate recruitment strategies for targeted populations.

Action Item: Expand social networking through student activities.

Outcome: Students will be more aware of available activities and programs.

Performance Measure: Increased student participation in activities and programs.

Action Item: Research instant messaging and social media avenues as recruitment tools.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Outcome: *Increased communication with targeted population.*

Performance Measure: *Increased interactions with the college by targeted population.*

Objective: Implement a student email system.

Action Item: *Develop an advertising campaign for students about their NIC email and portal accounts.*

Outcome: *NIC will primarily communicate with students via email and/or portal.*

Performance Measure: *Increased use of student email and portal and increased paperless processing.*

Objective: Increase Advisor-Student interactions.

Action Item: *Develop an advising syllabus with learning outcomes.*

Outcome: *Available to all advisors*

Performance Measure: *Successful distribution of syllabus*

THEME III: COLLEGE COMMUNICATIONS AND CLIMATE

Goal: **Goal 2: Further develop opportunities for professional development.**

Objective: Create additional faculty development programs and opportunities.

Action Item: *Integrate faculty development into faculty evaluation tools.*

Outcome: *Increased accountability for ongoing development and improved classroom quality*

Performance Measure: *Creation of faculty development evaluation tool that incorporates professional development*

Objective: Implement executive development program to enhance the capability of senior leaders.

Action Item: *Develop format of executive development strategies with President and incorporate into executive performance expectations for coming year.*

Outcome: *Improved competencies of executives, and greater ability to adapt and innovate*

Performance Measure: *Creation of executive development strategy, and development activities per year by executives*

Goal: **Goal 3: Attract and retain high quality employees.**

Objective: Create plan to address employee turnover.

Action Item: *Identify ongoing turnover rates among employee groups and identify potential causes of turnover through surveys, exit interviews, and other analyses.*

Outcome: *Improved Retention*

Performance Measure: *Baseline turnover data will be established and used as benchmark for future efforts*

Action Item: *Increase mentoring and developmental opportunities for internal candidates to prepare for promotional opportunities created by turnover.*

Outcome: *Greater bench strength established for all key positions in current incumbents and potential successors*

Performance Measure: *Formal mentoring program developed for key positions and potential successors; Professional development program developed for key positions and potential successors*

Objective: Develop a comprehensive recruitment strategy to attract highly qualified and diverse candidates.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Action Item: Develop strategic recruitment and hiring strategy that incorporates advertising, marketing and other recruitment efforts to attract high quality and diverse candidates.

Outcome: Improved Recruitment

Performance Measure: Comprehensive plan developed; Measure types and breadth of advertising venues for positions; # applicants, diversity of applicants; Hiring metrics (time to hire)

Objective: Implement a comprehensive orientation process to improve integration and retention of new employees.

Action Item: Develop new online and multimedia tools to provide better information, orientation, and training to potential and new employees to enhance on-boarding experience.

Outcome: Improved integration of new employees; reduced turnover of new hires

Performance Measure: New orientation completed/available

THEME IV: FINANCE AND FUNDING

Goal: **Goal 1: Pursue expanded funding opportunities through NIC Foundation for student success, faculty-staff support, facility development, and program development.**

Objective: Develop and implement a more comprehensive annual giving campaign to expand resources for priority needs.

Action Item: *Continue to work closely with the employee steering committee to expand on the tailored plan for NIC designed to build awareness and increase participation in giving opportunities.*

Outcome: *Expanded culture of philanthropy by NIC employees.*

Performance Measure: *Increased participation and support.*

Objective: Provide appropriate support for future college expansion and special initiatives.

Action Item: *Conduct Pre-Campaign Feasibility Study*

Outcome: *Determine probable success for campaign fundraising based on three key capital needs as prioritized by North Idaho College*

Performance Measure: *Completed study*

Action Item: *Pursue expanded funding for priority needs.*

Outcome: *Successful fundraising and strengthened relationships*

Performance Measure: *Total dollars raised and relationships built*

Goal: **Goal 2: Pursue opportunities for alternative funding sources.**

Objective: Build partnerships and collaborative relationships with business and industry.

Action Item: *The college will join JobsPlus and the Manufacturer's Consortium as well as becoming more active in the Coeur d'Alene Chamber of Commerce.*

Outcome: *Membership in JobsPlus and Manufacturer's Consortium*

Performance Measure: *Each year the Board of Trustees will include as part of their evaluation of the President, the campus involvement to ensure adequacy. Memberships in community events will be evaluated annually by the President.*

Objective: Expand total external private and federal grant applications for targeted college priority needs.

Action Item: *Increase campus involvement in grants development.*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

	<i>Outcome:</i>	<i>Greater number of NIC administrators, faculty, and staff taking a leadership role in the grant-seeking process</i>
	<i>Performance Measure:</i>	<i>Greater number of departments/divisions participating in pursuit of external funding requests which requires willingness to develop concepts/ideas and providing the expertise necessary to support grant-seeking process</i>

	<i>Action Item:</i>	<i>Increase targeted requests for grant sources such as: Title III, Part A-Strengthening Institutions; TRIO (SSS, EOC, Talent Search); NSF Programs (ATE, CCLI, STEP, S-STEM, etc.); other federal and private grants.</i>
	<i>Outcome:</i>	<i>Enhanced fiscal resources for programs and services</i>
	<i>Performance Measure:</i>	<i>Increased total number of requests sought and overall success rate</i>

Objective:	Seek federal and state special appropriations for suitable college priority activities and programs.	
	<i>Action Item:</i>	<i>Actively seek federal appropriation requests.</i>
	<i>Outcome:</i>	<i>Enhanced fiscal resources for programs and services and elevated awareness about North Idaho College with Idaho's federal delegation</i>
	<i>Performance Measure:</i>	<i>Number of requests sought and success in securing support</i>

	<i>Action Item:</i>	<i>As requests are prepared for special or routine appropriations, review each with the President's Cabinet and as appropriate with the Board of Trustees. Prepare priorities as appropriate.</i>
	<i>Outcome:</i>	<i>Review is performed</i>
	<i>Performance Measure:</i>	<i>Within the month proposed, discuss each appropriations request with the appropriate administrative or governing body. Conform with guidelines regarding submission and content.</i>

Goal:	Goal 3: Align budget with strategic plan.	
Objective:	Document how the budget addresses the priorities of the strategic plan.	
	<i>Action Item:</i>	<i>In preparing the fiscal year 2012 budget, each respective Vice President documented how their requested additions and/or deletions to the budget supported themes/goals of the Strategic Plan. Resources were allocated to best support increased enrollments.</i>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Outcome: *Review of plan is made.*

Performance Measure: *Review documents presented in the budgeting process to document conformance of the budget to the Strategic Plan*

Objective: Ensure that the strategic plan is addressed in the budget and at the Board of Trustee's meetings.

Action Item: *The President's Cabinet met weekly to review the budget and its conformation to the Strategic Plan, with presentation to the Board of Trustees at the end of April.*

Outcome: *Document of conformation is prepared.*

Performance Measure: *Review the minutes and agenda for appropriate discussion on the Strategic Plan*

THEME V: COLLEGE IMAGE AND RELATIONS

Goal:	Goal 1: Enhance community perception of NIC among targeted groups.	
Objective:	Develop strategies to involve community members in NIC activities and events.	
	<i>Action Item:</i>	<i>Continue current process of promoting events and activities.</i>
	<i>Outcome:</i>	<i>Promote NIC events and activities</i>
	<i>Performance Measure:</i>	<i>None</i>

	<i>Action Item:</i>	<i>Continue the "Be Our Guest" program.</i>
	<i>Outcome:</i>	<i>Provide "Be Our Guest" passes</i>
	<i>Performance Measure:</i>	<i>More attendance at NIC events.</i>

	<i>Action Item:</i>	<i>Continue to send annual events list and season guest pass to targeted populations.</i>
	<i>Outcome:</i>	<i>Targeted populations receives passes to NIC events.</i>
	<i>Performance Measure:</i>	<i>Increased attendance at NIC events.</i>

Objective:	Promote the value of NIC and the credentials and expertise of the faculty to the community.	
	<i>Action Item:</i>	<i>Obtain and utilize testimonials from current students, graduates, and faculty in marketing campaign and on the NIC website to promote how NIC has impacted them.</i>
	<i>Outcome:</i>	<i>Prospective students hear from those impacted by NIC.</i>
	<i>Performance Measure:</i>	<i>None</i>

	<i>Action Item:</i>	<i>Promote and publicize community service projects and activities involving students, faculty, and staff.</i>
	<i>Outcome:</i>	<i>More community involvement</i>
	<i>Performance Measure:</i>	<i>None</i>

	<i>Action Item:</i>	<i>Promote the job placement rate and salary information of NIC Professional-Technical graduates (this report is already done by the PTE Division).</i>
	<i>Outcome:</i>	<i>Information promoted</i>
	<i>Performance Measure:</i>	<i>Press release, clippings</i>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 19, 2012

Goal:	Goal 2: Promote awareness and recruitment through a strong marketing campaign.	
Objective:	Develop a comprehensive branding and marketing plan.	
	<i>Action Item:</i>	<i>Incorporate and coordinate NIC and IdahoGoes teams marketing strategies and resources to maximize effectiveness and combined purchasing power.</i>
	<i>Outcome:</i>	<i>Maximize effectiveness</i>
	<i>Performance Measure:</i>	<i>None</i>

