PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 18, 2013

TAB	DESCRIPTION	ACTION
1	**UNIVERSITY OF IDAHO ANNUAL REPORT**	Information Item
2	**PRESIDENTS' COUNCIL REPORT**	Information Item
3	**PROFESSIONAL TECHNICAL EDUCATION ANNUAL REPORT**	Information Item
4	**BOARD BYLAWS H.4 – AUDIT COMMITTEE – SECOND READING**	Motion to Approve
5	**BOARD POLICY I.P. IDAHO INDIAN EDUCATION COMMITTEE – SECOND READING**	Motion to Approve
6	**INSTITUTION, AGENCY, AND SPECIAL/HEALTH PROGRAMS STRATEGIC PLANS**	Motion to Approve
7	**PRESIDENT APPROVED ALCOHOL PERMITS**	Information Item

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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.

BOARD ACTION

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

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PRESIDENTS' COUNCIL

SUBJECT
    Presidents' Council Report

BACKGROUND/DISCUSSION
    President Bert Glandon, College of Western Idaho President, and current chair of
    the Presidents' Council will give a report on the recent activities of the Presidents'
    Council and answer questions.

    At the Councils March 5, 2013 meeting topics discussed were:
    o MOOC (Massive Open Online Course)
    o E-learning across the state
    o Cloud technology
    o Utah's out-of-state resident tuition bill
    o Campus Alcohol Awareness programs
    o Graduate Level Courses – Collaboration with Veterans Hospital
    o Impact of The Affordable Health Care Act on adjuncts

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

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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.

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

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SUBJECT
Board Bylaws H.4. – Audit Committee – Second Reading

REFERENCE

December 2009	Board approved second reading of changes to the Board Bylaws.
December 2008	Board approved second reading of Board Policy Section V.H. Audits
February 2013	Board approved first reading of the proposed amendment to Board by-laws Section H.4. Audit Committee

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education Bylaws, Section H.4. Audit Committee
Idaho State Board of Education, Governing Policies and Procedures, V.H. Audits

BACKGROUND/DISCUSSION
In the past there was some confusion to the role of the Audit Committee and the selection of the external auditor. The Board by-laws indicated the Committee was to select the external auditor and the policy and committee charter specifies that the Board was to make the final selection.

STAFF COMMENTS AND RECOMMENDATIONS
In order to bring all three governing documents into alignment staff are proposing the Board Bylaws be amended to bring them in alignment with current Board policy.

No comments or concerns were received between the first and second readying of the proposed changes. No additional amendments have been made to the by-laws. Staff recommends approval.

ATTACHMENTS
Attachment 1 – Revised Board Bylaws H.4. Audit Committee   Page 3

BOARD ACTION
I move to approve the second reading of amendments to Board Bylaws H.4., Audit Committee, as presented in attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No__

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4. Audit Committee

a.   Purpose

The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of six or more members. Three members of the Committee shall be current Board members and three members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. However, Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

1) an understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
2) the ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
3) experience in preparing or auditing financial statements and;
4) an understanding of internal controls.

Appointments shall be for a three-year term. Terms will be staggered such that two members exit and two new members are added each year. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c.   Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institution's and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

1) ~~Approve~~ Select for Board ratification the appointment of the independent auditor, and establish the compensation, and evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.

2) Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;

3) Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.

4) Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.

5) Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.

6) Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;

7) Monitor the independence and performance of each organization's independent auditors and internal auditing departments;

8) Provide general guidance for developing risk assessment models for all institutions.

9) Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.

10) Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The

Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

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SUBJECT
Board Policy I.P. Idaho Indian Education Committee – Second Reading

REFERENCE

December 6-7, 2007	The Board was provided an update on the Native American Higher Education Committee's progress.
June 20, 2008	The Board approved the Committee moving forward with scheduling future meetings with each of the Tribes and charged the Committee with reviewing how Board policy can meet the underserved need in the communities through advanced opportunities.
February 21, 2013	The Board approved the first reading of Board Policy I.P.

BACKGROUND/DISCUSSION
The Board approved the first reading of Board Policy I.P. Idaho Indian Education Committee at the February 2013 Regular Board meeting. The proposed policy combines the ad-hoc Higher Education Indian Education Committee with the Department of Education's Indian Education Committee.

The proposed composition of the Kindergarten to Postsecondary Indian Education Committee includes:

- One representative from each of the eight public postsecondary institutions
  - o The representative should be from a Department or Division whose responsibility is to serve American Indian students
- One representative from each of the five recognized tribes
  - o The representative should be the tribal chair or designee
- One k-12 representative from each of the five recognized tribes
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education

Staff support will come from both the State Department of Education through the Indian Education Coordinator position and the Office of the State Board of Education through the Chief Academic Officer and Academic Affairs Program Manager.

Staff have received no comments regarding the proposed policy. There have been no changes between the first and second reading.

ATTACHMENTS
Attachment 1 – Board Policy I.P. Idaho Indian Education Committee   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Board staff recommends approval of the proposed policy.

BOARD ACTION
I move to approve Board Policy I.P. Idaho Indian Education Committee – second reading as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. General Policies
SUBSECTION: P. Idaho Indian Education Committee   **April 2012**

1. Purpose
   The purpose of the Idaho Indian Education Committee is to advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the American Indian Tribes. The mission of the Idaho Indian Education Committee is to create the conditions for and support of the efforts of raising the bar and eliminating the gap of academic achievement

2. Roles and Responsibilities
   In order to ensure all American Indian students in Idaho thrive, reach their full potential, and have access to educational services and opportunities, the scope of responsibilities shall include, but not be limited to, the following:

   a. Advocate and inform stakeholders, and make recommendations for educational policy as it relates to American Indian student access, retention, graduation, and achievement.

   b. Review and make recommendations on instructional materials to ensure inclusion of cultural knowledge and tribal context at the elementary, middle/junior high, and high school, and postsecondary level.

   c. Review and make recommendations on Teacher Certification Programs to ensure inclusion of cultural knowledge and tribal context.

   d. Review and make recommendations to ensure integration and use of cultural knowledge and tribal context as a component of instructional practice in schools that serve predominantly American Indian students.

   e. Review and make recommendations on funding and programs that serve American Indian students. To include, but not be limited to: Johnson O'Malley, Impact Aid, Title VII, Enrichment Programs.

   f. Review American Indian student achievement data to include, but not be limited to, K-12 standardized tests, K-12 and postsecondary graduation, retention, dropout, and completion data; health and safety data; suicide prevention data; drug violence data.

   g. Identify and promote best practices in supporting the success of American Indian students.

2. Membership
   The Idaho Indian Education Committee (Committee) membership shall be composed of the following:

- One representative from each of the eight public postsecondary institutions
  - The representative should be from an Advisory Committee or a Designee (Board will request nomination from the Provost/President)
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representatives from the State Board of Education, as an ex-officio

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for five years, commencing on July 1st. All members of the Committee shall have equal voting privileges.

The Committee shall elect officers, to include a chairperson and vice-chairperson. Officers are elected to two (2) year terms at a regularly scheduled spring meeting. No elected officer may serve more than two (2) consecutive terms.

Staff support will come from the State Department of Education through the Indian Education Coordinator position the Office of the State Board of Education through the Chief Academic Officer and Academic Affairs Program Manager, and will include the following:

- Advisory to the Chair and Committee
- Liaison between Committee and the State Board of Education, State Department of Education, Colleges and Universities, and other stakeholders
- Prepares the agenda with input from the Committee
- Notifies Committee of upcoming meetings and other communications
- Records, publishes and disseminates minutes of meetings

Chairperson: Conducts the Committee meetings.

Vice-Chairperson: Acts on behalf of the Chairperson in their absence.

4. Meetings

The Committee will meet quarterly and use technology whenever possible to fulfill its duties. Meetings will take place at the Office of the State Board of Education, 650 West State Street, unless otherwise determined by the Committee membership.

The Chair will work with staff to establish agendas for each meeting. Members may request in writing to the chair items to include on the agenda. An opportunity to add or delete agenda items will be provided at the start of each meeting. Once the meeting has started the agenda may not be changed.

Minutes of each meeting will be recorded, published, and disseminated in draft form to Committee members as soon as possible after each meeting, for review of

content accuracy. Meeting minutes in final form will then be presented for Committee approval at the next regularly scheduled Committee meeting.

Provided funds are available, Committee member business travel expenses for K-12 representatives attending quarterly committee meetings will be reimbursed at the State of Idaho rates with the exception of the Tribal Chairs or their designees, whose expenses will be covered by their respective tribal governments.

A quorum of the Committee shall consist of thirty percent (30%) of the Committee members. A quorum of the Committee must be present in order for the Committee to conduct any business.

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

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

BACKGROUND/ DISCUSSION
   The State of Idaho requires the 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.

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 2013 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

STAFF COMMENTS AND RECOMMENDATIONS
Each institution, agency, and special/health program have 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.

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.

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: 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) *This measures is currently reported to IPEDS by each institution.*

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.

BOARD ACTION

I move to approve the 2014-2018 (FY2015-FY2019) Institution, Agency, and Special/Health Program strategic plans as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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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 postsecondary 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:

1

- Maintain and continue to improve Idaho's 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.

- 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.

- Increasing 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: Increase of the number of students proficient or advanced on the ISAT (prior to the implementation of higher standards)

Performance Measures: Percent of students who score proficient or advanced on the ISAT.

Benchmark: 88 percent of students proficient on reading, 86 percent of students proficient of math, 79 of students proficient in language arts.

Objective 2. Implement higher standards in English Language Arts and Mathematics.

Performance Measures: Percentage of students who pass the new Idaho Standards Achievement Tests (ISAT) based on higher English Language Arts and Mathematics standards.

2

Benchmark: Sixty percent of students in grades 3-8 will achieve proficiency on the new ISAT in math and English language arts after it is first administered in Spring 2015.

Objective 3: Improve access to postsecondary education while in high school.

Performance Measures: Percentage of students completing an advanced opportunity.

Benchmark: Sixty percent of students completing a dual credit, AP course or Tech Prep. dual credit.

Objective 4: Every high school junior will take a college readiness exam.

Performance Measure: Percentage of students who score college- and career-ready in areas of exam: reading, writing and math.

Benchmark: 40 percent of high school students score college and career ready on a college readiness exam.

Goal 2: Implement a longitudinal data system where teachers, administrators and parents have accurate student achievement data for a child's educational career.

Objective1: 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.

Objective2: Improve data quality in ISEE uploads to ensure accuracy.

Performance Measure: Random district audits of data quality including enrollment, attendance, and achievement tied students and staff.

Benchmark: Audits matching data submitted within a less than 10 percent margin of error.

3

Idaho Division of Vocational Rehabilitation

2014 - 2018

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 (FFY) 2014 through 2018. Any comparisons noted in benchmarks will reflect the most complete FFY data available.

The Plan is divided into four sections. The first three sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each of the programs described, Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing, outline specific goals, objectives, performance measures and benchmarks for achieving their stated goals. 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."

1

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 in FFY 2014 to exceed FFY 2013 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 in FFY 2014 will exceed FFY 2013 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 in FFY 2014 will exceed FFY 2013 performance.

   Benchmark: The rehabilitation rate of transition aged youth exiting the IDVR program in FFY 2014 will exceed FFY 2013 performance.

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

   Benchmark: Successful implementation of two additional projects by the end of FFY 2015.

2

VR
Strategic Plan

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 2014 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 in FFY 2014 will exceed FFY 2013 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 Partnership Plus and Medicaid for Workers with Disabilities.

> *Benchmark:* Increase Social Security reimbursements to VR in FFY 2014 from FFY 2013 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 customers who have reached planned services, satisfaction surveys when exiting the IDVR program.

> *Benchmark:* Increase customer satisfaction of staff in FFY 2014 by five percentage points as demonstrated by "agree" to "strongly agree" ratings on customer surveys compared to FFY 2013.

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 in FFY 2014.

3

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

> *Performance Measure:* Evaluate and identify ongoing the agency's IT needs.

> *Benchmark:* Feedback from internal and external customers on their satisfaction.

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.

> **B.** *Performance Measure:* Provide all Vocational Rehabilitation Assistants training on fiscal processes.

> *Benchmark:* Zero audit findings on State and Federal reviews in FFY 2014.

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

> *Performance Measure:* Evaluating and tracking annually IDVR counselors' maintenance of CSPD or progress toward achieving CSPD.

> *Benchmark:* Vocational Rehabilitation Counselors will maintain all CSPD standards for their position annually and all Vocational Rehabilitation Specialist positions will be incompliance with the agency's standard to reach CSPD in FFY 2014.

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 different businesses hiring IDVR customers in FFY 2014 from FFY 2013.

> **B.** *Performance Measure:* To enhance relationships with the Regional Business Specialist from the Department of Labor.

> *Benchmark:* Increase the number of different businesses hiring IDVR customers in FFY2014 from FFY 2013.

4

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 by July 2015.

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 each programs' system.

> *Benchmark:* Increase the number of applicants entering the IDVR process in FFY 2014 from FFY 2013 performance outcome.

