

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

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. In addition to those requirements set out in Idaho Code, Board Policy I.M.1. requires each institution and agency develop and maintain five-year strategic plans that are created in accordance with Board guidelines. The policy goes one to further state that the plans must contain a comprehensive mission and vision statement, general goals and objectives, and key external factors. Performance measures are required to be developed and updated annually for Board approval, and tied to the strategic plan. At one time this was a separate process, approximately six (6) years ago the Board moved the performance measure approval into the strategic plan approval process in an attempt to make sure the performance measures were better tied to the strategic plans.

The current 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).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

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 2014 Regular Board meeting. The performance measures presented will be those measures approved by the Board through the institutions, agencies and special/health programs strategic plans.

IMPACT

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

ATTACHMENTS

Agencies

Attachment 01 – State Department of Education/Public Schools	Page 5
Attachment 02 – Idaho Division of Vocational Rehabilitation	Page 8
Attachment 03 – Idaho Public Television	Page 28
Attachment 04 – Idaho Division of Professional Technical Education	Page 38

Institutions

Attachment 05 – Eastern Idaho Technical College	Page 47
Attachment 06 – University of Idaho	Page 58
Attachment 07 – Boise State University	Page 73
Attachment 08 – Idaho State University	Page 81
Attachment 09 – Lewis-Clark State College	Page 104

Community Colleges

Attachment 10 – College of Southern Idaho	Page 124
Attachment 11 – College of Western Idaho	Page 139
Attachment 12 – North Idaho College	Page 146

Health/Special Programs

Attachment 13 – Agricultural Research and Extension	Page 153
Attachment 14 – Forest Utilization Research	Page 162
Attachment 15 -- Idaho Geological Survey	Page 176
Attachment 16 – WIMU (WI) Veterinary Medicine	Page 182
Attachment 17 – WWAMI Medical Education	Page 196
Attachment 18 - Family Medicine Residency (ISU)	Page 208
Attachment 19 – Small Business Development Center	Page 213

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

Attachment 20 – Idaho Dental Education Program
Attachment 21 – Idaho Museum of Natural History

Page 220
Page 224

STAFF COMMENTS AND RECOMMENDATIONS

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** - 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 measure is currently reported to IPEDS by each institution.*

For this planning cycle the institutional research staff from each of the institutions met with Board staff to discuss the system wide performance measures and to make sure there was a common understanding of the definitions for these measures and how they were to be reported. As a result of this work the system wide performance measures were amended as follows:

- **Graduation Rate:**
 - a) Total degree production (split by undergraduate/graduate).
 - b) Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
- **Retention Rate:**

Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).
- **Cost of College (to determine financials):**

The audited financial statements are used for this measure (meaning a 1-year lag). The total Cost-of-College step 4 for financials is used for the 4-year institutions. The Community Colleges do not produce a Cost-of-College report and will work with Board staff to come up with a uniform measure.

 - a) Cost per credit hour – Financials divided by total weighted undergraduate credit hours from the EWA report.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- b) Efficiency – Certificates (of at least 1-year or more) and degree completions per \$100,000 of financials.
- **Remediation:**
Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional benchmarks.
 - **Dual Credit:**
Total credit hours earned and the unduplicated headcount of participating students.

The “Remediation” performance measures is not a measure of the institutions performance, but that of the secondary schools the freshmen are coming from. It is included in the list of performance measures and is reported by the institutions, however, it is reported on the performance measure report under “Cases Served.”

The performance measures are approved at the same time as the strategic plans, if the Board has any concerns with the measures included in the plans or if they wish to see any additional performance measures, those changes can be made at this meeting, the strategic plans would then be brought back for final approval at the April Board meeting.

During the 2013 Strategic Plan approval process the Board requested that going forward, at a minimum, the baseline information used to calculate the benchmarks be provided with the strategic plans so that a comparison could be made to the current progress in relation to those benchmarks so that a determination could be made in regard to the viability of those benchmarks as well as whether or not the benchmarks were “stretch” benchmarks to encourage growth or status quo benchmarks. Additional information has been provided by the institutions and agencies to that end. The institutions were allowed to provide the information either as a supplemental or incorporate it into their plans. The Board may want to provide further direction on which method is the most helpful to the Board for future years.