Objective:	Improve the marketing strategies that facilitate a potential student's interest in professional-technical programs.	
	<i>Action Item:</i>	<i>Continue supporting Hardhats, Hammers and Hot Dogs initiative, Fall NIC Tech Tour and other marketing activities.</i>
	<i>Outcome:</i>	<i>Opportunity to advertise these events to the public.</i>
	<i>Performance Measure:</i>	<i>None</i>

	<i>Action Item:</i>	<i>Create a PTWE webpage that is easily accessible, information rich, and inclusive of all aspects of PTWE.</i>
	<i>Outcome:</i>	<i>Getting more information out to the public about PTWE.</i>
	<i>Performance Measure:</i>	<i>None</i>

	<i>Action Item:</i>	<i>Explore the potential for a dedicated PTWE newsletter.</i>
	<i>Outcome:</i>	<i>PTWE information readily available</i>
	<i>Performance Measure:</i>	<i>None</i>

	<i>Action Item:</i>	<i>Produce feature stories when possible on news and successes within PTWE programs.</i>
	<i>Outcome:</i>	<i>Personal stories about PTWE programs available to promote programs.</i>
	<i>Performance Measure:</i>	<i>None</i>

	<i>Action Item:</i>	<i>Work with PTWE leadership and staff to create a PTWE specific presentation to be used in conjunction with community speaking opportunities.</i>
	<i>Outcome:</i>	<i>Ability to have PTWE information for the public at speaking engagements.</i>
	<i>Performance Measure:</i>	<i>None.</i>

Objective:	Market four-year degree opportunities that exist via relationships with partner	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

institutions.

Action Item: Conduct a workshop for identified NIC frontline staff involving University of Idaho and Lewis-Clark State College officials to familiarize NIC staff with available programming in North Idaho.

Outcome: Workshop conducted

Performance Measure: Participation at workshop

Action Item: Coordinate with partner institutions on a one-a-year public information event promoting cooperative programs.

Outcome: More information to the public about schools.

Performance Measure: None

Action Item: Coordinate with partner institutions on an annual public information event promoting cooperative programs.

Outcome: Events scheduled and held

Performance Measure: Attendance at events, increased awareness of cooperative programs

Action Item: Marketing representatives from partner schools' North Idaho branches will meet periodically to coordinate strategies for marketing purposes.

Outcome: Collaborate marketing strategies.

Performance Measure: None

THEME VI: DIVERSITY & HUMAN RIGHTS

Goal: **Goal 1: Promote diversity and human rights, including respect for all elements of the college.**

Objective: Develop a comprehensive employee diversity initiative focused on improving awareness and inclusion throughout the campus.

Action Item: *Develop hiring practices and strategies that attract applicants who reflect global diversity.*

Outcome: *Increased awareness and inclusion among employees and managers, and increased access to diverse candidates for improved hiring effectiveness*

Performance Measure: *Formalized diversity initiative developed by Human Resources*

Action Item: *Update the college Affirmative Action Plan / Program to ensure legal compliance.*

Outcome: *Up-to-date Affirmative Action Plan compliant with OFCCP standards and state/federal regulations*

Performance Measure: *Completed document that outlines all related data, action plans, and other applicable components of a bona fide Affirmative Action plan*

Objective: Explore international educational opportunities for students, faculty and staff.

Action Item: *Develop Study Abroad resources.*

Outcome: *Designated person and resources for study abroad info*

Performance Measure: *Materials and person in place*

Action Item: *Explore opportunities for faculty.*

Outcome: *Catalog of opportunities for faculty exchange*

Performance Measure: *Document available to faculty*

Action Item: *Explore opportunities for staff.*

Outcome: *Identify opportunities offered internally and externally for staff to gain greater exposure to education related to global and international relations that will enhance diversity, inclusion and awareness throughout the campus.*

Performance Measure: *Number of sponsored events with an international focus for staff development and education*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Objective: Promote cross-cultural understanding, diversity, and human rights in the curriculum.

Action Item: Identify themes that classes / curriculum should incorporate.

Outcome: Collection of appropriate and available diversity and human rights competencies

Performance Measure: Established catalog of competencies available to faculty

Objective: Reflect NIC's commitment to diversity and human rights in extra-curricular activities and events.

Action Item: Develop and maintain diversity training for faculty and staff.

Outcome: An ongoing training program will be in place.

Performance Measure: Staff and faculty training will be tracked.

Action Item: Develop faculty/staff advising & support group for Spanish speaking students

Outcome: Group developed

Performance Measure: Group becomes connected with Spanish speaking students

Action Item: Develop multi-cultural community guide

Outcome: Guide will be developed and distributed to appropriate groups.

Performance Measure: Guide developed, maintained, and distributed.

THEME VII: PHYSICAL RESOURCES

Goal: **Goal 2: Advance the campus infrastructure with regards to technology and safety.**

Objective: Enhance online student support and education services.

Action Item: *Develop a plan for equipment replacement.*

Outcome: *Develop plan addressing equipment replacement in classrooms with faculty input and institutional funding.*

Performance Measure: *A comprehensive plan for standardizing all classrooms will be prepared. Plans and funding requests will be reviewed by faculty.*

ADDENDUM:

The following statewide performance measures have been requested by the Idaho State Board of Education. Data for these measures has not been analyzed at this time and benchmarks will be set prior to reporting in the fall.

- * Retention (number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year)
- * Total certificates and degrees conferred (number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled)
- * Cost per credit hour to deliver education
- * Certificate (of at least one year in expected length) and degree completions per \$100,000 of education and related spending by institutions (Education Related spending is defined as the full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction)

The following two measures are inputs from the K-12 system and are not benchmarkable:

- * Remediation (number of first-time freshman who graduate from an Idaho High school in the previous year requiring remedial education)
- * Dual Credit (total credits and # of students)



University of Idaho

AGRICULTURAL RESEARCH & EXTENSION SERVICE STRATEGIC PLAN

2013-2017

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2013-2017

MISSION STATEMENT

The College of Agricultural and Life Sciences (CALS) 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
- * 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 using student and stakeholder feedback.

Benchmark: Implementation of evaluation method and documentation of result.

Scholarly and Creative Activity: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.

Objectives:

1. Strengthen all scholarly and creative activities consistent with the University's strategic missions and CALS/ARES signature areas.

Performance Measure: Increased level of grants submitted and awarded for scientific discovery and application/integration.

Benchmark: Number of refereed publications, grants awarded, graduate degrees awarded, and licenses and patents.

2. Provide undergraduates with opportunities to participate in scholarly and creative activities.

Performance Measure: Increase in the number of students that participate in a variety of learning experiences that produce a scholarly product or notable impact to their overall UI education.

Benchmark: Number of undergraduate students participating in scholarly and creative activities in laboratory and field settings.

3. Address the needs of stakeholders by conducting research with regional, national and international impact and recognition.

Performance Measure: Development of nationally recognized research programs that meet the identified needs of stakeholders/clientele.

Benchmark: Number of scholarly products and programs delivered that provide solutions to identified stakeholder needs (e.g., plant varieties, financial and nutritional curricula to improve the lives of Idaho citizens, innovative management practices developed to meet citizen's needs).

4. Improve the infrastructure, facilities and program support on campus and at the research and extension centers through a portfolio of funding sources, including federal, state, local, and private funding.

Performance Measures: Number of proposals submitted and grants awarded, amount of indirect cost recovery, the number and size of endowments received, and private/federal/state partnerships developed.

Benchmark: Short and long-term investment that improves the infrastructure, facilities and program support for on-campus and off-campus research and extension centers.

5. Enable faculty, student, and staff engagement in interdisciplinary scholarship and creative activity.

Performance Measures: Number of interdisciplinary grants submitted and awarded, number of collaborations formed with private enterprise, and success of fundraising around interdisciplinary topics.

Benchmark: Facilitation of interdisciplinary research that promotes the mission of CALS among the disciplines within CALS, between CALS and other colleges within the University of Idaho, between CALS and other institutions, and collaborations with private enterprises.

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: Number of stakeholders engaged in a variety of experiential and traditional learning opportunities that meet their educational and informational needs (personal, financial and employment).

Benchmark: Increased number of Idaho stakeholders engaged in learning opportunities to meet their personal, financial and employment needs.

2. Address the needs of Idaho's changing population including underserved audiences.

Performance Measure: Development of programs that address the changing demographic and population needs of Idaho citizens.

Benchmark: Number of programs designed to meet dynamic demographic needs of Idaho's changing population.

3. Maintain a strong statewide presence by strategically locating personnel and resources.

Performance Measure: Continue to locate personnel and allocate resources in alignment with the 2012 CALS/ARES strategic plan.

Benchmark: Alignment of personnel and resources with priorities identified by stakeholders and clientele.

4. Engage students in addressing community based needs through collaboration among the Office of Community Partnerships, CALS academic faculty, and Extension.

Performance Measure: Development of creative and innovative opportunities for students to engage in community-based learning experiences of mutual benefit.

Benchmark: Methods and protocols for engaging University of Idaho students in community based, experiential learning opportunities will be developed by Spring 2013.

5. Obtain external funding and resources to develop new or strengthen existing partnerships with public and private organizations.

Performance measure: Strengthen and increase public and private partnerships in priority areas.

Benchmark: Grants awarded and resources available to support outreach and engagement work with partners.

Organization, Culture and Climate: Create and sustain an energized community that is adaptable, dynamic, and vital to enable the CALS/ARES 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: Clearly articulated performance guidelines for faculty and staff.

Benchmark: Continued documentation of articulated 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 CALS/ARES will be assessed using a college-wide survey by Fall 2012.