5

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.

6

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: Tract 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.

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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:

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. Recruiting efforts have been stifled by low wages as compared to neighboring states. IDVR has identified the need to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligbility for the Certification in Rehabilitation Counseling (CRC). Lastly, the IDVR has collaborated with the University of Idaho to advance the profession of rehabilitation counseling.

State and Federal Economic and Political Climate

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. Furthermore, Idaho has the highest percentage of worker in the country making minimum wage. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

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 Affordable 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.

Funding reductions on both the State and Federal level have and will continue to impact partnerships and comparable benefits available to the IDVR. For example, reduced budgets to school districts have impacted collaborative agreements. These agreements have allowed the

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IDVR to use nonfederal funds to match federal dollars, therefore increasing the amount of dollars available to IDVR. It is uncertain at this time the full impact in which sequestration will have on the IDVR, partners and programs. It is anticipated that some programs in which comparable benefits are available will be reduced or eliminated, therefore increasing the economic impact to IDVR on the delivery of vocational services.

Adequate Availability of Services

Due to the rural nature of Idaho, there are isolated pockets of the state with limited vendor option. This can directly impact customer informed choice. Furthermore, a vendor's inability to meet required credentialing under IDAPA will significantly reduce or eliminate a customer's options. Lastly, changes to other program criteria will eliminate services to customers. A change in Health and Welfare's criteria for the HCBS Medicaid Waiver is one example affecting program services.

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.

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.

11

Idaho Public Television

STRATEGIC PLAN

FY 2014-2018

Idaho Public Television
STRATEGIC PLAN FY 2014-2018

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.

_____3/18/2013
Peter W. Morrill
General Manager
Idaho Public Television

VISION STATEMENT

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

MISSION STATEMENT

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

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;

- Providing quality educational, informational, and cultural television and related resources;

- Creating Idaho based educational, informational, and cultural programs and resources;

- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and

- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

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Idaho Public Television
STRATEGIC PLAN FY 2014-2018

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.
       - o Benchmark: FY14 – meet or exceed 137,240 (established by agency research)
     - Number of transmitters, broadcasting a DTV signal as per industry standards.
       - o Benchmark: FY14 – 5 of 5 (established by industry standard)
     - Number of DTV translators.
       - o Benchmark: FY14 – 39 of 43 (established by industry standard)
     - Number of licensed DTV fill-in translators (DTS).
       - o Benchmark: FY14 – meet or exceed 7 of 7 (established by industry standard)
     - Number of cable companies carrying our prime digital channel.
       - o Benchmark: FY14 – meet or exceed 10 (established by industry standard)
     - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
       - o Benchmark: FY14 – meet or exceed 7 (established by industry standard)
     - Percentage of Idaho's population within our DTV signal coverage area.
       - o Benchmark: FY14 – meet or exceed 85% (established by industry standard)

2) Operate an efficient statewide delivery/distribution system.
   - Performance Measure(s):
     - Total FTE in content delivery and distribution.
       - o Benchmark: FY14 – 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.
       - o Benchmark: FY14 – meet or exceed 97.5% (established by industry standard)

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- Percentage of online hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
  - Benchmark: FY14 – 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: FY14 – 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: FY14 – meet or exceed 1,200,000 (established by agency research)
  - Number of visitors to IdahoPTV/PBS video player.
    - Benchmark: FY14 – 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: FY14 – meet or exceed 10,000 (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: FY14 – 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: FY14 – 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: FY14 – meet or exceed 35 (established by industry standard)

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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.
       - o Benchmark: FY14 – 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.
       - o Benchmark: FY14 – yes/yes/yes
         (established by industry standard)
     - Successfully comply with new FCC rules regarding closed captioning complaints.
       - o Benchmark: FY14 – 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.
       - o Benchmark: FY14 – meet or exceed 1,200,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - o Benchmark: FY14 – 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.
       - o Benchmark: FY14 – meet or exceed 10,000
         (established by agency research)

3) Contribute to a well-informed citizenry.
   - Performance Measure(s):
     - Number of channel hours of news, public affairs, and documentaries.
       - o Benchmark: FY14 – meet or exceed 10,000
         (established by agency research)

4

4) Provide relevant Idaho-specific information.
   - Performance Measure(s):
     - Number of IdahoPTV channel hours of Idaho-specific educational and informational programming.
       - Benchmark: FY14 – meet or exceed 1,795
       (established by agency research)

5) Provide high quality, educational television programming and new media content.
   - Performance Measure(s):
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY14 – 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: FY14 – 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: FY14 – yes/yes/yes
       (established by industry standard)
     - Successfully comply with new FCC rules regarding closed captioning complaints.
       - Benchmark: FY14 – 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: FY14 – meet or exceed 137,240
       (established by agency research)
     - Number of transmitters broadcasting a DTV signal.
       - Benchmark: FY14 – 5 of 5
       (established by industry standard)
     - Number of DTV translators.
       - Benchmark: FY14 – 39 of 43
       (established by industry standard)

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- Number of licensed DTV fill-in translators (DTS).
  - Benchmark: FY14 – meet or exceed 7 of 7
    (established by industry standard)
- Number of cable companies carrying our prime digital channel.
  - Benchmark: FY14 – meet or exceed 10
    (established by industry standard)
- Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
  - Benchmark: FY14 – meet or exceed 7
    (established by industry standard)
- Percentage of Idaho's population within our DTV signal coverage area.
  - Benchmark: FY14 – meet or exceed 85%
    (established by industry standard)

2) Operate an efficient statewide delivery/distribution system.
   - Performance Measure(s):
     - Total FTE in content delivery and distribution.
       - Benchmark: FY14 – less than 30.45
         (established by industry standard)

3) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measure(s)
     - Number of visitors to our websites.
       - Benchmark: FY14 – meet or exceed 1,200,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY14 – meet or exceed 6,000
         (established by agency research)

4) Provide high quality, educational television programming and new media content.
   - Performance Measure(s):
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY14 – meet or exceed 35
         (established by industry standard)

5) 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: FY14 – meet or exceed 100
         (established by industry standard)

6) Operate an effective and efficient organization.
   - Performance Measure(s):
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY14 – yes/yes/yes
         (established by industry standard)

6

- Successfully comply with new FCC rules regarding closed captioning complaints.
  - Benchmark: FY14 – yes
    (established by industry standard)

Key External Factors
(Beyond the control of Idaho Public Television):

IdahoPTV provides numerous services to various state entities.

Funding:
Idaho Public Television's current strategic goals and objectives are based on a sustainable level of all funding sources: State of Idaho, Corporation for Public Broadcasting, and private contributions. As of this writing (3/18/2013), the impact of Congress managing the overall federal budget and its potential impact on CPB appropriations is uncertain. Between July 1, 2008 and March 1, 2011 Idaho Public Television's state support was reduced by 57.6%, mostly due to the elimination or reduction of capital replacement funding during that time.

We are starting to see the impact of state entities passing on significant costs of operational expenses such as endowment land leases. This also includes the Idaho Bureau of Homeland Security (after 2018) that IdahoPTV has partnered with to provide data connectivity for broadcast signal distribution.

Much of the content that Idaho Public Television airs comes from program distributors or producers, both nationally and regionally. If these program production funding sources change (up or down), it 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. We are monitoring, to the degree we can, the effectiveness and sunset of the expanded Idaho education tax credit that is set to expire December 31, 2015.

Federal Government:
A great deal of funding, for both operational and infrastructure, has come from various entities of the federal government. In 2011 Congress eliminated funding opportunities from the Department of Commerce Public Telecommunications Facilities Program (PTFP), Corporation for Public Broadcasting Digital Distribution Fund (DDF), and reduced grants provided by the Department of Agriculture Rural Utilities Service (RUS). This will have significant long-term impact on our service, especially to rural areas of the state.

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.

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IDAHO
Division of
Professional-Technical Education

PTE

Strategic Plan (DRAFT)

2014-2018

PTE

IDAHO

**Division of
Professional-Technical
Education**

Preface

Consistent movement forward is impossible without clearly defined long and short term goals. These goals should not be arbitrary, but developed according to visions, themes, and in the case of a public enterprise, as suggested and mandated by statute and other legal requirements.

Despite clear direction provided by Idaho Code, federal regulations, Idaho State Board of Education policy, Idaho Administrative Rule (IDAPA), executive orders of the Governor and other legal documents, the operation can also be aligned with themes that are more philosophical than statutory. A belief system that responds to the fundamental question of "why is this important?" can provide a stable foundation for the enterprise.

> *We believe that every Idaho resident deserves the opportunity to experience the dignity of work and the education required to prepare them for it.*

This fundamental belief taken along with legal requirements forms the basis for the operation of DPTE.

Todd Schwarz, Ph.D.
Administrator

Legal Authority

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

Statutory authority for and definition of professional-technical education (PTE) is delineated in Idaho Code, Chapter 22, 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.

Mission

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

The economic and social vitality of a society is dependent on citizens properly equipped for career success: people equipped with the necessary skills, knowledge and attitudes required to perform their job responsibilities with a high degree of capability, precision, integrity, and safety while balancing responsibilities to the family and the community. Such a highly qualified and skilled workforce is essential to the competitiveness of Idaho's businesses and industries and the overall well-being, health, safety, and security of Idaho's citizens. Professional-technical education addresses this need.

All facets of the Idaho PTE system are complementary and contribute to fulfillment of the mission and Strategic Plan in a synchronized fashion. Division staff support the delivery system to ensure quality and return on the state's investment.

Core Functions

A. Administration

B. Programs

C. Technical assistance

D. Fiscal oversight

E. Research, planning, and performance management

External Factors

A. Labor market and general economic conditions

B. Perceptions and stigma regarding professional-technical education

C. Availability of funds

D. Policies, practices, legislation, and governance external to the Division

E. Ability to attract and retain qualified instructors

F. Local autonomy and regional distinctions including technical college institutional priorities/varied missions

Goals and objectives

Given the mission of the Division and in light of the goals of the State Board of Education, Goal 1 best aligns with that mission. In support of this goal, objectives are stated regarding the desired condition of the agency and system, with measures and critical success activities to determine whether or not progress is achieved toward the desired system condition. Both long term and near term benchmarks are set for each measure and activity where appropriate.

Goal 1.   Effective and efficient delivery system resulting in a highly skilled workforce for Idaho

Objective A.   **Synchronized system** | A coordinated, coherent system that demonstrates responsiveness and effectiveness in addressing Idaho's workforce needs

Performance measures

i.   Define and/or validate student learning outcomes and program standards for all program areas with industry participation and endorsement, including career and workplace readiness

Benchmarks

- FY2018: 100% of programs
- FY2014: 15% of programs

ii.   Create effective and reliable assessment strategy for authentication of student learning outcomes and adherence to program standards

Benchmarks

- FY2018: 100% of programs
- FY2014: 15% of programs

iii.   Number of postsecondary technical credits earned via Advanced Learning Opportunity that satisfy graduation requirements for postsecondary technical program

Benchmarks

- FY2018: 1.5% year-over-year increase
- FY2014: Determine baseline and data collection methodology

Critical Success Activities

Long term

- Centralized database of PTE program standards and outcomes aligned across the system
- Determine methodology to accurately measure "responsive and effective"

FY2014

- Annual gap analysis report available (see Objective G)

Objective B.   **Industry engagement** | Business and industry are fully engaged and integrated into system operations

Performance measures

i.   Program standards and outcomes have industry endorsement (1.A.i. above)

Benchmarks

- FY2018: 100% programs
- FY2014: 15% of programs

ii.   Program standards include industry engagement requirements

Benchmarks

- FY2018: 100% of programs
- FY2014: establish benchmark

Critical Success Activities

Long term

- Statewide Industry Advisory Council to the Administrator

FY2014

- Strategic plan for industry engagement including improvement of program advisory committees
- Revision of current Local Program Advisory Committee Member Handbook and DPTE policy

Objective C.   **Accessible system** | Students have economical access to programs and services, including advanced learning opportunities and adult re-integration

Performance measures

i.   Percentage of high school students enrolled in PTE Advanced Learning Opportunity (Tech Prep)[1]

Benchmark

- 27% students per year enrolled

ii.   Number of Integrated Transition and Retention Programs (ABE-ITRP) in the technical colleges[1]

Benchmarks

- FY2018: 18
- FY2014: 12

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[1] State Board of Education measure

iii. Number of Workforce Training Network (WTN) enrollments including Fire and Emergency Services training[1]

Benchmarks

- FY2018: 65,000
- FY2014: 45,000

iv. Expansion of postsecondary PTE Distributed Hybrid Programs

Benchmarks

- FY2018: 8 programs
- FY2014: 2 programs

Critical Success Activities

Long term

- Program outcomes and standards provide alignment information to assist credit for prior learning determination

FY2014

- Advocate for and provide technical assistance to develop distance/virtual Professional-Technical School