BOARD ACTION

I move to approve the 2015-2019 (FY2016-FY2020) Institution, Agency, and Special/Health Program strategic plans as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Department of Education
Public Schools Strategic Plan
2014-2018

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:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- 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: 90 percent of students proficient on reading, 82 percent of students proficient of math, 77 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

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.

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.

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

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

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

Objective 2: 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.



Idaho Division of
Vocational Rehabilitation

2015 - 2019



Content and Format

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.

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 the Vocational Rehabilitation program portion of IDVR. Any comparisons noted in benchmarks will reflect the most complete FFY data available. Since the Extended Employment Services and the Council for the Deaf and Hard of Hearing programs are state funded only, all reporting will be based on a state fiscal year. This Plan will cover fiscal years (SFY) 2015 through 2019.



Vocational Rehabilitation

Vocational Rehabilitation Program Vision Statement

“Your success at work means our work is a success.”

Vocational Rehabilitation Program Mission Statement

“Preparing individuals with disabilities for employment and community enrichment.”



Vocational Rehabilitation Program Goals

Goal #1 – To provide excellent and quality customer service to individuals with disabilities while they prepare to obtain, maintain, or regain competitive employment and long term supported employment.

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

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

Benchmark: Increase the number of successful rehabilitations in FFY 2015 to meet or exceed FFY 2014 performance.

Benchmark: The average hourly wage of all successful rehabilitations in FFY 2015 will exceed FFY2014 year's average hourly wage.

Benchmark: Identify and provide workforce development opportunities for customers specifically in the area of "soft skills" development

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

- A. **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 2015 will exceed FFY 2014 performance.

Benchmark: The number of applications for transition aged youth entering the IDVR program in FFY 2015 will exceed FFY 2014 performance.

- B. **Performance Measure:** To provide increased work opportunities while in high school.

Benchmark: Evaluate potential mechanisms to support internships and mentorships for customers transitioning from high school.



3. **Objective:** To increase customer engagement in the VR process.

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

Benchmark: The number of first time approved plans in FFY 2015 will exceed FFY2014.

Benchmark: The rehabilitation rate of individuals exiting the IDVR program in FFY 2015 will meet or exceed the Federal performance standard of 55.8%.

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 2015 from FFY 2014 performance.

Benchmark: Increase the number of referrals to the WIPA program for benefits counseling in FFY 2015 from FFY 2014 referrals.

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: Maintain a customer satisfaction rate of at least 95% as demonstrated by “agree” to “strongly agree” ratings on customer surveys in FFY2015.

B. **Performance Measure:** Provide all customers who have been determined eligible, satisfaction surveys at time of plan implementation or at closure if prior to plan implementation by the end of FFY 2015.

Benchmark: The customer satisfaction rate will demonstrate an overall “strongly agree” rating on customer surveys in FFY2015.



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

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 2015.

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

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

Benchmark: Zero audit findings on State and Federal reviews in FFY 2015.

B. **Performance Measure:** Provide all IDVR Vocational Rehabilitation Counselors and Vocational Rehabilitation Specialists training on how to communicate and develop effective relationships with employers.

Benchmark: Increase the number of successful rehabilitations in FFY 2015 to meet or exceed FFY 2014 performance.

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

Performance Measure: Evaluate and track annually IDVR counselors' maintenance of CSPD or progress toward achieving CSPD.

Benchmark: Vocational Rehabilitation Counselors will maintain all CSPD standards for their position annually. All Vocational Rehabilitation Specialist staff will continue to work toward and/or achieve CSPD in FFY 2015.



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 develop a Business Relations position.
Benchmark: Implement a Business Relations position in FFY 2015 that will be a resource to employers statewide.
 - B. **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 occupational areas hiring IDVR customers in FFY 2015 from FFY 2014.
 - C. **Performance Measure:** To enhance relationships with the Regional Business Specialist from the Department of Labor.
Benchmark: Increase the number of different occupational areas hiring IDVR customers in FFY 2015 from FFY 2014.
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 the end of FFY 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 2015 from FFY 2014 performance outcome.



4. **Objective:** Provide information to partners and stakeholders regarding the VR process and comprehensive referral information when applicable.