Benchmark: Survey developed baseline data against which quality of the work environment will be periodically evaluated.

External Factors:

Loss of essential personnel: Due to comparisons of salary and benefits with peer institutions our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service is markedly limited.

Cultivation of Partnerships: Much time and effort has been spent and will continue to be spent cultivating partnerships to maintain the agricultural research and extension system. Although to date these efforts have been successful, it should be noted that these efforts are very time consuming and take many months to reach agreement and produce revenue streams to help maintain this system and meet our land grant mission.

Statewide Infrastructure Needs: Our ability to fund infrastructure maintenance and improvements to maintain our research intensive facilities is severely limited. This clearly impacts our ability to obtain external grant funding and develop collaborative partnerships with state, federal, and private entities and other institutions.



University of Idaho Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN 2013-2017

Forest Utilization Research and Outreach (FUR)

MISSION

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forest and range lands by developing, analyzing, and demonstrating methods to improve land management and related problem situations such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

OUTCOME-BASED VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full range of forest and rangeland ecosystem services and products. This work will be shaped by a passion to fuse scientific knowledge with best natural resource management practices in order to promote learning partnerships and collaboration across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations, and to catalyze entrepreneurial innovation that will enhance stewardship of Idaho's natural resources and environmental quality.

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, student, and constituency engagement in disciplinary and interdisciplinary scholarship.

Strategies:

1. Upgrade and development of university human resource competencies (faculty, staff and students) to strengthen disciplinary and 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 funded collaborative disciplinary and interdisciplinary inquiry in alignment with FUR.

Performance Measures:

- Number of CNR faculty, staff, students and constituency groups involved in FUR related scholarship or capacity building activities.
- Non-FUR funding leveraged by FUR funded indoor and outdoor laboratories, field facilities, and teaching, research and outreach programs.

Benchmarks:

Numbers of CNR faculty, staff, students and constituency groups set as of 2010 level with an ongoing objective for them to stay the same or increase based on the investment level in this aspect of FUR programming

Start with a 3:1 return on investment ratio meaning every one dollar of FUR state funding leverages at least three non-FUR funded dollars from other sources

Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.

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 productivity, regeneration, and rehabilitation, including nursery management practices, , fire science and management, and ecosystems services and products.

2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses, governmental and non-governmental enterprises/operating units.
3. Conduct research and do unbiased policy analyses to aid decision-makers and citizens understanding of natural resource and land use policy issues.

Performance Measure:

- An accounting of products (i.e., seedlings produced, research reports, refereed journal articles) and services (i.e., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases) created and delivered including an identification of those which are recognized and given credibility by external reviewers via being licensed, patented, published in refereed journals, etc.
- Number of external stakeholders (non-university entities) that request information and/or consultancies on FUR funded protocols for technologies or knowledge related to programs such as regeneration of native plants and seedlings, fire science, wood residue utilization, forest and rangeland restoration, etc.

Benchmark:

Numbers and types of products and services delivered and stakeholders serviced as of 2006-09 average levels level with an ongoing objective for them to stay the same or increase based on investment levels in this aspect of FUR programming during the defined period.

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.

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, governmental and non-governmental 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 and rangelands while enhancing air and water quality.

Performance Measure:

Document cases:

- Communities served and resulting documentable impact;
- Governmental agencies served and resulting documentable impact
- Non-governmental agencies and resulting documentable impact
- Private businesses and resulting documentable impact
- Private landowners and resulting documentable impact

Benchmark:

Meeting target numbers for audiences identified above as well as developing and experimenting with a scale for measuring documentable impact.

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 including bioenergy and bioproducts, forest and rangeland regeneration and restoration, fire science and management, and ecosystem services.
2. Integrate educational experiences into ongoing FUR and non-FUR research programs at CNR outdoor laboratories, including the University of Idaho Experimental Forest, the Forest Nursery complex, and McCall campus.
3. Engage alumni and stakeholders as partners in research, learning, and outreach.

Performance Measures:

- Number and diversity (as measured by variety of academic programs impacted) of courses which use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.
- Number of hits on PAG and other FUR related web-sites, and where feasible number of documents or other products downloaded by stakeholders.

Benchmark:

Meeting or being above target numbers for the audiences and programming proposed above as per investment in a given funding cycle.

KEY EXTERNAL FACTORS

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; (4) uncertainty associated with the State of Idaho's commitment to retaining high quality programs associated with the mission of the nation's land grant universities; and (5) changing demand for the state and region's ecosystem services and products.



**University of Idaho
Idaho Geological Survey
(IGS)
Strategic Plan
2013-2017**

IDAHO GEOLOGICAL SURVEY

VISION

The Idaho Geological Survey's vision is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments, and transparent access. We are committed to the advancement of the science and emphasize the practical application of geology to benefit society. We seek to accomplish our responsibilities through *service and outreach, research, and education* activities.

MISSION

The Idaho Geological Survey is designated the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

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

AUTHORITY AND SCOPE

Idaho Code provides for the creation, purpose, duties, reporting, offices, and advisory board of the Idaho Geological Survey. The Code specifies the authority to conduct investigations and establish cooperative projects and seek research funding. The Idaho Geological Survey publishes an Annual Report as required by its enabling act.

GOAL 1: OUTREACH AND ENGAGEMENT (SERVICE)

Context: *Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to Survey information primarily through publications, Web site products, in-house collections and customer inquiries. Emphasize Web site delivery of digital products and compliance with state documents requirements (Idaho Code 33-*

205). *Maintain concentrated effort to collect and preserve Idaho's valuable geologic data at risk.*

Objective A: Produce and effectively deliver relevant geologic information to meet societal priorities and requirements

Performance Measure:

- Number of published reports on geology/hydrology/geologic hazards/mineral and energy resources.

Benchmark: The number of IGS published reports TBD based on preceding years and staffing.

Objective B: Build and deliver Web site products and develop user apps and search engines

Performance Measure:

- Number of IGS web site viewers and products used/downloads.

Benchmark: The number of website products TBD based on preceding years and staffing.

Objective C: Maintain compliance of Idaho State Library Documents Depository Program and Georef Catalog (International)

Performance Measure:

- Percentage of total survey documents available

Benchmark: 100%

GOAL 2: SCHOLARLY AND CREATIVE ACTIVITY (RESEARCH)

Context: *Advance the knowledge and practical application of geology and earth science in Idaho. Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping techniques in compliance with required state and federal GIS standards. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, and state and federal land management agencies. Pursue opportunities for public and private research partnerships.*

Objective A: Sustain and enhance geological mapping and related studies

Performance Measure:

- Increase the area of modern digital geologic map coverage for Idaho by mapping in priority areas designated by Idaho Geological Mapping Advisory Committee (IGMAC).

Benchmark: A sustained increase in cumulative percent of Idaho's area covered by modern geologic mapping.

Objective B: Sustain and build research funding

Performance Measure:

- Externally funded grant and contract dollars
Benchmark: The number of externally funded grants and amount of contract dollars compared to a five year average.

GOAL 3: TEACHING AND LEARNING (EDUCATION)

Context: *Educate clients and stakeholders in the use of earth science information for society benefit. Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.*

Objective A: Develop and deliver earth science education programs and public presentations

Performance Measure:

- Educational programs for public audiences

Benchmark: The number of educational reports and presentations TBD based on previous years and staffing.

GOAL 4: COMMUNITY AND CULTURE (SERVICE)

Context: *We are committed to a culture of service to Idaho. We value the diversity of Idaho's geologic resources and diversity of community uses. We strive to partner with communities and stakeholders to increase the intellectual capacity to resolve resource challenges facing Idaho and consumers of our state resources.*

Objective A: Develop and deliver products serving all sectors of users.

Performance Measure and Benchmark: (included in deliverables listed in Goal 1)

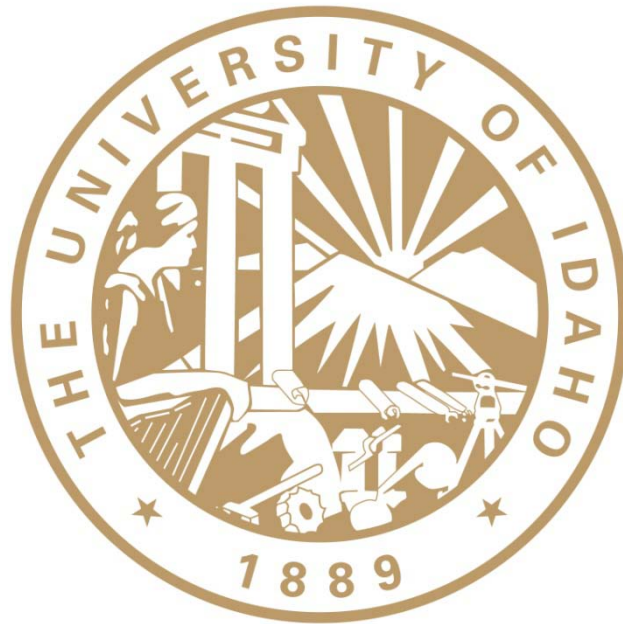
KEY EXTERNAL FACTORS:

Funding:

Achievement of strategic goals and objectives is dependent on appropriate state funding and staffing levels. External research support is mostly subject to federal program funding and increasing state competition for federal programs. Many external programs require a state match and are dependent on state funding level.

Demand for services and products:

Changes in demand for geologic information due to energy and minerals economics play an important role in achievement of strategic goals and objectives. State population growth and requirements for geologic information by public decision makers and land managers are also key external factors.