Objective D. **Student success** | Systems, services, resources, and operations support high performing students in high performing programs transitioning to employment

i. Postsecondary student completion rate

Benchmarks

- 68%

ii. Secondary and postecondary student pass rate for Technical Skill Assessment (TSA)

Benchmarks

- Secondary: 75%
- Postsecondary: 90%

iii. Percentage of ABE clients with stated goal who transition to postsecondary education

Benchmarks

- FY2018: 60%
- FY2014: 50%

iv. Number of postsecondary degrees and certificates awarded

Benchmark

- FY2018: 2,100
- FY2014: 1,955

    v.   Positive placement rate of secondary and postsecondary program completers

Benchmark

- 90.5%

    vi.   Training-related placement rate of program completers

Benchmark

- Secondary FY2018: 18%
- Secondary FY2014: 14.5%
- Postsecondary FY2018: 70%
- Postsecondary FY2014: 55%

    vii.   Rate of secondary program completers who transition to postsecondary education

Benchmark

- Exceed most recent available NCHEMS overall transition ("go-on") rate for Idaho

Objective E.   **Data-informed improvement** | Quality and performance management practices contribute to system improvement, including current research, data analysis, and strategic and operational planning

    i.   Percentage of programs reviewed for quality and performance on an annual basis

Benchmarks

- FY2018: 100% of programs
- FY2014: 20% of programs (5 year rotation)

Critical Success Activities

Long term

- PTE information portal for summary SLDS reports

FY2014

- Current Strategic Plan and attendant performance measures assessed to create threshold for mission fulfillment/system performance to establish
- Finalize design of DPTE Quality Management System and related procedures for implementation
- Establish and implement Program Review schedule to include postsecondary system and Perkins requirements
- Establish performance measures for postsecondary system including WTN

Objective F.   **Highly qualified staff** | Program instructors, school administrators, and support staff demonstrate high levels of achievement and adherence to quality standards

Performance measures

i.   Percentage of system faculty and administrators holding appropriate PTE credentials

Benchmark

- FY2018: 100%
- FY2014: 95%

ii.   Placement rate of teacher education programs into Idaho PTE system

Benchmark

- Equal to or greater than postsecondary training-related placement rate (1.D.vii) for the reporting year

Critical Success Activities

Long term

- Develop a statewide "Grow Your Own" program for the recruitment of promising PTE faculty

FY2014

- Form and implement Teacher Education Advisory Committee
- Develop strategic plan for PTE Teacher Education and recruiting
- Reform Administrator Credential requirements

Objective G.   **Effective use of resources** | Resources are committed to highest potential areas, impact of opportunity, and mission fulfillment

Performance measures

i.   Audit exceptions

Benchmark

- 0

ii.   Gap analysis report alignment of postsecondary program enrollments and labor market

Benchmark

- FY2014: see Critical Success Activities (establish baseline)

Critical Success Activities

Long term

- Development of return on investment (ROI) report for DPTE
- Develop and phase in performance-based funding distribution

FY2014

- Annual gap analysis demonstrating labor market alignment with program offerings
- Collaborative and strategic process for budget request and operating budget development involving delivery system
- Discretionary funds distribution based on need as identified in gap analysis data

Objective H.　**Indispensable leadership, technical assistance, and advocacy |** Division office staff provide timely and effective support for the delivery system

Performance measures

　i.　Stakeholder satisfaction survey

Benchmark

- FY2014: Develop definition and establish baseline

Critical Success Activities

FY2014

- Develop and implement stakeholder satisfaction survey

Eastern Idaho Technical College

Strategic Plan FY14 – FY18

Revised April 2013

EITC Strategic Plan FY14-FY18

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 1: A WELL EDUCATED CITIZENRY
   The educational system will provide opportunities for individual advancement.

Objective A: Access - (measured elsewhere in this plan)

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

Method 1: Monitor labor market needs and review the need for new occupational training programs and community education/workforce training courses.

- Performance Measure: The number of occupational training programs and workforce training courses identified as needed to respond to labor market needs.
- Benchmark: Identify at least one (1) occupational training program and at least five (5) workforce training courses to respond to labor market needs.

Method 2: Determine the feasibility of developing one (1) new occupational training program and five (5) workforce training courses identified in Method 1 as needed to respond to labor market needs.

- Performance Measure: Completion of feasibility analysis for one (1) new occupational training 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. Development of new occupational training program(s) and workforce training courses deemed feasibly possible.

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

Method 1: Increase the academic outcomes of students enrolled in Adult Basic Education (ABE) classes to: assist individuals become more capable and productive community members; improve individual skills in reading, math, writing, and English as a second language; and prepare students to successfully complete the GED and/or COMPASS tests as appropriate.

Performance Measure: Academic gains of students.
Benchmark: Meet the State NRS targets for academic gains at all levels.

Method 2: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.

- Performance Measure: Number of potential students receiving pre-enrollment counseling.
- Benchmark: Increase number of students served, during each academic year, by at least one percent (1%).

Method 3: Development of new occupational training program(s) and 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.

Method 4: Monitor remedial needs in English and Math

- Performance Measure: Number and percentage of students successfully completing remedial English and Math (ENG 90 and MAT 100, respectively)
- Benchmark: Successful completers shall exceed 80%

Method 5: Ensure continuing services of the Tutoring Center by augmenting federal grant dollars through additional local or appropriated funding.

- Performance Measure: Funding level adjusted to student demand based on contact hours.
- Benchmark: Total funding for the Tutoring Center will be (FY 2012 funding ÷ FY 2012 contact hours) × projected contact hours for budget year.

Method 6: Percentage of post-secondary students who are retained in degree and certificate professional-technical programs.

- Performance Measure: Number of full-time students returning for a second year (fall to fall) for programs over one year.
- Benchmark: Returning students shall exceed 70%

- Performance Measure: Number of full-time students who completed programs of less than one year

- Benchmark: Completing students shall exceed 80%

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

- Performance Measure: Number of certificate and degree completions per 100 FTE
- Benchmark: Maintain award percentage over 35%

Objective E: Encourage collaboration with college service area's labor market.

- Performance Measure: Number of times EITC is mentioned in the public media or EITC-distributed brochures as a resource for work force training.
- Benchmark: Increase number of times by at least three (3) per year from FY 2013 levels.

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 A: Critical Thinking, Innovation and Creativity – (Not currently measured)

Objective B: Quality Instruction – Implement faculty improvements based upon feedback from faculty evaluations by faculty, peers, students and division managers.

- Performance Measure: Number of newly implemented improvements suggested by students via faculty evaluations.
- **Benchmark:** Implement at least one (1) new idea, identified via feedback of students through faculty evaluations.

GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS

Ensure educational resources are used efficiently.

Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.

Method 1: Increase reach of the EITC Tutoring Center and the services provided by the Tutoring Center.

- Performance Measure: Number of student contact hours.
- Benchmark: Increase number of student hours, during each academic year, by at least one percent (1%).

Method 2: Monitor cost to deliver educational resources

- Performance Measure: Total cost per credit hour
- Benchmark: Maintain cost per credit hour within 20% of IPEDS peers

EITC Strategic Plan FY14-FY18

- Performance Measure: 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 completion costs within 20% of peers

- Performance Measure: Institutional reserves comparable to best practice.
- Benchmark: A minimum target reserve of 5% of operating expenditures.

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

- Performance Measure: Provide data to workforce longitudinal data system with the ability to access timely and relevant data.
- Benchmark: Completed by 2015.

GOAL 4: Provide high quality admission and student support.

Objective A: Provide multiple opportunities to obtain feedback from students and implement improvements and changes based on student feedback.

Performance Measure: Students have the opportunity to respond to current procedures and experiences during their educational education at EITC. Students have the opportunity to fill out Faculty evaluations/surveys each semester and Noel Levitz yearly. Each of these surveys target student services, library, financial aid and overall campus experiences.

Benchmark: Implement three (3) changes or solutions identified by the current surveys.

Objective B: Promote a continuing safe environment.

- Performance Measure: Ongoing review of Emergency Response Plan with appropriate changes made to plan.
- Benchmark: Throughout the year, at quarterly meetings, the Safety Committee will review the components of the Emergency Response Plan and modify it as appropriate to support a safe learning environment.

- Performance Measure: Ongoing use of formal on-line safety training
- Benchmark: 100% completion of safety training by all full time faculty and staff.

- Performance Measure: Safety briefings to faculty and staff
- Benchmark: Incorporate safety training into each in-service meeting at start of terms

GOAL 5: ACHIEVE ACCREDITATION OBJECTIVES

Objective A: Be supportive by providing a safe, clean, inviting, and functional campus setting. EITC provides comprehensive student support from pre-enrollment through employment (admissions, financial aid, placement, library, business office, Center for New Directions, Adult Basic Education, etc.)

EITC Strategic Plan FY14-FY18

Method 1: EITC students and staff feel safe and secure.

o Performance Measure: Safety and Security measure on annual survey.
o Benchmark:
  - Students report less than a 1.0 gap between importance of safety and security and level of agreement.
  - Faculty and staff report less than a 1.0 gap between importance of safety and security and level of agreement.

Method 2: EITC provides effective support services.

- Performance Measure: Student perception of the value of services offered through the EITC Tutoring Center.
- Benchmark: Student satisfaction of services offered through the EITC Tutoring Center will be 3.0 or higher on student survey.

- Performance Measure: EITC admissions services meet the expectations of students.
- Benchmark: Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement.

- Performance Measure: EITC admissions services meet the expectations of faculty and staff.
- Benchmark: Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement.

- Performance Measure: EITC financial aid services meet the expectations of students.
- Benchmark: Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement.

- Performance Measure: EITC financial aid services meet the expectations of faculty and staff.
- Benchmark: Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement

- Performance Measure: EITC library services meet the expectations of faculty and staff.
- Benchmark: Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement

Objective B: Provide an atmosphere that fosters communication and growth.
Communication includes both external communication with community, state, and other stakeholders and internal communication among staff and faculty. Growth includes student growth (addressed elsewhere) and professional growth of staff and faculty.

Method 1: Communicate effectively with the community

- Performance Measure: Publish and distribute college newsletter
- Benchmark: 6 issues per year minimum

- Performance Measure: Conduct forums to foster creativity
- Benchmark: President will hold 2 forums per year to collect innovative ideas from the campus community. Maintain document to include ideas collected and acted upon.

- Performance Measure: Maintain a variety of campus committees and measure activity at critical committees
- Benchmark: 90% attendance by members

Method 2: Encourage relevant professional development

- Performance Measure: Provide funds for faculty and staff professional development
- Benchmark: maintain or increase level of available funds

- Performance Measure: Percent of faculty that participate in professional development
- Benchmark: 80% of full-time faculty will participate in professional development annually

- Performance Measure: Percent of staff that participate in professional development
- Benchmark: 80% of full-time staff will participate annually

- Performance Measure: Provide opportunities for professional development on campus
- Benchmark: Provide a minimum of 2 professional development activities on campus annually.

Method 3: Develop and maintain partnerships with stakeholders

- Performance Measure: Provide customized training to local industries
- Benchmark: Increase headcount yearly

- Performance Measure: Conduct employer follow-up
- Benchmark: Annual survey to collect satisfaction

- Performance Measure: Maintain labor market awareness
- Benchmark: Review DOL labor data annually

Objective C: Be accountable and a good steward of the funds entrusted to it through state appropriations, grants, student fees and other sources; seek to become increasingly effective in the application of those funds and the thorough reporting and justification of how funds were spent.

Method 1: Gather and utilize data for informed decision making**.**

- Performance Measure: Annual program graduate placement survey
- Benchmark: 85% training related placement

- Performance Measure: Fall to spring semester/fall to fall retention study
- Benchmark: 85% retention goal

- Performance Measure: Graduation rate study
- Benchmark: 50% graduation rate

- Performance Measure: Program enrollment reports
- Benchmark: Maintain semester/annual enrollments based on documented needs

Method 2: Regularly review and update programs

- Performance Measure: Annual program learning outcomes assessment
- Benchmark: Continuous improvement of students meeting expected learning outcomes

- Performance Measure: Maintain active program advisory committees
- Benchmark: 2 meetings per year

Method 3: Utilize resources efficiently

- Performance Measure: Room utilization
- Benchmark: Increasing room utilization factors

- Performance Measure: Energy and water consumption
- Benchmark: Annually decrease consumption

Objective D: Be <u>a place of learning</u> where students learn and develop workplace skills; use the most appropriate learning methods and provide instruction that is not only academically rigorous but is also tailored to the needs of the community

Method 1: Incorporate the use of most appropriate technologies

- Performance Measure: Percentage of faculty using learning management system
- Benchmark: Increase percentage annually to reach 100%

- Performance Measure: Number of courses via hybrid/on-line technology
- Benchmark: Increase percentage annually

Method 2: Provide rigorous and relevant instruction

- Performance Measure: Active program advisory committees
- Benchmark: 2 meetings per year

- Performance Measure: Performance on certification exams
- Benchmark: Student performance meets or exceeds 80% success rates

- Performance Measure: Performance on Technical Skills Assessments
- Benchmark: Performance meets or exceeds State's agreed upon standards

- Performance Measure: Student perception of instructional effectiveness
- Benchmark: Students report positive perception on annual assessment

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

2014-2018

INTRODUCTION

The University of Idaho is the first choice for student success and statewide leadership. We are the premier land-grant research university 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 2014-18 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.