Performance Measure: Enhance the delivery system of VR general information and referral-specific information to partners and stakeholders.

Benchmark: Increase the number of applicants entering the IDVR process in FFY 2015 from FFY 2014 performance outcome.

Benchmark: Increase the number of successful rehabilitations in FFY 2015 to meet or exceed FFY 2014 performance.



Extended Employment Services

Mission

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

1. **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: Five percent reduction in program waitlisted customers.

Benchmark: Increase customer choice.

Benchmark: Transparency in customer centered allocations.



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.

1. *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.

1. *Objective:* Continue to increase the awareness.

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

Benchmark: Present 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.

1. *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: Present 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.

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

Performance Measure: Track when information is provided.

Benchmark: The Council will continue to maintain a network through their website, brochures, telephone calls, video phone calls and personal communication.

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.

1. *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.

Benchmark: The Council will facilitate an Interpreter License Task Force to determine the need for legislation to regulate the practice of interpreting on behalf of consumers who are hearing, deaf, hard of hearing, deaf-blind, or speech disabled by licensing and provisionally licensing the providers of sign language interpreting services and establishing and monitoring sign language interpreting standards in 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.

1. *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 will facilitate 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.

1. *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 will provide information and create 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.

1. *Objective:* The Council will submit reports.

Performance Measure: Reports will be accurate and detailed.

Benchmark: The Council for the Deaf and Hard of Hearing will create a periodic report to provide to the Governor’s office. The Council will present a needs assessment report to certain departments/agencies as needed.



External Factors Impacting IDVR

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

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 other Idaho state agencies as well as 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 eligibility for the Certification in Rehabilitation Counseling (CRC). Lastly, 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 per capita 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. 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 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

The following is a supplement to the SFY 2015 -2019 Strategic Plan. It highlights the Vocational Rehabilitation and Extended Employment Service performance measure and accompanying benchmark(s). The Vocational Rehabilitation Program is primarily a federally funded program that assesses performance on a Federal Fiscal Year (FFY) basis (October 1-September 30); therefore input and data is based on the FFY. The Extended Employment Services Program is State funded only , therefore input and data will be based on the SFY.

It should be noted that the Council for the Deaf and Hard of Hearing (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. Idaho code authorizes the Governor to assign the Council to a department within the state government. The Council reports directly to the Governor appointed CDHH board of directors. The CDHH board oversees the requests, functions and priorities of the Council.

Vocational Rehabilitation:

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

Benchmark: Increase the number of successful rehabilitations in FFY 2015 to meet or exceed FFY 2014 performance.

FFY 2013= 1827 successful rehabilitations. To meet or exceed the previous year's performance

Benchmark: The average hourly wage of all successful rehabilitations in FFY 2015 will exceed FFY2014 year's average hourly wage.

FFY 2013 Average hourly wage, VR customers (post services): \$10.98/hour.

Benchmark: Identify and provide workforce development opportunities for customers specifically in the area of "soft skills" development

Based on the completion of IDVR's Comprehensive Statewide Needs Assessment in FFY2013, it was identified that employers specifically want workers to have strong "soft skills" coming into employment. No work done at this time.

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 2015 will exceed FFY 2014 performance.

553 transition age youth achieved an employment outcome in FFY 2013.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

Benchmark: The number of applications for transition aged youth entering the IDVR program in FFY 2015 will exceed FFY 2014 performance.

Number of applications for transition aged youth in FFY2013: 1595

Performance Measure: To provide increased work opportunities while in high school.

Benchmark: Evaluate potential mechanisms to support internships and mentorships for customers transitioning from high school.

Based on the completion of IDVR's Comprehensive Statewide Needs Assessment in FFY2013, it was identified that internships and mentorships could be valuable to assist in the transition of a student from secondary to post-secondary or to successful employment. No work completed at this time.

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

Benchmark: The number of first time approved plans in FFY 2015 will exceed FFY2014.

Number of first time approved plans in FFY 2013: 3134

Benchmark: The rehabilitation rate of individuals exiting the IDVR program in FFY 2015 will meet or exceed the Federal performance standard of 55.8%.