University of Idaho

Idaho (Washington-Idaho, W-I) Veterinary Medical Education Program/ Caine Veterinary Teaching Center Strategic Plan

2013-2017

Idaho (Washington-Idaho, W-I) Veterinary Medical Education Program/Caine Veterinary Teaching Center

STRATEGIC PLAN 2013-2017

VISION STATEMENT:

Improved health and productivity of Idaho's food-producing livestock

MISSION STATEMENT:

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, 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 Veterinary Education Program (WOI Regional Program – Washington State University, Oregon State University, and University of Idaho) 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 Department of Veterinary Science, was opened in 1977 as a part of Idaho's contribution to the WOI Regional Program in Veterinary Medicine. Oregon dropped out of the cooperative program in 2005; thus, the Program now involves only the University of Idaho and Washington State University, and is known as the (Washington-Idaho) W-I Program.

The Caine Center serves primarily as a food animal referral hospital/teaching center where veterinary students from Washington State University/College of Veterinary Medicine (WSU/CVM) participate in one- to four-week elective food animal production medicine rotations during their senior year of veterinary school.

The W-I Program allows Idaho resident students access to a veterinary medical education through a cooperative agreement with WSU, whereby students are excused from paying out-of-state tuition, and has undergone change since its inception. Originally providing access for 15 new Idaho resident students per year in the 4-year program (funding for 60 students annually), the program now provides access for 11 Idaho resident students per year (funding for 44 students annually). The Caine Center program now resides in the Department of Animal and Veterinary Science (AVS), in UI's College of Agricultural and Life Sciences (CALS).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

The present W-I Program is an American Veterinary Medical Association (AVMA)-accredited veterinary medical program. Faculty members are specialized in virology, bacteriology, epidemiology, medicine, and surgery and hold joint appointments between the UI College of Agricultural and Life Sciences in the AVS Department (research) and W-I Regional Veterinary Medicine Program (teaching/service/outreach). The Veterinary Pathology discipline was lost in 2005 when our second of two board-certified veterinary pathologists retired and was not replaced.

The Caine Center's service and diagnostic program is integral to the food animal production medicine teaching program, offering individual animal diagnosis and treatment plus disease outbreak investigation services to the veterinarians and livestock producers in Idaho. Live animals referred from practicing veterinarians are used as hospital teaching cases, and are examined and treated by the students who are on rotation at that time. Students have access to onsite, in-house laboratories to process the samples they collect and analyze the results. Practicing veterinarians throughout the state who need diagnostic help with disease problems also send samples directly to the Caine Center's laboratories for analysis.

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

Responsibility for all Caine Center programs, operations, supervision and leadership for the faculty and staff lies with the Head of the AVS Department, Dr. Carl Hunt.

Teaching:

A teaching-oriented faculty with a practical approach to clinical problem-solving provides 1- to 4-week block(s) of time devoted to general food animal medicine, dairy production medicine, reproduction/biotechnology, cow/calf management, feedlot medicine, sheep/lambing management, small ruminant clinical medicine and special topics blocks designed for individual student needs.

Disease agents, fluid therapy, appropriate drug use, nutrition, diagnostic sampling, and necropsy are emphasized in clinical skills and individual animal medicine instruction. Production animal medicine stresses recordkeeping and interpretation, investigational skills, animal well-being, and stress reduction for beef cattle, dairy cattle, and small ruminants (primarily sheep and goats).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Caine Center faculty members develop summer internship opportunities for the AVS Department undergraduate program, especially designed for the pre-veterinary students. Also, a 6-week summer dairy/beef veterinary experiential learning program – Northwest Bovine Veterinary Experience Program (NW-BVEP) – was started three years ago for a limited number of first- and second-year WSU/CVM veterinary students. One W-I Program faculty member stationed at Moscow serves as an advisor for pre-veterinary students, teaches undergraduate veterinary science courses, and teaches in the second- and third-year instructional programs at the WSU College of Veterinary Medicine at Pullman.

The Caine Center and AVS faculty also make use of the Caine Center facilities to offer continuing education programs for veterinarians and livestock producers, and the faculty themselves are involved in state-wide producer educational programs.

Research:

Nationally- and internationally- acclaimed research conducted at the Caine Center includes 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-standing 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, and 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-oriented. 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.

Comprehensive diagnostic services, disease investigations, and clinical studies – provided on a fee-for-service basis and in conjunction with the veterinary teaching program – have 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.

Strategies:

- Seek out new teaching opportunities utilizing large food- animal production facilities that allow students actual hands-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 the scheduled blocks
- Having at least 35% of the WSU/CVM Senior Class rotate through the Caine Center

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

- Each student averaging at least 12 hours of direct hands-on experience on clients farms per 2-week block
- At least one guest lecturer per 2-week block
- An average of 4 hours of contact time per student with practicing veterinarians per 2-week block

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:

- Ensure 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 dedicate at least 40 hours per month to research.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

- Each faculty member should submit the required 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 appointment).

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, and as funding allows.
- 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 Animal Health Laboratory.
- Continuously update clinical and laboratory instrumentation as budgets allow, thereby enhancing diagnostic laboratory testing procedures and services for veterinarians and livestock producers in the region.
- Implement and keep updated a fee-for-service structure that provides adequate budgetary support for additional laboratory personnel – over and above those supported by the State – and is based on costs of diagnostics, other available funding, and industry needs.
- Maintain support personnel adequate to ensure that increased volume of activity can be efficiently serviced.

Performance Measures:

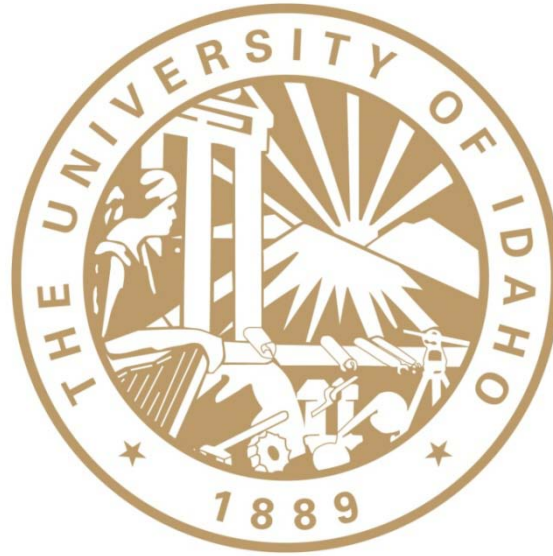
- Field investigations conducted; number of animals/herds served.
- Laboratory diagnostic and live animal case accessions.
- Number of laboratory personnel that participate in continuing education.
- Number of hours of continuing education accumulated by laboratory personnel.
- New techniques or equipment 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 conduct at least 6 field investigations per year.
- Laboratories diagnostic accessions should increase each year by at least 3%, in normal economic times.
- Live animal case accessions should remain steady, or increase in normal economic times.
- Adequate laboratory diagnostic caseload to support 3.0 FTE's, in normal economic times.

External Factors:

- 1) Caseload – live animal cases and diagnostic cases, sufficient for instructional goals and objectives and to support in-house laboratories are variable; subject to need and economic demand.
- 2) Loss of essential personnel. Due to budget reductions (hold-backs, rescissions, and furloughs); it is difficult to hire and retain sufficient, qualified individuals to keep up with demands of the program. Positions have been restructured and funding sources modified to the extent possible. There is also very limited means to recognize and reward outstanding performance.
- 3) Veterinary Pathology. This position has been vacant since the retirement of the second of our two veterinary pathologists in 2006. This specialty is in high demand in veterinary medicine. We are outsourcing for minimal diagnostic services, but are unable to incorporate this extremely important specialty in the veterinary teaching program at this time.



WWAMI

(Washington, Wyoming, Alaska, Montana, Idaho)
FY2013-FY2016 Strategic Plan

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**.

Vision for Medical Student Education

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

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.

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;
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's Strategic Plan

FY2012-2016

Goal I: A WELL EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A: Access - 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-supported seats.

Objective B: Transition to Workforce - 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.

GOAL 2: CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students and future physicians who contribute to the health and wellbeing of people and communities.

Objective A: Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.

- **Performance Measure:** WWAMI faculty funding from competitive Federally funded grants.
- **Benchmark:** \$3M annually, through FY14.

Objective B: Innovation and Creativity – Educate medical students who will contribute creative and innovative ideas to enhance health and society.

- **Performance Measures:** Percentage of Idaho WWAMI medical students participating in medical research (laboratory and/or community health)
- **Benchmark:** 100%

Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

- **Performance measure:** pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.

- **Benchmark:** U.S. medical student pass rates, Steps 1 & 2.

GOAL 3: Effective and Efficient Delivery Systems – 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 A: Increase medical student early interest in rural and primary care practice in Idaho.

- **Performance measure:** the number of WWAMI rural summer training placements in Idaho each year.
- **Benchmark:** 20 rural training placements following first year of medical education.

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- **Performance measure:** the number of WWAMI medical students completing clerkships in Idaho each year.
- **Benchmark:** 20 clerkship students each year.

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

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

Objective E: Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.

- **Performance measure:** Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.
- **Benchmark:** 50%

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.



**Small Business
Development Center**
directions solutions impact

Strategic Plan 2012-2016

Background:

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as part of a nationwide network created to improve for 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:

- ❶ North Idaho College - Coeur d'Alene
- ❷ Lewis-Clark State College - Lewiston
- ❷ Boise State University - Boise
- ❹ College of Southern Idaho - Twin Falls
- ❺ Idaho State University - Pocatello
- ❻ 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:

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 19, 2012

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 to be 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 SBDCs on all impact measures, is consistently one of the top 5 states on the Chrisman impact survey, and received accreditation in 2009 with no conditions. The organization must continually improve to maintain this excellence.