ROLE

Our commitment to focused excellence includes developing and delivering pre-eminent statewide programs. These programs are delivered in the Morrill Act-mandated primary emphases areas in agriculture, natural resources, and engineering; and sustaining excellence in architecture, law, liberal arts, sciences, education, business and economics, and programs in medical and veterinary medical education, all of which shape the core curriculum and give meaning to the concept of a flagship university.

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 average time to complete a Bachelor's degree.

Benchmark: Four and one-half (4.50) years (using the Complete College Idaho methodology) .
Rationale: Timely degree completion, along with high graduation rates, results from and reflects efficient curricula, good advising and student centered teaching.

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.
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: Number and percent of students participating in Study Abroad and National Student Exchange programs.
Benchmark: Five percent of the full-time undergraduate degree-seeking student body.
Rationale: Enabling students to not only progress through their academic career but also to do so while learning in diverse settings provides them with greater perspective.

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.

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: Percent of undergraduate degrees conferred in STEM fields.
Benchmark: Peer median (most recent value was 32%)
Rationale: Science, Technology, Engineering and Mathematics fields are essential in our highly technological society; these degree recipients contribute disproportionately to the Idaho economy.

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.

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.

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 disadvantaged minority students, faculty and staff.
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.

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.

BOISE STATE UNIVERSITY

MISSION STATEMENT
CORE THEMES
VISION
STRATEGIC PLAN 2012-17
PORTFOLIO OF FY13 STRATEGIC PROJECTS

Focus on Effectiveness

Mission Statement

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

Each core theme describes a key aspect of our mission. A complete description 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.

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.

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

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

Objectives:

- 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 1: Performance Measures	Recent data		Performance Target (by 2017)	Comments
	2010	2012		
NSSE benchmark measures of student perception (as % of urban peer rating; for seniors only):				
>Level of academic challenge	98.2%	98.5%	Rating equal to peers	
>Active and collaborative learning	96.5%	97.9%	Rating equal to peers	
>Student-faculty interaction	87.0%	90.8%	Rating equal to peers	
>Enriching educational experience	95.9%	93.0%	Rating equal to peers	
>Supportive campus environment	90.1%	88.3%	Rating equal to peers	
	FY 2010-11	FY 2011-12		
% students achieving University Learning Outcomes[1]			For ULOs 1-6, our expectation is that for each ULO, 90% of graduates will be rated as "good" or "exemplary"	The ULOs are based on the "LEAP" program of the AAC&U, and are incorporated into our Foundational Studies Program.
>Written & oral communication (ULOs 1-2)	New program			
>Critical inquiry, innovation, teamwork (ULOs 3-4)	New program			
>Civic & Ethical foundations (ULOs 5-6)	New program			
	FY 2010-11	FY 2011-12		
% of Idaho HS students naming Boise State as #1 choice on ACT test (of those who listed us in top 6)	37%		40%	

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[1] % of graduating undergraduates who achieve a competency of "exemplary" or "good" for each of ULOs 1-6 (Intellectual foundations and Civic & ethical foundations) and for ULO 7-11 (Disciplinary areas).

<u>Goal 2</u>: Facilitate the timely attainment of educational goals of our diverse student population.

<u>Objectives</u>:

- 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 2: Performance Measures	Recent data		Performance Target (by 2017)	
	FY 2010-11	FY 2011-12		Comments
6 year graduation rate of first-time full-time freshman	2005 cohort 29.2%	2006 cohort 29.5%	45% by 2019	
Dual enrollment [2] ># credits produced ># students served	9,435 2,030	10,770 2,410	10,000 3,000	10,770 credits is equivalent to 718 students each taking 15 credits for a semester. Board required measure.
Graduates per 100 student FTE enrolled [3] (undergraduate/graduate)	18.4 / 50.8	19.9 / 54.9	22.5 / 58.0	Number decreased by large # of non-traditional students. Board required measure.
One-year retention rate of first-time full-time freshman*[4]	69.1%	72%	equal to peer institutions	Board required measure

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[2] Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned.
[3] Number of baccalaureate degree recipients per 100 undergraduate FTEs enrolled and number of master's/doctoral degree recipients per 100 graduate FTEs enrolled.
[4] Retention for the Fall 2008 cohort is measured as the percent of the Fall 2008 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2009.

4

Boise State University
Strategic Plan 2012-17
Focus on Effectiveness
Submitted to SBOE March 18, 2013

<u>Goal 3:</u> Gain distinction as a doctoral research university.

<u>Objectives:</u>

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

Goal 3: Performance Measures	Recent data		Performance Target (by 2017)	Comments
	FY 2010-11	FY 2011-12		
Total Research & Development Expenditures as reported to the National Science Foundation (in $1,000's)	$24.2 M	$27.5 M	$40 million	Gold standard for measuring research. Since FY05, we have increased 206%; for the last two years we have had more expenditures than ISU.
Number of peer-reviewed publications over 5-year period[5]	2007-11: 1,176		1,500	Number is a measure of scholarly output. # citations is a measure of impact.
Citations of Boise State publications over 5-year period[6]	2007-11: 4,662		5,000	
Number of doctoral graduates	11	11	25	

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[5] # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science. A more robust and comprehensive measure will be implemented once Digital Measures is fully operational.
[6] # of citations of Boise State publications over five year span; from Web of Science. A more robust and comprehensive measure will be implemented once Digital Measures is fully operational.

5

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

Objectives:

- 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 4: Performance Measures	Recent data		Performance Target (by 2017)	Comments
	FY 2010-11	FY 2011-12		
Number of graduates (bachelor's, master's, doctoral) in high demand disciplines[7]	1,031		1,250	Includes disciplines appropriate for the top 25% of jobs listed by the Idaho Department of Labor.
Number of STEM graduates (includes bachelor's, master's, doctoral)[8]	374	407	500	We had a 41% increase in STEM degrees over last 3 years.
Overall number of baccalaureate graduates	2,411	2,584	3,273	The SBOE has projected that BSU will need to produce 3,273 graduates annually by FY2018-19 to meet the SBOE's 60% goal. Our target will be to meet that number two years early.
BroncoJobs: # of employers listing career-level jobs[9]	623		700	"Career level" focuses the measure on competence of our graduates.
# of students requiring remedial coursework[10]	108	123	100	Opening of CWI will have an impact. Board required measure.

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[7] Defined as graduates in those disciplines appropriate for the top 25% of jobs listed by the Idaho Department of Labor, based on projected # of openings 2008-2018.
[8] STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both of the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.
[9] Measure will be adjusted for economic conditions
[10] Includes all new Idaho students who have been out of high school 1 year or less needing to complete remedial coursework.

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

Objectives:

- 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.

Goal 5: Performance Measures	Recent data		Performance Target (by 2017)	Comments
	2010	2012		
NSSE student rating of admin offices (as % of urban peer average score)	97.1%	96.9%	Rating equal to peer institutions	
	FY 2010-11	FY 2011-12		
Cost of education (full-time resident undergraduate tuition & fees per semester)	$2,650	$2,942	Remain less than the median cost of comparable regional institutions	
Operational Cost per EWA Weighted Credit Hour[11]	$154.54	$164.11	Increase no more than the Consumer Price Index	
Instructional Cost per EWA Weighted Credit Hour[12]	$100.30	$102.69	Increase no more than the Consumer Price Index	
Operational Cost per Degree Graduate (bachelor's and above)[13]	$46,931	$44,980	Increase no more than the Consumer Price Index	
Instructional Cost per Degree Graduate (bachelor's and above)[14]	$30,462	$28,145	Increase no more than the Consumer Price Index	

[11] Cost data from audited financial reports, and includes costs for instruction, academic support (including libraries), and institutional support (including student services); excludes research and other non-instructional and support costs. Credit hours weighted according to EWA formulae.

[12] Cost data from audited financial reports, and includes only cost of instruction. Credit hours weighted according to EWA formulae.

[13] Cost data from audited financial reports, and includes costs for instruction, academic support (including libraries), and institutional support (including student services); excludes research and other non-instructional and support costs. Distinct number of graduate from degree programs, baccalaureate and above; certificates not included.

[14] Cost data from audited financial reports, and includes only cost of instruction. Distinct number of graduate from degree programs, baccalaureate and above; certificates not included.

Project Portfolio: FY13 University-wide Projects

To implement the university's strategic plan Focus on Effectiveness 2012-2017 will involve two types of projects:

- <u>University-wide projects</u>. These projects were derived directly from Focus on Effectiveness, and each will cross divisional boundaries. Each project is foundational in nature; that is, by implementing it first, we facilitate the later implementation of unit-level and other university-level projects.

- <u>Divisional and unit-level projects.</u> In many cases, these projects will be derived from divisional and/or unit-level strategic plans that have been developed to align with Focus on Effectiveness.

Nine university-wide projects were proposed and approved for FY13. They are as follows:

<u>New Projects</u>

- ➢ Develop Our Strategic Enrollment Plan as the Basis for Integrated University Planning

- ➢ Achieve Institutional Effectiveness through Comprehensive and Systematic Assessment

- ➢ Adopt Leading-Edge Pedagogy and Learning Environments at the Program Level

- ➢ Implement Complete College Boise State

- ➢ Foster a Culture Focused on Student Success

- ➢ Build Sustainable Structure to Increase Funding for Research and Creative Activity

<u>Projects that Build on Specific Initiatives Already Underway</u>

- ➢ Although every project will build on what we have done in the past, the following projects build on specific initiatives that are already underway.

- ➢ Expand the Mobile Learning Initiative

- ➢ Maximize Success of the Foundational Studies Program in Achieving University Learning Outcomes

- ➢ Strengthen the Structure and Operations of Academic Departments

Idaho State University Strategic Plan

Mapping Our Future:
Leading in Opportunity and Innovation

FY 2014-2018

ISU FY 2014-2018 Strategic Plan (Rev. 3-13-13)

Idaho State University
Strategic Plan
FY 2014-2018

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.
Performance Measures
1.1.1   Number of online and hybrid courses offered to meet student demand.
1.1.2   Number of students participating in Career Path Internships.
1.1.3   Number of high school students participating in ISU dual credit courses.
Benchmark: Increase each measure by five 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 Measure:
1.2.1   Number of programs begun, expanded, and/or closed in response to changing student interest or workforce needs. Longitudinal data on all current programs are provided to the deans annually, and all programs are reviewed and revised as needed at least once every five years.

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> **Benchmark:** Addition, revision, expansion or deletion of academic programs are strategic decisions based on program review findings, and are tied to student interest and workforce needs of the state and region.

Objective 1.3   Undergraduate and graduate students participate in undergraduate teaching.
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 students participating in undergraduate teaching and/or tutoring by five percent over the next five years.

Objective 1.4   Undergraduate and graduate students engage in research and creative/scholarly activity.
Performance Measures
1.4.1   Number of students who participate each year in research with a faculty member.
1.4.2   Number of students who participate each year in ISU's research symposia.
Benchmark: Increase the number of students participating in research and creative/scholarly activity with a faculty member by three percent per year.

Objective 1.5   The core faculty is actively engaged in research and creative/scholarly activity.
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, number funded, and total amount of funding received.
1.5.3   Faculty contribution to economic development and commercialization activities, as demonstrated by invention disclosures, patents, and collaborative funded research with private sectors partners.
Benchmark: Faculty productivity/quality indicators at, or above, peer average and increase these indicators by three 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.
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 and placement 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 educational goals.

Objective 2.1   Support services provided to enhance retention are utilized by students.
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 the New Student Orientation program, 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 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, retention and completion are in place (e.g., targeted recruitment, optimal scheduling of courses, early warning system to help students in need, etc.).

Performance Measures (red text indicates 2012 SBOE-required measures for all institutions)

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 weighted 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: Positively impact all student progression variables above by five percent over next three years.

Objective 2.3   Students who require remedial coursework are successful in completing their certificate or degree programs.

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 five 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.

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.

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.

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Objective 2.5   Accommodations are made to assist students who leave the institution ("stop out") and return.
   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 three years.
   Benchmark: The percent of students who "stop out" and subsequently return to ISU will increase by five percent over the next five years.

Objective 2.6   Students participate in community and service learning projects and activities, student organizations, and learning communities.
   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.
   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.
   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 five percent over the next three years.

Objective 3.3. ISU faculty and students engage in basic, translational, and clinical research in the health sciences.

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.

Performance Measure:

4.1.1 Total economic impact of the University.

Benchmark: Total economic impact will increase by five 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.

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 to 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.

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 five 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.

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.