The Percentage of Individuals Receiving Services under an Individualized Plan for Employment Who Achieve Employment Outcomes (Successful closures after plan divided by the total of Successful and unsuccessful closures after plan). This percentage will meet or exceed 55.8%.

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 2015 from FFY 2014 performance.

FFY 2013 Reimbursement \$646,200.

Benchmark: Increase the number of referrals to the WIPA program for benefits counseling in FFY 2015 from FFY 2014 referrals.

FFY 2013, 98 referrals were identified in the IDVR case management system.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

Performance Measure: Provide all customers who have reached planned services, satisfaction surveys when exiting the IDVR program.

Benchmark: Maintain a customer satisfaction rate of at least 95% as demonstrated by “agree” to “strongly agree” ratings on customer surveys in FFY2015.

The customer satisfaction rate for FFY 2013 was 95.8%.

Performance Measure: Provide all customers who have been determined eligible, satisfaction surveys at time of plan implementation or at closure if prior to plan implementation by the end of FFY 2015.

Benchmark: The customer satisfaction rate will demonstrate an overall “strongly agree” rating on customer surveys in FFY2015.

No established benchmark. Specific customer survey to be developed.

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 2015.

Zero findings.

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

Benchmark: Zero audit findings on State and Federal reviews in FFY 2015.

Zero findings.

Performance Measure: Provide all IDVR Vocational Rehabilitation Counselors and Vocational Rehabilitation Specialists training on how to communicate and develop effective relationships with employers.

Benchmark: Increase the number of successful rehabilitations in FFY 2015 to meet or exceed FFY 2014 performance.

FFY 2013 = 1827 successful rehabilitations. To meet or exceed the previous year’s performance.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Performance Measure: Evaluate and track annually IDVR counselors' maintenance of CSPD or progress toward achieving CSPD.

Benchmark: Vocational Rehabilitation Counselors will maintain all CSPD standards for their position annually. All Vocational Rehabilitation Specialist staff will continue to work toward and/or achieve CSPD in FFY 2015.

VRC's will maintain CSPD standard and VRS' will work toward/ or achieve standard based on Agency's policy.

Performance Measure: To develop a Business Relations position.

Benchmark: Implement a Business Relations position in FFY 2015 that will be a resource to employers statewide.

This has been identified from IDVR's Comprehensive Statewide Needs Assessment and input from our Public Forums in FFY2013. No work completed at this time.

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 occupational areas hiring IDVR customers in FFY 2015 from FFY 2014.

FFY2013 Data:

Service Occupations	846 =46%
Prod, Const, Operating, Maint & Material Handling	459=25%
Professional, Paraprofessional and Technical	265= 16%
Clerical and Administrative Support	106=.06%
Sales and Related Occupations	74=.04%
Managerial and Administrative	42=.02%
Agricultural, Forestry, Fishing and Related	21=.01%
Production Occupations	4=.002%
Computer and Mathematical Occupations	3=.002%
Education, Training, and Library Occupations	2=.001%
Healthcare Support Occupations	2=.001%

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Community and Social Service Occupations 2=.001%
RSA Special Occupations and Miscellaneous 1=>.001%

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

Benchmark: Increase the number of different occupational areas hiring IDVR customers in FFY 2015 from FFY 2014.

See above

Performance Measure: Evaluate and develop a milestone process.

Benchmark: Implementation of a milestone program for CRPs by the end of FFY 2015

To be evaluated.

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 2015 from FFY 2014 performance outcome.

Number of applicants entering VR in FFY2013: 5250

Extended Employment Services:

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

Between SFY 2012 and SFY 2013 the EES Program increased the number of customers served by 5.5% while maintaining approximately the same level of funding. Additionally, the EES Program increased the percentage of program customers employed in competitive community employment (as opposed to subminimum wage positions) by 3%. These gains were made by fostering close working relationships with our Community Rehabilitation Partners and by developing methods of tailoring the programs limited available funding to customers' needs rather than overarching CRP based allocations.

Benchmark: Five percent reduction in program waitlisted customers.

Baseline from end of SFY 2013 = 686 waitlisted

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Benchmark: Increase customer choice.