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 work together. 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 19, 2012

contain some businesses that will be designated as high impact potential (segment 3).

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.

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 – three 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 three focus areas, regional needs identified were:

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 19, 2012

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:

Maximum Client Impact

Goal 1: Maintain Idaho SBDC client sales and employment growth at 8 times the growth of the average Idaho small business.

Objective 1.1: Proactively manage impact clients.

Performance Measure: Conduct research project to better understand clients with recorded impact.

Benchmark: Completion 2012

Performance Measure: Impact clients identified in Center IC.

Benchmark: 15% of total clients

Performance Measure: Hours devoted to impact clients

Benchmark: 30% of consulting hours sent on impact clients by December 2012 and 40% on impact clients by December 2013.

Objective 1.2: Create and implement a systematic process for collecting and verifying impact.

Performance Measure: Finalize process and incorporate into operations manual by December 2012.

Benchmark: Completion

Performance Measure: Percent of impact verified

Benchmark: 100% of impact verified by 2012.

Objective 1.3: Expand and integrate export assistance into the network.

Performance Measure: Develop a plan for assisting companies with exporting.

Benchmark: 15 new exporters, 30 jobs, 30 long-term clients and expand export sales by \$5 million

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Performance Measure: Establish 3 consultants as export assistance experts by December 2012.

Benchmark: Successful completion of the Certified Global Business Professional test.

Performance Measure: Collaborate with the International Business program to develop an export certification program and to develop student projects for clients.

Benchmark: 5 student projects per year.

Objective 1.4: Create a systematic process for assisting technology-based clients.

Performance Measure: By July 2012, decide whether to request technology certification during the next accreditation review in 2013.

Benchmark: Decision

Performance Measure: Evaluate gaps in technology assistance and create a plan with milestones and metrics for accomplishing by December 2012.

Benchmark: Plan completed

Objective 1.5: Increase sharing of tools, trainings and techniques for working with impact companies.

Performance Measure: Compile tools used by each office in the Center IC library – establish folders by Dec. 2010 and have at least 3 entries in each folder by Dec. 2013 – link with the assessment.

Benchmark: 3 tools per folder

Strong Brand Recognition

Goal 2: Increase brand awareness with stakeholders and the target market.

Objective 2.1: Establish a statewide marketing effort with a minimum of 20 hours per week by 2013.

Performance Measure: Use GA for marketing assistance in 2012 and 2013.

Benchmark: Completion

Performance Measure: Identify funding for ½ time position by December 2012.

Benchmark: Completion

Objective 2.2: Develop yearly marketing plan/calendar for State Office and each Regional Office.

Performance Measure: Number of success stories per year and media impressions per office per year.

Benchmark: 2 stories, 10 media impressions

Performance Measure: Public appearance per quarter per office.

Benchmark: 4 talks per year

Performance Measure: Award nomination per year per office.

Benchmark: 2 nominations

Objective 2.3: Develop brand usage guidelines by Dec. 12 and monitor implementation.

Performance Measure: Guidelines developed.

Benchmark: Consistent usage

Objective 2.4: Increase website usage by 20% by 2013.

Performance Measure: Update website and incorporate information for export assistance by December 2012.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Benchmark: Increase website usage by 20% by December 2013.

Increase Resources

Goal 3: By 2013, set and achieve goal for cash and in-kind resources necessary to achieve strategic plan.

Objective 3.1: Develop a funding plan 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 needs developed and target set by June 2012.

Benchmark: Plan completed

Performance Measure: Target achieved by date established in funding strategy.

Benchmark: Target achieved

Objective 3.2: Share Idaho SBDC success and impact with key funding stakeholders.

Performance Measure: Create process to track stakeholder letters and reports in MIS by December 2012.

Benchmark: Process established

Performance Measure: Institute process to send success stories and other relevant information to congressional offices, legislators and other appropriate elected offices by December 2011.

Benchmark: 10 letters to Congressional and Legislative Offices

Objective 3.3: Use students, faculty, volunteers and other experts to supplement SBDC consulting and provide additional resources for clients.

Performance Measure: # students projects, # volunteer hours

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

Organizational Excellence

Goal 4: The percentage of Idaho SBDC clients' impact to the total national impact is greater than Idaho's percentage of SBA funding.

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

Performance Measure: Collect best practices from top tier states to incorporate for continuous improvement and benchmarking.

Benchmark: Higher % or national impact

Performance Measure: Achieve highest rating and/or meet goals for SBA exam, program reviews, Accreditation, SBA goals, etc.

Benchmark: Highest rating

Performance Measure: Engage in ASBDC conference, committees and interest groups to learn more about the SBADCs.

Benchmark: 4 staff per year

Objective 4.2: Create greater efficiencies and consistency in office operations.

Performance Measure: Collect suggestions for improvement during management and operational reviews.

Benchmark: # of suggestions implemented

Performance Measure: Move to paperless files by December 2013.

Benchmark: All electronic files

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Objective 4.3: Achieve 90% participation of the Advisory Board members in scheduled meetings.

Performance Measure: Communicate regularly with Advisory Board by sending monthly critical measures, success stories and updates on significant events.

Benchmark: 90% participation

Program Performance Measures/Benchmarks

Performance Measure	Description/Benchmark*	CY2011
Consulting Hours	The total number of hours of consulting and preparation time; Goal is 16,000	17,855
Average Hours Per Client	Goal is 8.5	10.83
Customer Satisfaction	Percentage of above average and excellent rating, Goal is 90%	97
Number of Client with 5 hours or more of contact and preparation time	Goal is 600	585
Business Starts	Goal is 72	57
Jobs Created	Goal is 251	399
Jobs Saved	N/A, The Center has not created a goal for this but in the current economic downturn this is a critical outcome	706
Sales Growth	Growth in sales year to year. Goal is \$27,000,000	\$50,073,210
Capital Raised	Capital raised in the current year. Goal is \$25,000,000	\$13,701,212
ROI (Return on Investment)	The cost of the Idaho SBDC versus the increase in taxes collected due to business growth by SBDC clients. Goal is 3.0	3.67

*The benchmarks (goals) are developed from with data from other SBDCs, the SBA, and from our accrediting organization.

External Factors

The items below are external factors that significantly impact the Idaho SBDCs ability to provide our services and are outside of our control.

1. **Economy.** The general state of the economy in Idaho and across the nation has a huge impact on the Idaho SBDC's ability to create impact through our assistance to entrepreneurs. The Center has observed that businesses that use our services do much better in poor economic times than does the average business in Idaho. The recent economic downturn has highlighted how challenging it is to grow sales, increase jobs, raise capital, and start a new business.
2. **Funding.** Funding from Federal and State sources directing impact the resources available to the Center. Without the financial resources available to hire the right people and provide them with resources (phone, computers, etc), it will be challenging to serve Idaho's entrepreneurs effectively.

TechHelp Strategic Plan 2013 – 2017

TechHelp Business Definition

TechHelp is Idaho's MEP center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.

"Our identity is shaped by our results."

TechHelp Strategic Mission Statement

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following annual results by 2016:

- 80 manufacturers reporting \$100,000,000 economic impact
- 170 jobs created
- > \$20,000 and < \$50,000 Net Income

TechHelp Core Strategy

TechHelp will use a team-based network of experienced staff and proven partners from private industry, Idaho's Universities and the National MEP network to develop trusted and lasting relationships with Idaho companies and communities. TechHelp will have a reputation for developing, teaching and delivering innovative processes and services that enable Idaho's medium, small and rural companies to drive profitable growth through self-sustaining business practices.

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 cumulative impacts for sales, savings, investments and jobs each improve by five percent over the prior year
2. Exceed federal system goals for impacted Clients served per \$Million Federal.
 - a. *Performance Measure:*
 - i. Score on federal sCOREcard
 - b. *Benchmark:*
 - i. Number of clients served exceeds federal minimum with a goal of 80 clients reporting impact by 2017

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

Objectives for Efficiency:

1. Improve efficiency of client projects.
 - a. *Performance Measure:*
 - i. State dollars expended per project/event
 - b. *Benchmark:*
 - i. Dollars expended is less than prior year's total
2. Improve effectiveness of client projects.
 - a. *Performance Measure:*
 - i. Total economic impact reported by TechHelp clients
 - b. *Benchmark:*
 - i. Reported total impacts increase by 5% each year with the goal of \$100,000,000 in impacts by 2017.

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 prior year by five percent
2. Increase external funding to support operations and client services.
 - a. *Performance Measure:*
 - i. Total dollars of non-client funding (e.g. grants) for operations and client services
 - b. *Benchmark:*
 - i. Total dollars of non-client funding for operations and client services exceed the prior year's total

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 continued downturn in the economy could affect the ability of Idaho manufacturers to contract TechHelp's services.

Idaho Dental Education Program

STRATEGIC PLAN

2013-2017

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.
- *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.

- *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. Currently (2011 – 2012) with State budget reductions that specifically impact our program (\$68,000), the goal to increase the number of available positions within the program from 8 to 10 is not feasible, but this will remain a long-term goal for the program.

Program Participant Choice:

Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though 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.