B**enchmark:** 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.
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 in the recent past, 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 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 directives related to creation of the Student Longitudinal Data System, revision of general education and remedial education, common core standards, Smarter Balance Assessment, Complete College America/Idaho, the 60% Goal, zero-based budgeting, performance-based funding, and the additional financial and institutional research reporting requirements have required the reallocation of staff resources and time and effort to comply. The legislation passed recently to encourage students to complete the requirements for an associate degree ("8 in 6") at the time of their high school graduation, is an unfunded mandate that also has an impact on staff and faculty workload to increase the number of dual credit courses, one-year certificates, and associate degrees available to students. At the same time

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the high school graduation requirements have increased, which may reduce the time high school teachers have available 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 comprehensive self-evaluation report due in September 2014, with an on-campus visit by a review team in fall 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 a 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. The programs in the health professions are reliant on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. To ensure that students are placed appropriately in these clerkship rotations and that there are sufficient sites for our students, each of the health professions programs must have a full-time clerkship coordinator to schedule students in our existing sites, and secure additional clerkship sites. The potential for growth in these programs is dependent on maintaining the student to faculty ratios mandated by the specialized accrediting bodies, as well as the availability of a sufficient number of appropriate clerkship sites for our students.

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 has had a negative impact on need-based financial aid for our students. The impact of the sequestration-mandated federal budget reductions initiated in early 2013 will certainly have a negative impact on higher education.

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

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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 have begun to rebound, it is difficult to make accurate projections for growth in higher education.

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.

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		ISU STRATEGIC PLAN GOALS					
		Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	Stewardship of Institutional Resources.	
	GOAL 1: A WELL EDUCATED CITIZENRY	✓	✓	✓	✓		
STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDCATION	Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system. - Postsecondary student enrollment by race/ethnicity/gender as compared against population.	✓	✓				
	Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. - Percent of high school students enrolled and number of credits earned in duel credit. - Percent of first-year full-time freshmen returning for second year. - Number of postsecondary unduplicated students receiving awards (Associate, bachelor's, master's, doctoral degrees) each year.	✓	✓	✓			
	Improve the processes and increase the options for re-integration of adult learners into the education system. - Number of bridge programs. - Number of adults enrolled in upgrade and customized training. - Percent of first-year part-time freshmen returning for second year.	✓	✓		✓		
	Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workplace. - Number of degrees conferred in STEM fields. - Percent of students participating in internships. - Percent of students participating in undergraduate research.	✓	✓	✓	✓	✓	

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

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		ISU STRATEGIC PLAN GOALS				
		Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	Stewardship of Institutional Resources.
	GOAL 2: CRITICAL THINKING AND INNOVATION	✓	✓	✓	✓	
	Increase research and development of new ideas into solutions that benefit society. - Institution expenditures from competitive Federally funded grants. - Institution expenditures from competitive industry funded grants. - Number of sponsored projects involving the private sector. - Total amount of research expenditures.	✓		✓		✓
	Increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff. - Percent of first-time students from public institution teacher training programs that pass the Praxis II	✓				
	GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS	✓	✓	✓		✓
	Increase productivity and cost-effectiveness. - Cost per successfully completed weighted student credit hour. - Average net cost to attend public 4 year institution. - Average number of credits earned at completion of a degree program. - Institutional reserves comparable to best practice.	✓	✓	✓		✓
	Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system. - Develop P-20 workforce longitudinal data system with the ability to access timely and relevant data.					✓

(Left vertical label: STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDUCATION)

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

Lewis-Clark State College

Strategic Plan

Submitted March 18, 2013

FY2014-2018

1

Lewis-Clark State College

Strategic Plan FY2014-2018

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.

2

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)

3

• **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 1: 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)
  Benchmark: Annual Enrollment - 1,300
                              Annual Total Credit Hours - 6,000

• Scholarship dollars awarded per student FTE
  Benchmark: $1,950

SBOE Objective B: **Higher Level of Educational Attainment** - Support the Idaho State Board of Education's efforts to increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Performance Measures:
• The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled
  Benchmark: 20

• First-year/ full-time cohort retention rate
  Benchmark: 60%

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- First-year/ full-time cohort 150% graduation rate
  Benchmark: 30%

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 Measure:
- Number of adults enrolled in customized training (including statewide fire and emergency services training programs).
  Benchmark: 3,700

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.

Performance Measures:
- Number of students participating in internships
  Benchmark: TBD

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- Number of students participating in undergraduate research
  Benchmark: 290

- The number of presentations at the LCSC Senior Research Symposium
  Benchmark: 230

SBOE Objective B: Quality Instruction- Support the Idaho State Board of Education's efforts to increase student performance through the development, 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.PA. 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%.

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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 successfully completed weighted student credit hour
  Benchmark: TBD

- Average net cost to attend public 4 year institution
  Benchmark: TBD

- 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- 70 (SBOE Benchmark)
  Benchmark: Bachelors - 130 (SBOE Benchmark)

- Institutional reserves comparable to best practice.
  Benchmark: A minimum target reserve of 5% of operating expenditures.

SBOE Objective B: **Data Informed 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.

Objective C: **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:

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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.

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College of Southern Idaho
Strategic Plan
2014 – 2019

"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

College of Southern Idaho • Strategic Plan 2014 - 2019

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.

College of Southern Idaho • Strategic Plan 2014 - 2019

Core Themes*

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

Strategic Initiatives • 2014 - 2019

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

Strategic Goals • 2014 - 2019

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.

College of Southern Idaho • Strategic Plan 2014 - 2019

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.

College of Southern Idaho • Strategic Plan 2014 - 2019

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 - CCSSE[1] 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

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[1] CCSSE – Community College Survey of Student Engagement

College of Southern Idaho • Strategic Plan 2014 - 2019

Performance Measure: Retention/persistence rates
Benchmark: CSI's first-time full-time retention rate will be at or above the median for its IPEDS[2] 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

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[2] IPEDS – Integrated Postsecondary Education Data System

CSI **College of Southern Idaho** • Strategic Plan 2014 - 2019

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

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Strategic Initiative III: **Performance and Accountability**

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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

College of Southern Idaho • Strategic Plan 2014 - 2019

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
Benchmark: demonstrate student-faculty interaction ratings at or above the national comparison group

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

CSI   **College of Southern Idaho** • Strategic Plan 2014 - 2019

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)

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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 • Strategic Plan 2014 - 2019

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College of Southern Idaho • Strategic Plan 2014 - 2019

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 April 2013
Board of Trustee Approval April 2013

Strategic Plan 2014 - 2018

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

CORE VALUES

Acting with integrity
Serving all in an atmosphere of caring
Sustaining our quality of life for future generations
Respecting the dignity of opinions
Innovating for the 21st Century
Leaving a legacy of learning

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, OBJECTIVES, MEASURES and BENCHMARKS

Institutional Priority 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.

Objective 1	CWI will be actively involved in college readiness efforts that prepare students for success.
Measures	• Implement a curriculum-driven, mandatory course placement system supported by accurate assessments and course prerequisites so that 80% of students who respond to end-of-course surveys indicate they were adequately prepared to succeed in that course. • Develop a procedure to synchronize all aspects of student financial accounts by improving communication and collaboration, including payment plans; document a decision tree procedure for drop for no pay and non-attendance, collection processes, and debt advising. Establish benchmark. • Develop an annual survey that determines student satisfaction with the financial aid process. Establish benchmark. • Promote and publicize the positive financial and personal benefits of earning a degree or certificate from a community college. • By 2015, develop an instructor survey that measures student placement in the appropriate class. Establish benchmark.

Objective 2	The CWI community will engage students and provide timely, relevant, and effective support.
Measures	• 40% of students who have the goal to enter postsecondary or short-term training will complete this goal within one year of enrollment. • 80% of ABE/ESL student responses will report that their basic skills educational experience was satisfactory. • Implement the program review process in 100% of academic programs. • 80% of students respond 'Yes' to the end-of-course evaluation question, "Are you satisfied that the curriculum prepared you for continuation in higher education or employment?", indicating positive retention and persistence. • 100% of admitted new students are offered the opportunity to participate in an Orientation Advising Registration Session (OARS). • The College will experience a year over year increase in internship and employment opportunities for CWI students.

Objective 3	CWI will proactively cultivate pathways for continued student success beyond CWI by expanding CWI's transfer program and creating a CWI-based Transfer Center.
Measures	• 60% of students who graduate with an AA or AS transfer to a 4-year college or university within one year. • 80% of CWI general education and PTE degrees have articulated 2+2 and other cooperative agreements with an Idaho college or university for the four-year sequence. • Create a CWI-based Transfer Center by 2017 that will assist students whose goal is to transfer to a 4-year college or university.

Objective 4	CWI will develop a system of appropriate measures to facilitate participation in the Voluntary Framework of Accountability program sponsored by the American Association of Community Colleges.
Measures	• Develop tracking mechanisms that align with the "Developmental Education Progress Measures" identified in the Voluntary Framework of Accountability Initiative. • Develop tracking mechanisms that align with the "Two-Year Student Progress Measures" identified in the Voluntary Framework of Accountability Initiative. • Develop tracking mechanisms that align with the "Six-Year Student Outcomes Measures" identified in the Voluntary Framework of Accountability Initiative. • Develop tracking mechanisms that align with the "Career and Technical Education Measures" identified in the Voluntary Framework of Accountability Initiative. • Develop tracking mechanisms that align with the "Non-Credit Course Measures 1, 2 & 3" identified in the Voluntary Framework of Accountability Initiative. • Develop tracking mechanisms that align with the "Adult Basic Education/GED Measures" identified in the Voluntary Framework of Accountability Initiative. • Develop assessment mechanisms that align with the "Student Learning Outcomes Assessments" identified in the Voluntary Framework of Accountability Initiative.

Objective 5	CWI will develop a system of appropriate measures to facilitate the Idaho State Board of Education Performance Measures.
Measures	- Remediation: Number of first-time freshmen who graduate from an Idaho high school in the previous year requiring remedial education. Establish Benchmark - 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. Establish Benchmark - Dual Credit: Total credits and number of students. Establish Benchmark - Total certificates and degrees conferred: Number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled. Establish Benchmark - Cost per credit hour to deliver education. Establish Benchmark - Certificate (of at least one year in expected length) and degree completions per $100,000 of education and related spending by institution (Education & Related spending is defined as the full cost of instruction and student services, plus the portion of instructional support and maintenance assigned to instruction). Establish Benchmark

Institutional Priority 2: Develop Systems to Support Faculty and Staff

The College of Western Idaho will prioritize support for employees, which thereby maximizes student success.

Objective 1	Develop resource allocation guidelines to effectively deliver programs and services.
Measures	- Develop staffing model guidelines for each Unit. - Identify top 2-3 training/development needs for each Unit based on HR training needs assessment and performance evaluation results.

Objective 2	Provide professional development, training and learning opportunities for all employees.
Measures	• The Center for Teaching and Learning is established by July 1, 2013. • CWI will experience a year over year increase in funding for employee tuition assistance. • Achieve a 50% agree/strongly agree rating on the annual employee survey question, "CWI consistently follows clear processes for orienting and training new employees." • Achieve a 70% agree/strong agree rating on the annual employee survey question, "I have adequate opportunities for training to improve my skills." • Achieve a 71% agree/strongly agree rating on the annual employee survey question, "I have adequate opportunities for professional development."

Objective 3	Promote a culture to recognize employee excellence.
Measures	• Programs are developed that recognize our employees. • Achieve an 89% agree/strong agree rating on the annual employee survey question, "The work I do is appreciated by my supervisor." • Achieve a 60% agree/strong agree rating on the annual employee survey question, "CWI consistently follows clear processes for recognizing employee achievements." • Achieve a 34% agree/strong agree rating on the annual employee survey question, "I have adequate opportunities for advancement."

Institutional Priority 3: Implement Practices for Fiscal Stability

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

Objective 1	CWI operates within an annual balanced budget based on known resources.
Measures	• 100% of new initiatives and objectives include fiscal implications. • Conduct quarterly and annual business reviews to maintain and document a balanced budget.

Objective 2	Increase revenue to fund enhanced college operations including infrastructure.
Measures	• Business Partnerships Workforce Development Division increases their revenue 10% annually to contribute to the long term sustainability of the institution. • Achieve comprehensive evaluation of at least five (5) relevant grant opportunities per year.

Objective 3	Increase external grant submissions for the Foundation and the College by 10% each year.
Measures	• Increase external grant submissions for the Foundation and the College by 10% each year.

Objective 4	Improve operating efficiencies campus wide.
Measures	• Design and implement a plan to replace various HVAC components at Canyon County Center to decrease energy usage by 20%.

Institutional Priority 4: Connect the College to the Community

The College of Western Idaho will implement a variety of educational and developmental programs to bring the college into the community in meaningful ways to include credit, non-credit, short-term programs, technical certifications and continuing education units (CEU's). CWI is responsive to community economic development needs as well as actively supporting lifelong learning opportunities for personal and cultural enrichment.

Objective 1	CWI provides educational services and programs in response to local business and industry needs to support economic and personal development.
Measures	• Student surveys reflect an 80% positive response and satisfaction. • Develop a survey to measure Technical Advisory Committee satisfaction with PTE programs. Establish benchmark.

Objective 2	CWI ensures the sustainability of its programs and services through community partnerships.
Measures	• Develop a process to track and measure all in-kind, monetary and program support we receive from the community. Establish benchmark.

Objective 3	CWI participates in or supports community engagement through educational, cultural and organizational events.
Measures	• Develop a tracking system to identify the number of events held in conjunction with or in support of our community. Establish benchmark. • Develop a tracking system to identify the number of organizations using college resources and facilities. Establish benchmark.

Objective 4	CWI participates in a professional expertise exchange through inviting class guest speakers, as well as encouraging CWI staff, faculty and students to participate in communities of interest (professional organizations, local, state, national communities).
Measures	• Develop a tracking system to identify the number of guest speakers and employee speaking engagements. Establish benchmark.

Objective 5	Expand CWI's presence within its service area.
Measures	• CWI will experience an increase in the square footage of classroom space, faculty space and student resource space in Ada County. • CWI will experience an increase in the number of classes available to students in Ada County.

Institutional Priority 5: Ensure the Sustainability of CWI's Infrastructure

CWI will conduct continual evaluations of the College's systemic health, and operational and administrative infrastructure, to determine strength and viability.

Objective 1	Develop a plan to implement a system of assessments that identifies and evaluates strengths and weaknesses of CWI's systemic health, and the operational and administrative infrastructure. (FY2014)
Measures	• Create an internal process to evaluate the systemic health of the institution. Establish benchmark. • Create an internal process to evaluate the operational and administrative infrastructure. Establish benchmark. • Create an internal process that insures individual performance standards are do-able and sustainable. Establish benchmark.

Objective 2	Implement plan that identifies and evaluates the strengths and weaknesses of CWI's systemic health, and operational and administrative infrastructure. (FY2015)
Measures	• Implement an internal process to evaluate the systemic health of the institution. • Implement an internal process to evaluate the operational and administrative infrastructure. • Implement an internal process to insure individual performance standards are doable and sustainable.

Objective 3	Identify and appropriately address weaknesses of CWI's systemic health, and operational and administrative infrastructure. (FY2016)
Measures	• Develop action plans to respond to identified weaknesses of CWI's systemic health and operational and administrative infrastructure. • Develop action plans to respond to resource needs not met but needed/ required/planned for.

EXTERNAL FACTORS

A major key external factor that may impact our ability to fulfill our mission and goals is the inability to confidently predict future growth. Because CWI is only three complete cohorts into its existence, and combined with the tremendous growth in enrollment year over year, it is difficult to predict our revenue and student impact. Another challenge is our addition of a fifth priority, which is intended to analyze our stability and sustainability. This will be a challenge, as well as our participation in the Voluntary Framework for Accountability program, as directed by our Board of Trustees.

For Additional Information Regarding The

College Of Western Idaho

2014-2018 Strategic Plan

Contact:

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CWI Planning and Assessment Office

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North Idaho College Strategic Plan
SP Version 2013
2012 – 2016

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.

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.

Accreditation Core Themes
The college mission is reflected in its three accreditation core themes:

Student Success: Provide access to an education environment that helps students attain their education goals.
Educational Excellence: Enhance quality educational opportunities that promote student success, teaching excellence, and lifelong learning.
Community Engagement: Enhance the quality of life for our students and communities.

Key External Factors
- Changes in the economic environment
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

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

Theme/Goal 1 – Student Success: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life

Objectives
1) Provide innovative, progressive, and student-centered programs and services.
2) Engage and empower students to take personal responsibility and to actively participate in their educational experience.
3) Promote programs and services to enhance access and successful student transitions.

Performance Measures
- Percent of first-time, full-time degree seeking students that completed or transferred in three years [1, 3]
  Benchmark: 50%
- Fall to spring persistence rates of students enrolled in CSC-013 (reading)
  Benchmark: 80%

- Fall to spring persistence rates of students enrolled in MATH-015
  Benchmark: 80%
- Associate's degrees/certificates awarded per fall FTE [1, 2]
  Benchmark: 25%
- Number of NIC ABE and NIC GED students who enroll at NIC as postsecondary students [1]
  Benchmark: Increase the number of NIC ABE and NIC GED students who enroll at NIC as postsecondary students by 10% each fiscal year
- Number of Tech Prep students who enroll at NIC in Professional Technical programs
  Benchmark: Increase by 10% annually. Recruiting plan put into place.
- Exit interviews of students who enroll and then drop out
  Benchmark: At least 50% of students who enroll and then drop out interviewed
- Program reviews within Student Services units
  Benchmark: At least 50% of Student Services units reviewed
- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of completers [3]
  Benchmark: 80% of the employers
- Career Program Completers, percent employed in related field [1,3]
  Benchmark: 75% employed
- Fall to Spring Persistence Rate, credit students [3]
  Benchmark: Maintain current levels
- First-time, full-time, student retention rates [1,2]
  Benchmark: 63%
- First-time, part-time, student retention rates [1,2]
  Benchmark: 45%

Theme/Goal 2 - Educational Excellence: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Objectives
1) Evaluate, create and adapt programs that respond to the educational and training needs of the region.
2) Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.
3) Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.
4) Recognize and expand faculty and staff scholarship through professional development.

Performance Measures
- Percent of Career Program completers pursuing additional education [3]
  Benchmark: 25%
- Student Learning Outcomes Assessment goals
  Benchmark: 80% percent or more of annual assessment goals are consistently met over 3-year plan
- Percentage of training and community education course evaluations that score a 4 or higher out of the total number of evaluations
  Benchmark: 85% of the total number score 4 or higher
- Full-time to Part-time faculty ratio
  Benchmark: 1.3 to 1.0 ratio

- NIC is responsive to faculty and staff professional development needs
  Benchmark: Maintain or increase funding levels available for professional development
- Licensure pass rates at or above national pass rates
  Benchmark: Maintain current pass rates
- Dual Credit students who enroll at NIC as degree-seeking postsecondary students [1]
  Benchmark: Increase by 5%
- Overall employee satisfaction with internal communications on the Employee Opinion Survey
  Benchmark: 70%
- Programs reviewed over the next five years will implement annual reporting
  Benchmark: Twenty percent of total programs per year over five years until fully implemented
- Rates of participation in the NIC Wellness program
  Benchmark: 75% of benefits-eligible employees participate

Theme/Goal 3 - Community Engagement: Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Objectives
1) Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.
2) Demonstrate commitment to the economic/business development of the region.
3) Promote North Idaho College in the communities we serve.
4) Enhance community access to college facilities.

Performance Measures
- Annual score on community engagement rubrics
  Benchmark: 70% of total points for engagement activities are met or exceeded annually
- Distance Learning proportion of credit hours [1,3]
  Benchmark: Increase by 5% annually
- Number of community events on campus or other NIC facilities
  Benchmark: Increase the amount of community events held on campus from the previous year
- Dual Credit annual credit hours in the high schools [1]
  Benchmark: Increase by 5%
- Dual Credit annual credit hours taught via distance delivery [1]
  Benchmark: Increase by 5%
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population [1,3]
  Benchmark: 3.60%
- Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population [1,3]
  Benchmark: 3%
- Number of course offerings at the NIC Outreach Centers and other off-campus sites
  Benchmark: Maintain current level

Theme/Goal 4 – Diversity: A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Objectives
1) Foster a culture of inclusion.
2) Promote a safe and respectful environment.
3) Develop culturally competent faculty, staff and students.

Performance Measures
- Number of student clubs
  Benchmark: Increase number of student clubs to 25
- Variety of locations/methods used by Human Resources office to advertise open positions
  Benchmark: Maintain current level
- Goals set by Diversity Steering Committee
  Benchmark: 100% of goals met

Theme/Goal 5 – Stewardship: Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Objectives
1) Exhibit trustworthy stewardship of resources.
2) Demonstrate commitment to an inclusive and integrated planning environment.
3) Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures
- Dollars secured through the Development Department via private donations and grants
  Benchmark: $2,000,000
- College-wide replacement schedule for personal computers
  Benchmark: 100% of the computers are replaced within the 42 month window
- Integrated planning across processes such as accreditation, strategic planning, and performance measurement reporting
  Benchmark: 85% of the processes are closely integrated
- Energy rebates generated and energy consumption reduced
  Benchmark: Continue to explore opportunities for further reducing energy costs
- Tuition and Fees per Credit Hour for full-time, in-district students [3]
  Benchmark: Maintain current levels

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[1] NIC's work on the Complete College Idaho (CCI) plan will aid in further defining the benchmark
[2] Integrated Postsecondary Education Data System (IPEDS) definitions used
[3] National Community College Benchmarking Project (NCCBP) definitions used

University of Idaho

AGRICULTURAL RESEARCH & EXTENSION SERVICE

STRATEGIC PLAN

2014-2018

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2014-2018

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.

<u>**Goals**</u>

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

2014-2018

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. It's 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 integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

3

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 programs in forest and nursery management as well as the Rangeland Center and Policy Analysis Group.

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 a full range of ecosystem services and products, including environmental quality.

2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses — such as timber harvesting and processing, regeneration and rehabilitation firms, working livestock ranches, as well as governmental and non-governmental enterprises and 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 through licensing, patenting, publishing 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, timber harvesting, wood residue utilization, livestock grazing, forest and rangeland restoration, etc.

Benchmark:
Numbers and types of products and services delivered and stakeholders serviced as of 2010-2012 average levels with an ongoing objective for benchmarks 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 associated with forest and rangeland management and the maintenance of environmental quality.

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 and 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; and
- 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 and products.

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.

Idaho Geological Survey (IGS)

STRATEGIC PLAN

FY 2014 - FY 2018

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 constitute the current knowledge of Idaho geology and are 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 and new technology develops, demand is increasing for new geologic knowledge information related to resource management, energy- mineral- and water-resource development, landslides and earthquake hazards.

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 financial sectors, 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, regional coalitions, and state and federal resource 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 the 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 largely subject to federal program funding and increasing state competition for federal programs. Partnerships

with state agencies and private sector sponsors are expanding. 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-Utah, W-I-U) Veterinary Medical Education Program/ Caine Veterinary Teaching Center

STRATEGIC PLAN
2014 - 2018

Idaho (Washington-Idaho-Utah, W-I-U) Veterinary Medical Education Program/ Caine Veterinary Teaching Center

STRATEGIC PLAN 2014-2018

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 first Idaho-resident students were enrolled in the program in 1974. In September 1977, the Caine Veterinary Teaching Center (CVTC) at Caldwell, an off-campus unit of the University of Idaho's Veterinary Science Department, was opened as a part of Idaho's contribution to the WOI Regional Program in Veterinary Medicine. Oregon withdrew from the cooperative program in 2005. In 2012, Washington State University and Utah State University announced a new educational partnership, and the program is now entitled the Washington-Idaho-Utah (W-I-U) Regional Program in Veterinary Medicine.

The CVTC serves as a food animal referral hospital/teaching center where senior veterinary students from Washington State University/College of Veterinary Medicine (WSU/CVM) participate in elective rotations that focus on food animal production medicine.

The W-I-U 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 changed since its inception. The program now provides access for 11 Idaho-resident students per year (funding for 44 students

annually). The CVTC program is administered through the Department of Animal and Veterinary Science (AVS), in UI's College of Agricultural and Life Sciences (CALS).

The W-I-U Program is accredited by the American Veterinary Medical Association (AVMA). Faculty members are specialized in virology, bacteriology, pharmacology, epidemiology, medicine, and surgery, and hold joint appointments between the UI College of Agricultural and Life Sciences in the AVS Department (scholarly activities/research/service) and W-I-U Regional Program in Veterinary Medicine (education/service/outreach/engagement).

The service and diagnostic components of the CVTC are integral to the food animal production medicine teaching program, offering clinical and laboratory diagnostic assistance for individual animal care or disease outbreak investigation for veterinarians and livestock producers in Idaho. Live animals referred by practicing veterinarians are used as hospital teaching cases for students when on rotation at that time. Students have access to select, in-house laboratories to process 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 laboratories at the CVTC for analyses .Diagnostic services and assistance are also provided to Idaho State Department of Agriculture and to the Idaho Department of Fish and Game. When additional services are required or requested by practitioners, personnel at CVTC receive, process, and ship samples to other diagnostic laboratories.

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 graduate coursework, through the University of Idaho, leading to the Master's degree from the UI and/or to the PhD degree from WSU. The cooperative graduate program has enhanced research cooperation between WSU and UI faculty members.

Supervision and leadership for programs, operations, the faculty and staff at the CVTC are the responsibility the Director, Dr. Gordon W. Brumbaugh; and, administrative responsibility is with the Interim Head of the AVS Department, Dr. Mark McGuire, and Interim Dean of CALS, Dr. John Foltz.

Education:

Faculty members who are teaching-oriented and have clinical problem-solving skills provide 1- to 4-week blocks of time designed for individual student needs. Opportunities target general food animal medicine, dairy production medicine, cow/calf management, feedlot medicine, sheep/lambing management, small ruminant clinical medicine, and special topics.