Idaho Museum of Natural History Strategic Plan Revision 2012-2017

Herbert Maschner, Director
Idaho Museum of Natural History
Stop 8096
Idaho State University
Pocatello, ID 83209
Phone: 208-282-5417
E-mail: maschner@isu.edu

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Dear Fellow Idahoan:

I present to you a five-year vision — a strategic plan — for the Idaho Museum of Natural History (IMNH). The plan outlines how we will build on the museum's accomplishments in researching, preserving and sharing the story of Idaho's natural and cultural history. It also takes us toward a new frontier: development of a "virtual" museum that uses the Internet to mitigate the challenges of Idaho's geography and extend the benefits of the museum to all.

The plan puts substantial focus on important issues that impede our ability to fulfill the museum's legislated mandate. Among those issues are funding, and the inadequacy of our current building. The overriding goal for the next five years, however, is increasing access to the research and educational benefits we offer not only to the people of Idaho, but to people around the world.

Various Internet-driven technologies make it possible now to deliver IMNH research and educational programs to students, educators, families, scientists and others wherever they live, learn and work. A "virtual visit" is no substitute for a personal visit to our exhibitions and collections. Yet we are acutely aware that personal visits to our facilities in Pocatello aren't possible for many of the people we are obligated to serve. The Internet empowers us to bring the museum to them.

This is an ambitious plan, and the challenges we face in achieving its goals are formidable. Yet we are inspired by the determination of a few professors and community leaders to establish this museum during the depths of the Great Depression. They looked beyond the difficulties of their time, and saw what a museum could do for the generations to come. They saw opportunities when it was reasonable to see only obstacles. We are committed to doing no less.

The Idaho Museum of Natural History has been at the forefront of science education in Idaho for more than 75 years. This strategic plan reflects opportunities to build on that legacy. It is a pathway with obstacles to overcome, but the destination is worthy. Please join me on the journey ahead.

Sincerely,

Herbert Maschner, Ph.D.
Director, Idaho Museum of Natural History

Idaho Museum of Natural History
Draft Strategic Plan Revision
2012-2017

Table of contents (click on topic)

[Idaho Museum of Natural History](#)

[Introduction](#)

[Our roots](#)

[Our mission](#)

[Our vision](#)

[IMNH today](#)

[Guiding IMNH's future](#)

[Goals and objectives](#)

[FY 2012 -- 2017](#)

[Goal 1](#)

[A "virtual" museum](#)

[Objective: Design, deploy and manage a "Virtual Museum"](#)

[Goal 2](#)

[Adequate staffing](#)

[Objective: Additional museum professionals](#)

[Goal 3](#)

[Upgrade collections functions](#)

[Objectives:](#)

[Goal 4](#)

[Increase funding](#)

[Objective: An endowment](#)

[Objective: Research and stewardship grants](#)

[Objective: A gift-funded travel and research fund](#)

[Goal 5](#)

[Develop and support programs for](#)

[K-12, higher-education and the general public](#)

[Objectives:](#)

[Goal 6](#)

[Improve communications and marketing](#)

[Objectives:](#)

[Goal 7](#)

[A new museum building](#)

[Objective: Plan a capital campaign for a new](#)

[Benchmarks and Performance Measures](#)

[Moving forward](#)

Idaho Museum of Natural History

Introduction

The Idaho Museum of Natural History (IMNH) is the state's premier institution of its kind for discovering, interpreting, preserving and disseminating knowledge in the core disciplines of Natural History. These include:

Earth Sciences and Ancient Environments

- paleontology
- rocks and minerals
- earth history

Life Sciences and Ecosystems

- botany
- mammals, birds, fish and reptiles
- ecosystems and adaptations

Peoples, Cultures, and Ancient Lifeways

- anthropology
- archaeology
- human ecology

Accredited by the American Association of Museums, IMNH operates under the auspices of the State Board of Education from the campus of Idaho State University, a doctoral-level and Carnegie-designated "research high" university in Pocatello. The university provides substantial support, advocacy and supervision. This is a mutually beneficial and supportive relationship that facilitates museum engagement with students, faculty, K-12 educators and other important constituents locally, statewide and around the world.

Our four divisions -- anthropology, earth sciences, life sciences and education -- operate in facilities that include classrooms, research laboratories, artifact and fossil preparation laboratories, storage for permanent collections, and an exhibition fabrication shop. The museum houses an exhibition gallery, the Idaho Virtualization Laboratory, curator offices, and research areas for students and visiting scientists. There also are administrative offices, the Education Resource Center, Children's Discovery Room and the Museum Store.

Through a range of opportunities for learning and enrichment, we reach out continually to diverse constituencies, from K-12 and graduate students to higher-education faculties and field researchers.

Our roots

The museum is rooted in Idaho's higher-education system. A group of forward-looking professors and community leaders founded it in 1934 as the Historical Museum at the Southern Branch of the University of Idaho — today's Idaho State University. In 1977, Gov. John Evans signed a proclamation designating IMNH as Idaho's museum of natural history; in 1986 the Legislature made the proclamation law.

Our mission

We are caretakers of Idaho's natural and cultural history. Our legislative mandate is the collection, interpretation and exhibition of artifacts, fossils, plants and animals in educational ways. Our goal each day is to enrich the lives of the people of Idaho through understanding of our natural heritage.

We use science to tell the story of Idaho. Through scholarship, stewardship and outreach, we add new knowledge to past discoveries and make what we learn accessible to all for benefits we may not foresee. We answer questions about our world and raise new ones, always nurturing humankind's yearning to know more.

Our vision

The Idaho Museum of Natural History strives to make science and cultural history accessible, relevant and meaningful. We aspire to democratize science, that is, to make our research and knowledge portfolios more broadly accessible through measures that will mitigate the limitations of brick-and-mortar facilities.

We see existing and emerging information technologies as tools that will enable us to overcome logistical, geographic and financial barriers to learning. There is no substitute for a leisurely afternoon spent among our exhibits, which the public can visit free of charge. Yet there is a new frontier: bringing Idaho's museum to the people wherever they live, work and learn.

In this spirit, our staff is eager to augment our physical facilities in Pocatello with Internet-driven tools that will help us deliver the scientific, educational, cultural and economic benefits of this institution to its stakeholders wherever they are.

We work each day at IMNH to expand our contribution to Idaho as a productive research and education resource for the State and region. We are committed to being efficient and innovative in work that fulfills our mandate. So over the next five years IMNH will focus on making the benefits of our work known and available to all.

We will accomplish this through the following means:

- scholarship, exhibitions and educational programs
- partnerships and fundraising
- outreach, lectures and symposiums
- information technologies

IMNH today

The Idaho Museum of Natural History has never been just a storehouse of artifacts and exhibits. While it is indeed a steward of important artifact collections, it also is a research and education institution.

For the first time since the early 1990s, the museum is led by a permanent director who is a scientist with a history of success not only in research and teaching, but also in obtaining funding. Appointed in March 2011, Herbert Maschner, Ph.D., is a tenured professor of anthropology who has done pioneering work among Native Alaskans and in arctic archaeology. He was named Idaho State University Distinguished Researcher in 2006, and Idaho Academy of Sciences Distinguished Scientist in 2011. Yet the high caliber of the staff goes deeper.

IMNH educational resources coordinator Rebecca A. Thorne-Ferrel, Ed.D., who plays a key role in reaching out to our publics, is a recipient of the Idaho Academy of Sciences Distinguished Science Communicator award.

Education Coordinator Rebecca Thorne-Ferrel, D.Ed., is in the final year of implementing a three-year (2009-2011) \$143,000 grant from the Institute of Museum and Library Services. The funds support the Idaho Geology Outreach Project, which provides resources to teachers in rural school districts for geology and science education, and teacher workshops.

Curator Rick Williams, Ph.D., is one of the leaders in the development of The Consortium of Intermountain Region Herbaria (CIRH), which is seeking to “virtualize” herbaria of the Intermountain West by putting 3 million plant specimens online. That will provide access to researchers globally.

Curator Leif Tapanila, Ph.D., recently received more than \$200,000 from the National Science Foundation for the Alamo Impact Project, a study of a Devonian Period meteor impact event in southern Nevada. This project will study the effects of that event on geology and on invertebrate life. The IMNH will work on developing and designing the website for the project, and will do public outreach through teacher workshops and other activities.

The following are further examples of research projects in which IMNH is involved:

- New discoveries of ice-age fossil tracks and trackways at American Falls Reservoir will provide critical details about life on the Snake River Plain more than 20,000 years ago.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

- A study of stable isotopes of small mammals as indicators of climate change on the Snake River Plain is using new technologies to analyze bones from archaeological sites as a measure of environmental changes so that we might better understand the global changes occurring today.
- Ecological and genetic studies of Rocky Mountain plant reproduction and ongoing additions of plant specimens from throughout the Rocky Mountain West to track plant biodiversity in the region.
- We are using archaeometric techniques to identify the sources of obsidian artifacts from southeastern Idaho's Wasden Site, and other sites across the region. Elemental composition of obsidian artifacts and the source flows from where the raw obsidian was collected, are helping us learn about Native American trade, migration and land use.
- Further investigation of Helicoprion sharks, found in the fossil beds of the modern mines in southern Idaho, is transforming understanding of the evolution of sharks. This rare species of shark is completely unknown in the modern oceans and is critical to our understanding of life in the Permian Period.
- Digitization of the Life Sciences Project, which is creating a new database structure; development of a digital-image library; and development of online visual keys to plants of the region. This will include online specimen records and images with capabilities to map distributions, produce dynamic species lists, and multi-entry keys to plants of the Intermountain West -- critical to all studies of landscape change and the effects of both people and climate on ecosystems.
- Equine Navicular Syndrome, an incurable lameness in modern horses traditionally thought to be caused by humans, has now been found ago in the fossil horses of Idaho dating to over 3.5 million years ago. This discovery is changing our views of this pathology in modern horses.
- Studies of the ancient invertebrates of Grand Staircase-Escalante National Monument are leading to new interpretations of environmental changes through comparisons between ancient ecosystems and the modern world.