Activities are selected that allow the student to develop and gain confidence in technical skills as well as professional critical thinking and management of information. Disease agents, fluid therapy, appropriate drug use, nutrition, diagnostic sampling, and necropsy

are examples of skills emphasized during individual animal medicine instruction. Production animal medicine stresses recordkeeping and interpretation, investigational skills, animal well-being, and stress reduction for beef or dairy cattle and for small ruminants (primarily sheep and goats).

One faculty member of the W-I-U Program stationed at Moscow, ID serves as an advisor for pre-veterinary students, teaches undergraduate veterinary science courses, and teaches in the second- and third-year instructional programs of the WSU-CVM at Pullman, WA. In 2013, the Dawn and Wes Downs Pre-Veterinary Intern Endowed Scholarship will be initiated and provides opportunities specifically for the AVS Department undergraduate pre-veterinary program. That scholarship supports participation of one student in an experiential learning opportunity at the CVTC. The Northwest Bovine Veterinary Experience Program (NW-BVEP) –started in 2007 for a limited number of first- and second-year WSU/CVM veterinary students– is a 6-week summer dairy/beef veterinary experiential learning program. Broadening recognition of the program, successful career development provided, and the growing support (tangible and intangible) are all indicators that the NW-BVEP should be continued.

The CVTC and AVS faculty are involved in state-wide producer educational programs using the CVTC facilities when appropriate to offer continuing education programs for veterinarians and livestock producers.

Scholarly Activities/Research/Service:

Nationally- and internationally- acclaimed research has been conducted at the CVTC and includes subjects of 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. Collaboration with the Idaho Department of Fish & Game regarding wildlife/domestic disease interaction has resulted in elucidation of respiratory organisms causing death in bighorn sheep. Research in many of those areas developed out of past experiences involving teaching/clinical or diagnostic services/outreach. Those activities serve as a source for continuing investigational activities. Funding to conduct research is derived from a variety of sources and results have been published in numerous scientific papers. The research is dedicated primarily to that relevant to regional disease problems.

Service/Outreach/Engagement/Extension:

Faculty members of the CVTC have responsibility for outreach activities, although none of them have official Extension appointments. Their routine activities such as daily/regular interaction and consultation with livestock producers, commodity groups, veterinarians, UI Extension specialists, and others regarding a variety of topics including production medicine, disease control or prevention, and reproductive problems are all service-oriented. Those activities are major contributors to "hours of operation" of the CVTC and can include receiving, processing, and/or shipping of samples for diagnostic

services requested by practicing veterinarians. Several faculty members contribute material on a regular basis to lay publications and industry newsletters, and many are active in state and national professional associations. Faculty and staff members organize on-site tours for individual students, groups, or organizations as well as area residents who are interested in our activities, give presentations at county and state fairs, and participate in "Career Day" or "Job Fair" events at area high schools.

Selective diagnostic services, disease investigations, and clinical studies have significantly benefited many producers through the control of a number of economically devastating diseases. That form of assistance is provided on a fee-for-service basis and in conjunction with the veterinary teaching program. The veterinary pathology discipline was significantly diminished in 2005 when the second of two board-certified veterinary pathologists at the CVTC retired and was not replaced.

Education

Goal 1. Quality

Objective: Continue to provide and improve the highly-rated and effective experiential clinical teaching program.

Action Items:

- Hire two faculty members (current vacancies) to restore optimal opportunities to comply with the strategic plan.

- Seek teaching opportunities utilizing food- animal production facilities that allow students hands-on experience (i.e. calving, lambing, kidding, milk sampling, surgery, etc.).

- Utilize expertise of specialists in AVS and other departments of CALS to further expose students to unique 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.

- Enhance educational opportunities utilizing technologies to access interstate/international colleagues.

Performance Measures:

- No vacant faculty positions

- Number of students in senior blocks

- Student evaluations of the learning experience

- Number of hours spent by students on producers' properties gaining hands-on experience

- Number of guest lecturers per block

- Number of student contact hours with outside veterinarians

Benchmark:

- Students enrolled in at least 80% of the scheduled blocks

- At least 30% of the WSU/CVM senior students select one or more rotations through the CVTC

- Average at least 12 hours of direct hands-on experience on clients' farms per 2-week block, per student

- 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.

Action Items:

- Hire two faculty members (current vacancies) to restore optimal opportunities to comply with the strategic plan.

- 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 CVTC and the University of Idaho.

- Continue to nurture interaction among the faculty of AVS Dept/Moscow, the CVTC, and the WSU/CVM to promote research collaboration.

- Encourage faculty to seek and apply for grants and contracts from a variety of sources including federal and state government agencies, industry, private organizations and foundations.

Performance Measures:

- No vacant faculty positions

- Sufficient time that faculty members have to conduct research

- Number of proposals submitted

- Amount of external funding received

- Articles published in peer-reviewed journals and abstracts to sufficiently meet performance goals for each faculty member of CALS

Benchmark:

When all faculty positions are filled:

- Each faculty member with a research appointment should dedicate proportionate time (hours) per month to research.

- Each faculty member with a research appointment should submit grants based on their research appointment and performance expectations.

- Each faculty member with a research appointment should meet expectations or better on their annual review.

Outreach and Engagement –

Goal 1. Quality

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

Action Items:

- Hire two faculty members (current vacancies) to restore optimal opportunities to comply with the strategic plan.

- Encourage all faculty members to participate in field investigations of disease.

- Continue to monitor quality control in all laboratories. Pursue questions or complaints concerning results or services offered until the situation is resolved.

- Encourage continuing education by laboratory or clinical support personnel in their given specialty.

- Partner with other departments or units of UI and with state agencies to enhance service, improve quality, and expand diagnostic testing for zoonotic and communicable diseases of importance to Idaho and the Northwest region.

- Explore tangible means whereby services of a Diagnostic Veterinary Pathologist could be shared with the Idaho State Department of Agriculture Animal Health Laboratoryand/or other stakeholders (Idaho Department of Fish and Game).

- 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 adequate numbers of support personnel to ensure that increased volume of activity can be efficiently serviced.

- Consider discontinuance or replacement of select service offerings in order to integrate technology and efficiency to accomplish strategic plan.

Performance Measures:

- No vacant faculty positions

- Number of field investigations; number of animals/herds served

- Number of laboratory diagnostic and live animal case accessions

- Number of laboratory or clinical support personnel that participate in continuing education

- Number of hours of continuing education accumulated by laboratory or clinical support personnel

- New techniques or equipment incorporated into diagnostic protocols (laboratory or clinical)

Benchmarks:

- Each faculty member to give at least one producer-oriented presentation or demonstration (oral or written) per year.

- Each faculty member should participate in at least 6 field investigations per year.

- Maintain or increase accessions to fund 3.0 FTE's (support personnel).

- Maintain adequately trained/certified personnel to accomplish receipt/packaging/shipping of hazardous materials.

- Each member of the technical support team maintains current certification/licensure for the respective discipline.

Objective B: Endeavor to recruit potential students in Idaho and the region who are interested in careers in agriculture and/or veterinary medicine.

Action Items:

- Encourage the participation of faculty and staff in Extension activities whenever possible, and as funding allows.

- Encourage the participation of faculty and staff in community activities such as "job fairs", 4-H/FFA activities, and county fairs, etc., in order to elevate the visibility of the CVTC, CALS, and UI; and, to discuss future needs and careers in agriculture or veterinary medicine.

- Provide tours of CVTC as requested and when possible.

Performance Measures:

- No vacant faculty positions

- Number of tours of CVTC conducted

- Number of people/tour of CVTC

- Number of job fairs, career day or fair activities in which faculty and staff participated

- Feedback from sponsors of the job fairs, career day or fair activities

Benchmarks:

- Participation in at least 10 community activities as described above

External Factors:

1)   Caseload. Numbers vary for live animal and diagnostic accessions, sufficient for instructional goals and objectives and to support in-house laboratories, and are subject to need and economic demand. Employment of two faculty members to fill the current vacancies would allow growth in this area to meet requests from practitioners and promote capabilities/technologies currently being developed.

2)   Loss of essential personnel. Many factors have contributed to suboptimal numbers of personnel currently at the CVTC. It is difficult to hire and retain sufficient numbers of qualified individuals to meet current demands of the program. Positions have been restructured and funding sources modified to the extent possible. There is also very limited means to recognize, reward, and retain individuals with outstanding performance. Growth can only occur after a stable base of resources is in place.

3)   Veterinary Pathology. This position has been vacant since the retirement of the second of our two veterinary pathologists in 2005. This specialty is in high demand in veterinary medicine. We are outsourcing some diagnostic services, but are unable to incorporate this extremely important specialty in the veterinary teaching program at this time. Diagnostic Veterinary Pathology has been a core service for the producers and veterinarians of Idaho and the surrounding region. The study of disease (pathology) will always be an indispensable discipline for livestock production, veterinary medicine, homeland biosecurity, international marketing, and regulatory activities. This discipline must be re-established at the CVTC.

4)   Agriculture beyond animal health. Agriculture is the most important contributor to the economy of Idaho. Dairy Production and Beef Production are the two major (respectively) commodities. Other agricultural products and by-products (ex. alfalfa, cereal grains, beet pulp, potato by-products) serve as cash crops for some producers; or, are utilized in Dairy and/or Beef Production.   Idaho is strategically positioned for considerable influence on human and animal food production. That influence is local, regional, national, and international. Respective influences in those markets require that the CALS, AVS, and the CVTC become and remain astute to changes in those markets; and, to strategically prepare to help producers and veterinarians of the future. That requires trained personnel, foresight, resources, and opportunities.

WWAMI

2014-2018 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

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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

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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

Goal I: A WELL EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

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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 Idaho's 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.

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- *Performance measure*: pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken 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 and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.

- *Performance measure*: Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.

- *Benchmark*: 50% of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year.

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%

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

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

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

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

Planned Changes to Medical Curriculum in 2015: the University of Washington School of Medicine is currently engaged in a major review and revision of the medical school curriculum which will impact delivery of education and training in the WWAMI programs in Idaho. It is not know, yet, what impact these proposed changes will have.

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ISU Department of Family Medicine
Strategic Plan
2014-2018

Vision:

The Idaho State University Family Medicine Residency (ISU FMR) envisions a clinically rich residency program; graduating courteous, competent, rural physicians.

Mission:

ISU FMR is committed to interdisciplinary, evidence-based care and service to our patients and community; university-based education of residents and students; and recruitment of physicians for the State of Idaho.

Values:

PROFESSIONALISM – We adhere to the highest level of professionalism in our relationships with our patients, staff and colleagues

COMMUNICATION – We aspire to clear, open communications with each other and our patients; and to precise, well-formatted presentation of medical information to other physicians

QUALITY – We continually seek ways to analyze and improve the quality of care provided to our patients, and to fulfill the published criteria of excellence in residency education.

COLLEGIALITY – As medical educators and learners we coordinate education and care with colleagues from a wide range specialties and health professions.

INNOVATION – We espouse current innovations in primary health care including electronic record keeping and communication, and the Patient Centered Medical Home Model.

ACCOUNTABILITY – We are accountable to ourselves and to our sponsors for the financial viability of the residency and the efficiency of the department.

RESPONSIBILITY – We take responsibility for our actions and work to improve patient care through excellence in medical education.

RESPECT – We demonstrate respect for each other and those with whom we interact. We remain courteous in our interactions and in respecting diversity. Even if we disagree, we do so with both civility and a desire to reach mutually beneficial solutions.

JUSTICE – We believe all patients have a fundamental right of access to appropriate health care. We advocate for our patients and assist them in navigating through the health care system.

BENEFICENCE – Primum non nocere. Patients will not be harmed by our care. Resident education will not be abusive or excessive in work hours or disrespectful of personal needs.

AUTONOMY – We respect a patient's right to decide their health care, and to information to assist in the decision making process.