IMNH-related research and education projects are being conducted by educators and scientists from around the world. These projects range from the Idaho Master Naturalist Program and studies of ice-age mammals of North America, to research on the global extinction of dinosaurs.

This caliber of scientific work by IMNH scientists, and the professional credentials of IMNH staff, attract and nurture professional networks and knowledge. This helps open doors, raise funding and enhance the stature of Idaho State University and the museum. We are currently enhancing the museum's professional and scientific stature by expanding the museum's collections and research activity in three key areas:

The **John A. White Paleontological Repository** houses the largest paleontological collections in Idaho. We are expanding these collections through extensive field research, and using these collections to assist the State of Idaho in meeting new US Government regulations concerning the discovery of paleontological resources on State and Federal lands.

The **Swanson Archaeological Repository** at the IMNH currently houses and preserves archaeological collections from southern and eastern Idaho that belong to state and federal agencies. This includes hundreds of boxes containing over 300,000 archaeological specimens. These collections are growing through active field research and contractual arrangement with a number of agencies. We are further expanding the existing Swanson Archaeological Repository to store collections for federal and state agencies outside of Idaho as well.

The **Ray J. Davis Herbarium**, with a collection of nearly 80,000 plants, is expanding through a consortium of regional herbaria through grants and cooperative agreements. Students and staff are actively collecting and processing plant specimens expanding our holdings, and making possible new studies of biodiversity and range management.

Collection efforts are substantial in all other areas of the museum as well. Active expansion in ethnography, mammalogy, herpetology, and geology are making the museum a stronger research and education institution, and enhancing our National and International reputation.

Guiding IMNH's future

Stakeholder groups will be central to our success over the next five years. The new **Executive Committee**, comprised of IMNH curators, is tasked with long-range planning, seeking consensus in key areas of management, and building a team approach to solving important management priorities, including budgets. **Friends of the Museum** is a community auxiliary to the museum with broad subscription membership from southern Idaho. The Friends will provide an organizing network, sponsor lectures, field trips and community events. The 16-member **Museum Advisory Committee** includes state legislators, bankers, philanthropists, mayors, and business and community leaders; it is our organizational and advisory leadership unit, providing opportunities to reach out across Idaho and the Nation.

Goals and objectives

FY 2012 -- 2017

Goal 1

A “virtual” museum

In this era of “virtual” participation in so many aspects of life, visiting a museum to benefit from its collections, exhibits and research no longer has to mean traveling to a brick-and-mortar facility many miles away. Today’s Web-based multi-media communication channels — interactive websites, Web cams, blogs, HD video, YouTube, Facebook and such — make it possible to take classes or view exhibitions, collections and artifacts “virtually” from any Internet-connected device in the world. We intend to be part of this revolution by developing a “virtual museum.”

Over the years, an amalgam of circumstances — museum closures due to renovations and remodeling, the challenge of preparing exhibitions that are relevant to K-12 curricula, strained school budgets, security concerns, testing mandated by federal “No Child Left Behind” legislation, the economy, rising fuel prices — has been chipping away at school districts’ ability to accommodate student visits to the museum. In addition, high gasoline prices and Idaho’s far-flung geography have impacted other IMNH constituents as well as students.

The virtual museum concept will help us mitigate these challenges. This strategy promises to make the benefits we offer more accessible than ever before.

A milestone in achieving this goal came in September 2010. The Idaho Museum of Natural History, Idaho State University Informatics Institute and the Canadian Museum of Civilization jointly received a \$1 million grant from the National Science Foundation. This grant will bolster efforts to further develop an online, interactive “virtual museum” of northern animal bones. The title of the grant is “Virtual Zooarchaeology of the Arctic Project (VZAP): Phase II.” Combined with an additional Technology Incentive Grant from the State Board of Education for \$135,000, the NSF award will enable us to develop a virtual Idaho natural-history program — the foundation in developing a plan to provide online access to all of our collections for all of our audiences.

Objective: Design, deploy and manage a “Virtual Museum”

We will accelerate development of a virtual museum that will use digital technology to make our collections, exhibitions and other resources available to learners, educators and researchers online and on demand.

Our virtual museum will be a key tool for overcoming the growing challenges involved in making physical visits to our gallery and activities. It will help spread awareness of and access to the benefits of our work, including research and educational programs.

We will strive to have the entire museum collection online and accessible from anywhere in the world, in the next five years. This will require considerable funding from outside resources. We will immediately begin writing grant proposals to U.S. government agencies and philanthropic foundations in order to begin implementation of the Virtual Museum.

Goal 2

Adequate staffing

The museum currently serves the entire State of Idaho — and to a degree the Intermountain West — with fewer than eight (8) full-time-equivalent (FTE) positions. We rely as well on five (5) part-time employees. In academic year 2010-2011, we had 19 student employees.

Until academic year 2008-2009, IMNH’s functions and outreach were limited by inadequate staffing across divisions and in central administration. Efficient reorganization has provided positions necessary for expanded research and collections oversight.

Additional staff is required, however, because the needs and expectations of our expanding constituent base are evolving and expanding just as state funding is declining.

Objective: Additional museum professionals

To perform our expanding professional functions effectively, we will seek funding for additional staff according to the following priorities:

1. **Development officer** to help secure major financial gifts. This is the key missing link in the advancement of the IMNH.
2. An **information-technology specialist** to manage and maintain a database for the virtual museum; and to establish and maintain an interactive, multimedia IMNH Web presence.

3. An **exhibit design technician** to support our public-outreach mission and assist in delivering high-quality educational programs and exhibitions that reflect current best practices.
4. A **professional conservator** to ensure adequate care of collections.
5. **Professors** to work as curators and division leaders in each of the four IMNH divisions. Especially a Curator of Anthropology.

To achieve our immediate goals, we will propose to the State of Idaho an IMNH funding increase to hire a development officer. But we also fully recognize that we cannot “hire” our way to fulfillment of the museum’s complete mission. So we will rely to a significant degree on an energized museum membership drive to gain access to essential human and financial resources. We also recognize that managing volunteer staff will require time and energy from full-time staff.

Goal 3

Upgrade collections functions

IMNH houses more than 500,000 natural and cultural objects. These irreplaceable items are central to our research, exhibitions and educational work. They must be properly prepared, inventoried, preserved and stored following current best practices.

As we become increasingly active in research, educational programs and exhibitions at locations beyond the museum building, we must deploy a secure internal system to track and manage our collections.

Objectives:

- We will purchase and deploy new storage systems that will help us make more efficient use of collections storage space. We will seek capital improvement funds to meet our storage and curation needs by implementing a \$500,000 campaign for storage systems.
- The museum will update collection-management policies and procedure manuals. To do so, we have begun the process of hiring a new museum Registrar, who will be an experienced leader in museum regulations and best practices.
- We will complete development of a digital collections database for each division. To accomplish this, collections managers have begun training initiatives, and have been creating new database systems to enhance management of their collections.

Implementation is in collaboration with the Informatics Research Institute at Idaho State University.

- We shall begin writing proposals to complete a conservation assessment of the museum, which will be done by a team of experts from other institutions. This will specifically define the conservation needs of our collections and make it possible to secure further grants to match those needs. Based on this assessment, we will create a conservation plan for each division.

Goal 4

Increase funding

Working through our regional Museum Advisory Committee, Friends of the Museum and other partners, we will be even more proactive in developing research grants, philanthropic and membership-based funding streams independent of State appropriations.

Objective: An endowment

Key to fulfilling and sustaining the museum's mission for the long term will be establishment of an endowment founded on one or more major philanthropic gifts. To accomplish this goal in an era of declining public funding for higher education will require the continuing services of a professional development officer.

We will employ a number of tactics: events, outreach, marketing and communication initiatives, and opportunities to name facilities after philanthropists who support our mission with major gifts.

Objective: Research and stewardship grants

Competitive research grants from entities such as the National Science Foundation are a major source of funding for every higher-education institution. Such funding helps fund not only scholarship, research and stewardship of collections, but it also helps fund staff positions, faculty, even equipment and operating costs. The Idaho Museum of Natural History must be competitive, energetic and entrepreneurial in identifying and pursuing appropriate opportunities. And we shall be.

Objective: A gift-funded travel and research fund

We will seek philanthropic support to establish and sustain a fund to support approved research projects that advance the museum's core functions.

Goal 5

Develop and support programs for K-12, higher-education and the general public

IMNH collections have been used for paleontological research leading to master's and doctoral degrees, and in scholarly research related to Doctor of Arts degrees.

Much of what we do, however, is for the benefit of K-12 education. Since 1990, more than 36,150 K-12 students have come through our doors. We also have long provided a number of popular, informal science-education programs that enrich learners of all ages and backgrounds — school and community groups, individuals and families alike — through direct experience with science.

Among these programs are:

Pint-Sized Science Academy, an early childhood science-learning opportunity

Science Trek, an overnight adventure at the museum for children in the third through fifth grades

Forays into the Field, a unique week-long science experience for young women in junior and senior high school; and

Science Saturdays, a special series of hands-on classes for elementary-age students.

We offer tools to educators through the Education Resources Center. We've also received significant extramural funding for innovative projects designed to get science resources to K-12 and university educators. Among these are online educational resources such as: "Digital Atlas," "Idaho Virtualization Lab," "Fossil Plot" and "Bridging the Natural Gap." The museum's local partnerships, as well as its associations with Idaho State University faculty and students, enable each group to be mutually supportive.

To sustain and build on these successes in a cost-effective manner, the museum must build infrastructure that enables planning for efficient and effective expansion of educational programs.

We hope that by more effectively aligning our exhibits and educational programs with Idaho's K-12 curriculum, we will improve the relevance of our work to the K-12 system. We see our "virtual museum" initiative doing a great deal to mitigate the access issues schools face today as well.

Personal visits will remain a cornerstone of the IMNH experience, so we are developing a long-term exhibit plan to ensure thematic continuity and regular rotations. An exhibition gallery that emphasizes research and education is a critical museum centerpiece.

Efforts are underway to bring parents and other adults back to the museum experience. An important obstacle to filling classes for adults is communicating the availability of adult classes for the public. Overcoming this will require a strong communications person and communications plan, based on efficient contemporary tactics and tools, to “get the word out.” Through granting and fund-raising we will work towards the following objectives.

Objectives:

- Maintain on-site visitation by students at an average of 8,000 per year by including exhibits that are relevant to K-12 curricula; providing appropriate outdoor accommodations for classes and families; making classrooms more accessible to adult learners; equipping classrooms with computers, Smartboards, digital projectors, DVD players, conferencing capabilities and other learning tools.
- Establish a Career Path Internship Program for 10 students each summer
- Create graduate-student assistantships to aid in program development and delivery.
- Build an interactive, multimedia website to connect self-learners with a rich array of science-education resources and experiences.
- Develop a Museum Store business plan to ensure success of store activities, including coordination of educational programming, a successful museum E-Store, and effective sales of IMNH and other relevant publications.

Goal 6

Improve communications and marketing

The Idaho Museum of Natural History is mandated to serve all of Idaho, yet for a variety of reasons it can seem most closely associated with only one of Idaho’s four-year higher education institutions — Idaho State University — and only one geographic region, southeastern Idaho. Geography explains much of that. Employing contemporary marketing and communications tools and tactics will help us strengthen our image and role as a statewide resource.

To raise the stature of our staff, our work and Idaho’s museum — which will strengthen our case for research funding and philanthropic support — we will tell our story more

effectively. That will require staff skilled in crafting and projecting communications that alert, inform and persuade targeted audiences. Key to meeting these objectives is the hiring of a development specialist; but in the meantime, we will begin many of these activities using a dedicated part-time staff of student employees.

Objectives:

- We will develop a media-relations strategy to generate positive publicity.
- The museum will improve two-way communications with K-12 educators to increase their awareness of the opportunities we offer, and our awareness of ways to make exhibitions and programs relevant to their needs.
- Implementation of a communications plan will be undertaken to raise general-public awareness of museum educational programs, leading to increased enrollment.
- We will offer online virtual tours of the museum and its exhibitions. Digital video technologies will be used to deliver lectures and workshops online.
- Partnerships will help us develop an interactive site where students can ask questions and receive authoritative answers.
- We will place IMNH news and feature stories on the IMNH website, in *ISU Magazine* and other channels, and we will publish a “viewbook” (print and digital) illustrating IMNH’s work.
- A redesign of the IMNH website will include interactive and multimedia communication tools.
- An active social-media presence will be established to engage targeted audiences. Included will be YouTube videos featuring IMNH subject-matter experts and exhibits.
- IMNH staff will place exhibits at University Place in Idaho Falls, the Capitol building in Boise and other high-profile venues to raise awareness of and interest in the museum.
- We will evaluate resuming the IMNH publication series (Tebiwa, Miscellaneous and Occasional Papers) in peer-reviewed online formats.

- Our outreach will spotlight IMNH research news using internal and external multimedia channels.
- We will strive to raise the public profile of our staff by encouraging them to serve as conference presenters, guest speakers and lecturers, editors of publications, and officers of relevant associations.

Goal 7

A new museum building

In December 2010, we proudly reopened our renovated and revitalized exhibit area. It features a more welcoming and comfortable foyer, new and familiar displays, easier-to-read interpretive panels, improved lighting and a more open look and feel. . We debuted many exhibits, including ice-age animal mounts and an exhibit on how climate change on the Snake River Plain has affected its plant and animal life. The event attracted 500 visitors; since then the museum has received thousands of visits from K-12 students and the public.

We have maximized what can be done with the former library building we occupy on the Idaho State University campus. We cannot grow and expand our services to Idaho for the long term and remain in our current building.

Our operations are confined to 35,786 square feet as follows:

Basement: 15,337 sq. ft.

Main floor: 15,693 sq. ft.

Warehouse: 3,606 sq. ft.

Garden: 1,150 sq. ft.

Participation in one of our most popular and effective programs for children, the Science Trek sleepover program, provides an example of the impact our building is having on service to our constituents. Necessary remodeling has imposed space limitations that, in turn, hold participation to 120 children. Science Trek previously accommodated up to 150 children.

Meeting spaces also have been reduced so that classroom and auditorium capacity no longer permits comfortable seating for lectures and programs with more than approximately 25 people.

We have been resourceful and adaptable in making the best of our building, yet it has never been adequate for the work of a research- and exhibit-oriented public museum that must meet the expectations of constituents and stakeholders in the 21st century.

Obstacles the current building presents include the following:

- little or no room for expansion
- overcrowded collections areas
- security, environmental, pest-management and parking issues posed by sharing facilities with other campus operations
- lack of adequate storage for exhibits and educational materials

If the museum is to maximize its benefits to Idaho and focus increasingly on well-funded research, education and public engagement, a new building — constructed specifically for museum uses — is a necessary investment.

Objective: Plan a capital campaign for a new building

In partnership with our advisory and stakeholder groups, we will plan the launch of a multi-year capital campaign. The campaign would raise major financial gifts for construction, maintenance and operation of a museum-centered U.S. Green Building Council LEED-certified building to be located on the ISU campus.

Benchmarks and Performance Measures

In the following areas of museum operations, we shall target 10 percent increases per year in each year of this plan:

- philanthropic financial gifts
- research grants and other grants
- scientific publication
- public visitation
- enrollment in public programs

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Performance Measures and Benchmarks FY 2010-2011

Performance Measure	FY 2007	FY 2008	FY 2009	FY 2010	FY 2010 Benchmarks	FY 2011 Performance
Number of People Served by the General Public Museum Programs	9,064	11,022	11,054	8,937 Reduction because of gallery closure	Reopen the Gallery and return to 2009 levels *reduced as the gallery closed in Dec. 2009	Gallery re-opened Dec. 2010 1/11 to 5/11 attendance 7000+
Grant/Contract Revenue Received	\$181,150	\$14,823	\$10,098	\$208,736	Increase by 5%	Over \$1.1 million 500% increase
Number of Exhibitions Developed	Data not collected prior to 2008	1	5	0	Reopen the gallery and return to 2009 levels *All new exhibits currently being developed for Fall 2010	Gallery re-opened Dec. 2010 Over 25 new exhibits created
Museum Store Revenue Received	\$23,249	\$22,912	\$24,588	\$12,707 online sales only because of store closure	Reopen the Museum Store and return to 2009 levels *Museum Store closed Dec. 2010.	Store was re-opened on a small scale and a new fiscal plan initiated.
Number of Educational Programs	95	84	64	70	Expand when Museum Reopens and return to 2009 levels *Reduced because of temporary gallery closure	126 (5566 children as of May 19, 2011)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2012

Performance Measures FY 2012-2017 Based on New Goals

Performance Measure	FY 2012-2017 Benchmarks	FY 2012-17 Performance
Goal 1 A “virtual” museum	Active Solicitation of grants, foundation awards, and donations to create the Virtual Museum – approximately \$250,000 per year.	Success in the active solicitation of the funds and the implementation of the Virtual Museum concept. 2012: write proposals 2013: database construction 2014: beta implementation
Goal 2 Adequate staffing	Propose to State of Idaho the funding and creation of an Information Technology Specialist	Active discussion towards the resolution of all staffing needs in Goal 2.
Goal 3 Upgrade collections functions	Seek Capital investment in adequate curation facilities, and in the storage of collections. State of Idaho, grants, foundations.	2012: Write 3 grants. Identify 10 potential donors. 2013: Review success of grants and write additional proposals. Move to ask stage with donors.
Goal 4 Increase funding	Increasing Development activities in grants and donations.	At 10% per year.
Goal 5 Develop and support programs for K-12, higher-education and the general public	Increase outreach and increase educational opportunities through new and exciting programs	At 10% per year.
Goal 6 Improve communications and marketing	Create new exhibits in other areas of the State. Create newsletters and other public information.	Create exhibits in Idaho Falls and Boise. Increase public participation and visitation by 10% per year.
Goal 7 A new museum building	Form Capital committee for fund raising.	Create Capital Committee

External Factors

All external factors are based in the success or failure of finding initiatives.

Moving forward

New leadership. New tools. A new vision of how we can give the people of Idaho an even greater return on their investment in science (STEM) education. These are stepping stones in our pathway through the final quarter of the museum’s first century. The professors and community leaders who joined together during the Great Depression to establish this museum looked beyond the challenges of their day to the promise of tomorrow. Today, we commit to doing the same.