GOAL 1: Access – Recruitment of physicians for Idaho
Objectives for access:
  a. Work with Portneuf Medical Center to establish collaborative hospitalist program
     o *Performance measure:*
        ▪ *Integration of hospitalist and residency services*
     o *Benchmark:*
        ▪ Complete shared attending supervision: 24 weeks / 28 weeks. Uniform standards of care including core measures.

  b. Start the new rural training track (RTT) in Rexburg
     o *Performance measure:*
        ▪ Interview and enter match for the RTT
     o *Benchmark:*
        ▪ Match RRT residents

  c. Expand first-year class to 7 residents and total residency size to 21 to fill Rural Training Track
     o *Performance measure:*
        ▪ Number of residents
     o *Benchmark:*
        ▪ Overall number of residents will increase

  d. Structure the program so that 50% of graduates open their practices in Idaho
     o *Performance Measure*
        ▪ Number of graduates practicing in Idaho
     o *Benchmark:*
        ▪ 50% of graduates practicing in Idaho

GOAL 2: Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research
Objectives for quality:
  a. Develop additional pediatric training opportunities with FMRI in Boise at St. Lukes.
     o *Performance measure:*
        ▪ Number of pediatric rotations

- o *Benchmark:*
  - Number of pediatric rotations in Boise in third residency year will increase

b. Improve Quality of Care criteria of a Patient Centered Medical Home
  - o *Performance measure:*
    - Meet the national criteria of PCMH
  - o *Benchmark:*
    - 2013: 75% of criteria met.   2014: 90% of criteria met.

c. Maintain and expand clinical research program by identifying new project opportunities
  - o *Performance measure:*
    - Number of new clinical research projects
  - o *Benchmark:*
    - Number of new research projects will increase

GOAL 3: Efficiency – improve long-term financial viability of the department/residency program
Objectives for efficiency:
a. Identify the best operational and financial structure to maximize funding streams and clinical revenues
  - o *Performance measure:*
    - Identify residency structural change for the clinic to become a New Access Point for Health West.
  - o *Benchmark:*
    - Integration of Health West and Pocatello Family Medicine

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

c. Increase GME reimbursement
  - o *Performance measure:*
    - GME dollars reimbursed through cost report
  - o *Benchmark:*
    - Number of resident FTEs reimbursed

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

1. **Access – Recruitment of physicians for Idaho.**

a. Hospitalist program is dependent on financial support from PMC. The integration of the hospitalists and residency services is dependent on PMC/ISU affiliation.
b. For the rural training track RTT to move forward, Madison Memorial Hospital must have adequate financial resources. As of January 2010, Madison has postponed its financial commitment to the RTT. As of March 2013, Madison Memorial has a new CEO and is able to contemplate the local financial support. A new site director is being appointed and maintenance of accreditation being pursued to allow late implementation.
c. Applicant interest in the ISU FMR Rural Training Track.

2. **Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.**
   a. Availability of pediatric training in Boise
   b. National criteria of a Patient Centered Medical Home.
   c. External research funding opportunities.

3. **Efficiency- Improve the Long-term financial viability of the department/residency program.**
   a. New Access Point funding
   b. Medicaid interim rate
   c. The policies of Legacy are critical to the long term viability of the residency programs that are housed in PMC.

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

GOAL 1: Access – Recruitment of physicians for Idaho
Objectives for access
1. Expand core residency program to 8-7-7 with two residents in RTT
   o *Performance measure:*
     ▪ Number of residents
   o *Benchmark:*
     ▪ Increased number of residents

2. Start a rural & international academic fellowship program
   o *Performance measure:*
     ▪ Number of fellows
   o *Benchmark:*
     ▪ Increased fellows

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

1. Develop collaborative and supportive affiliation with Health West.
   - *Performance measure:*
     - Completion of joint budgeting process
   - *Benchmark:*
     - Meeting joint budgetary goal
2. Develop collaborative and supportive affiliation with PMC.
   - *Performance measure:*
     - Completion of affiliation agreement with agreed ongoing support.
   - *Benchmark:*
     - Dollar amount of financial support

sbdc IDAHO **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

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 of clients is those who already have an operating 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 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:

- Health care changes
- Marketing
- Understanding financials

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

- Access to capital
- Risk assessment
- Pricing
- Websites/E-commerce
- Business model

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

SWOT

INTERNAL	EXTERNAL
Strengths	Opportunities
- No-cost - People – expertise, passion, and professional development system - Public and private partnerships and networks - Systems for high performance - Leadership at all levels	- Changes in the economy - Strategic partners – leveraging resources - Entrepreneurial culture - Increase in angel investors - New business trends – green, etc. - Baby boomers
Weaknesses	Threats
- 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	- 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 2013
>>
>> **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 2013 and 40% on impact clients by December 2014.

> **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 2013.

> **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
>>
>> **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 July 2013.
Benchmark: Plan completed

Objective 1.5: Increase sharing of tools, trainings and techniques for working with impact companies.

Performance Measure: Feature tools, training and techniques being used in the regional offices at each Professional Development Conference.
Benchmark: completion

Performance Measure: Establish peer reviews and/or peer coaching sessions for consultants to share information and become familiar with each others' skills.
Benchmark: completion

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/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 July 2013 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 July 2014.
Benchmark: Increase website usage by 20% by July 2014.

Increase Resources

Goal 3: By 2014, 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 2013.
> > **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 2013.
> > **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 2013.
> > **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

> **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*	CY2012
Consulting Hours	The total number of hours of consulting and preparation time. Goal is 16,000	20,864
Average Hours Per Client	Goal is 8.5	14
Customer Satisfaction	Percentage of above average and excellent rating. Goal is 90%	97
Number of Clients with 5 hours or more of contact and preparation time	Goal is 550	700
Business Starts	Goal is 72	89
Jobs Created	Goal is 500	707
Jobs Saved	N/A, The Center has not created a goal for this but in the current economic downturn this is a critical outcome	141
Sales Growth	Growth in sales year to year. Goal is $25,000,000	$32,428,305
Capital Raised	Capital raised in the current year. Goal is $25,000,000	$21,993,805
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	2.72

*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 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.   We are expecting a

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

- *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 continuing dental education opportunities for regional dental professionals when the need arises.

- ◦ *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 with State budget reductions that specifically impact our program, 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.

Idaho Dentist to Population Ratio
  The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With this in mind, we have still seen a good percentage of program graduates return to Idaho to practice.

Educational Debt of Graduates
  The average educational debt of IDEP graduates continues to increase each year (for 2012 it was $186,385). This amount of debt may limit graduates to more urban areas of practice initially.

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 2013-2018

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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

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Idaho Museum of Natural History
Draft Strategic Plan Revision
2012-2017

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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 is 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:

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- 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.

IMNH Director Herbert Maschner, Ph.D., successfully negotiated an affiliation with the Smithsonian. He negotiated MOUs with the National Park Service and the Smithsonian. He received over $1.4 million in grants and donations. He was inducted as a Fellow of the American Association for the Advancement of Science.

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" herberia 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.

- 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

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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.

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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 2013 -- 2018

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-

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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.

In 2012, a $600,000 gift from the Hitz Foundation, followed by a $300,000 award from the National Science Foundation, is continuing this effort to create a virtual museum.

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

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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 2012-2013, we had 24 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. Currently funded by Idaho State University

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

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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 be 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

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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.

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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

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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.

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- 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 use 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

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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

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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

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Performance Measures and Benchmarks FY 2008-2012

Performance Measure	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013 Benchmarks	FY 2013 Performance
Number of People Served by the General Public Museum Programs	11,054	8,937 Reduction because of gallery closure	13,543	12,252	Increase 5%	12,980
Grant/Contract Revenue Received	$10,098	$208,736	$505,000	$650,000	Increase 5%	$1,600,000
Number of Exhibitions Developed	5	0	25	Completed 2 large exhibits	2 large exhibits	In progress
Number of Educational Programs	64	70	70	72	Maintain programs	65

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Performance Measures FY 2012-2017 Based on New Goals

Performance Measure	FY 2013-2018 Benchmarks	FY 2013-18 Performance	FY 2013 Outcomes
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	$600,000 donation
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.	Met: Successfully implemented by Idaho State University
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.	Not Met: Acquisitions of grants and donations were not successful.
Goal 4 Increase funding	Increasing Development activities in grants and donations.	At 10% per year.	Met
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.	Maintained 2012 levels with decreased funding.
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.	Partially Met: working on traveling exhibits.
Goal 7 A new museum building	Form Capital committee for fund raising.	Create Capital Committee	Planned for 2013.

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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.

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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 February 2013 Board meeting. Since that meeting, Board staff has received twenty-eight (28) permits from Boise State University, eight (8) permits from Idaho State University, twenty-two (22) permits from the University of Idaho, and one (1) permit 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
Attachment 1 - 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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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY
February 2013 – April 2013

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Distinguished Professor Reception	SUB	X		3/20/13, 4/2/13
BSU Athletics-Bronco Primetime	SSC	X		3/21/13, 4/18/13
International Business Economics Conference	Stueckle Sky Center (SSC)		X	2/7/13
Working Women's Symposium	Student Union Building (SUB)		X	2/15/12
Ambrose Auction Fundraiser	SSC		X	2/23/13
Ghost Hunters/Lecture	Morrison Center		X	3/1/13
Pilobolus/Dance	Morrison Center		X	3/2/13
America 40th Anniversary Tour/Concert	Morrison Center		X	3/3/13
Timberline Booster Club–Fundraiser	SSC		X	3/9/13
Arts & Humanities Lecture Series	SUB		X	3/12/13
USG Securock Roofing Tradeshow	SSC		X	3/13/13
The Terraces of Boise-Chip in For Boise	SSC		X	3/14/13
Parent Booster Club for Boise High School	SSC		X	3/16/13
Reception-Venture College	SSC		X	3/18/13
Copland & Piano/Concert	Morrison Center		X	3/23/13
Post Philharmonic Reception	Morrison Center		X	3/23/13
ID Human Rights Education Center Delegation Event	SUB		X	3/23/13
West Side Story/Broadway	Morrison Center		X	3/25/13, 3/25/13, 3/27/13,, 3/28/13
ID Dept of Transportation Meeting	SSC		X	3/25/13
U.S. Tennis Association Opening Dinner	SSC		X	4/3/13
Davis Cup Tennis	Taco Bell Arena		X	4/5/13, 4/6/13, 4/7/13
International Business Program Entrepreneurship Day	Towers Lot Tent		X	4/6/13

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Wilson & McClelin Wedding	SSC		X	4/6/13
Samantha Wilson	SSC		X	4/6/13
Swan Lake/Ballet Idaho	Morrison Center		X	4/12/13, 4/13/13(2)
Post Ballet Reception	Morrison Center		X	4/13/13
Idaho Dance Theater– Spring Performance	SPEC		X	4/19/13, 4/20/13
Boise Philharmonic Reception	Morrison Center		X	4/20/13

APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY
February 2013 – May 2013

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
ISU Distinguished Alumnus Event	Stephens Performing Arts Center (SPAC)–Rotunda	X		2/14/13
ISU Foundation-Gen. A. Jordan Keynote Address-Reception	SPAC-Bennion Promenade	X		2/27/13
ISU Office of the President-Gem Legacy Dinner	SPAC	X		4/22/13
Office of Alumni Relations-Outstanding Student Awards	SPAC-Bennion Promenade	X		4/19/13
Division of Health Sciences-2013 Excellence Awards Reception	SPAC-Rotunda	X		5/10/13
IAS-ICE Conference	Rendezvous A-B-C		X	2/21/13
IAS-ICE Conference	SPAC-Rotunda		X	2/22/13
College of Education-Retirement Reception	SPAC-Rotunda		X	4/22/13

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO February 2013 – May 2013				
EVENT	**LOCATION**	**Institution Sponsor**	**Outside Sponsor**	**DATE (S)**
Vandal Atmospheric Science Team (VAST) Reception & Auction	Prichard Art Gallery	X		2/8/13
Lionel Hampton Jazz Festival Volunteer Celebration	Prichard Art Gallery	X		2/20/13
Jazz Donor & Sponsor Reception	President's Residence	X		2/23/13
Business Plan Competition/Elevator Pitch Competition	ALB Gallery-1st Floor	X		2/26/13
Funded Investigators Reception	SUB-Ballroom	X		2/26/13
City & University Leadership Reception	President's Residence	X		2/28/13
State of the College-Engineering	Legacy Pointe-Idaho Water Center	X		3/7/13
College of Science Alumni Reception	Legacy Pointe-Idaho Water Center	X		3/15/13
Business Cocktail Etiquette	SUB-Gold Room	X		3/28/13
Borah Speaker Reception	President's Residence	X		4/3/13
Academy of Engineers and College Awards Dinner	SUB-Ballroom	X		4/11/13
Faculty Excellence Awards Reception and Dinner	SUB-Ballroom	X		4/15/13
Reception for CAAP Members	SUB-Ballroom	X		4/16/13
SBOE Reception and Dinner	Kibbie-Litehouse Center	X		4/17/13
CALS Ambassador Reunion Reception	Ag Biotech Interaction Ct	X		4/19/13
CALS Ambassadors & UI Dairy Club-Wine & Cheese Tasting	UI Ballroom	X		4/19/13
Annual Department of Physics Awards Banquet	SUB-Gold Room	X		4/22/13
Business Plan Competition Winner's Dinner	Kibbie-Litehouse Center	X		4/27/13
University Faculty and Staff Reception	President's Residence	X		5/3/13

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
E.O. Idaho Test Drive	Legacy Pointe-Idaho Water Center		X	2/27/13
Aranya Concert, Touring Bands from Portland	Prichard Art Gallery		X	3/30/13
Rocky Mountain Elk Foundation Annual Banquet	U of I		X	4/6/13

APPROVED ALCOHOL SERVICE AT Lewis-Clark State College April 2013				
EVENT	**LOCATION**	**Institution Sponsor**	**Outside Sponsor**	**DATE (S)**
23rd Annual Confluence Grate & Grain-a CAH Fundraiser	LCSC-415 Main Street, Lewiston	X		4/19/13