By developing new program protocols that allowed money to “Follow the Person” rather than assigning program allocations only to existing providers; for the first time ever, EES Customers had the ability to change providers if their needs could be better served elsewhere. Furthermore, this change in process created the opportunity for new providers to enter regional markets across the state and allowed customers to choose these new vendors without fear of losing their EES funding.

Benchmark: Transparency in customer centered allocations.

Previous yearly EES Allocations were controlled by community rehabilitation providers and the funding available for any specific customer was not clearly identified. In SFY 2013, all EES customers had an individual budget allocation assigned to them and the customer, provider and support team members were aware of a customer’s budget allocation for the year.

Quarterly analysis was provided at the individual customer level to each community rehabilitation provider and regional funding levels were available publically for all program participants.

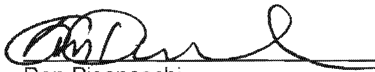


*Idaho Public
Television*
STRATEGIC PLAN
FY 2015-2019

Idaho Public Television STRATEGIC PLAN FY 2015-2019

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 meet 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.

 3/13/2014
Ron Pisaneschi
General Manager
Idaho Public Television

VISION STATEMENT

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

MISSION STATEMENT

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

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

Idaho Public Television STRATEGIC PLAN FY 2015-2019

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 Measures:
 - Number of DTV translators.
 - Benchmark: FY15 – 47 of 49
 - Benchmark: FY19 – 49 of 49
(established by industry standard)
 - Number of cable companies carrying our prime digital channel.
 - Benchmark: FY15 – 28
 - Benchmark: FY19 – 28
(established by industry standard)
 - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
 - Benchmark: FY15 – 8
 - Benchmark: FY19 – 8
(established by industry standard)
 - Percentage of Idaho's population within our DTV signal coverage area.
 - Benchmark: FY15 – 98.5%
 - Benchmark: FY19 – 98.5%
(established by industry standard)
- 2) Nurture and foster collaborative partnerships with other Idaho state entities to provide services to the citizens of Idaho.
 - Performance Measure:
 - Number of partnerships with other Idaho state entities.
 - Benchmark: FY15 – 20
 - Benchmark: FY19 – 25
(established by agency research)
- 3) Operate an efficient statewide delivery/distribution system.
 - Performance Measure:
 - Total FTE in content delivery and distribution.
 - Benchmark: FY15 – less than 30
 - Benchmark: FY19 – less than 25
(established by industry standard)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- 4) Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired.
 - Performance Measures:
 - Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
 - Benchmark: FY15 – 97.5%
 - Benchmark: FY19 – 100%
(established by industry standard)
 - Percentage of online hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
 - Benchmark: FY15 – 10%
 - Benchmark: FY19 – 15%
(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: FY15 – 12,000
 - Benchmark: FY19 – 12,000
(established by agency research)

- 5) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
 - Performance Measures:
 - Number of visitors to our websites.
 - Benchmark: FY15 – 1,200,000
 - Benchmark: FY19 – 1,400,000
(established by agency research)
 - Number of visitors to IdahoPTV/PBS video player.
 - Benchmark: FY15 – 25,000
 - Benchmark: FY19 – 30,000
(established by agency research)

- 6) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
 - Performance Measure:
 - Number of broadcast hours of educational programming.
 - Benchmark: FY15 – 28,000
 - Benchmark: FY19 – 28,500
(established by agency research)

- 7) Contribute to a well-informed citizenry.
 - Performance Measure:
 - Number of broadcast hours of news, public affairs and documentaries.
 - Benchmark: FY15 – 12,500
 - Benchmark: FY19 – 12,500
(established by agency research)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- 8) Provide relevant Idaho-specific information.
 - Performance Measure:
 - Number of broadcast hours of Idaho-specific educational and informational programming.
 - Benchmark: FY15 – 1,800
 - Benchmark: FY19 – 1,800
(established by agency research)
- 9) Provide high-quality, educational television programming and new media content.
 - Performance Measure:
 - Number of awards for IdahoPTV media and services.
 - Benchmark: FY15 – meet or exceed 35
 - Benchmark: FY19 – meet or exceed 50
(established by industry standard)
- 10) Be a relevant, educational and informational resource to all citizens.
 - Performance Measure:
 - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
 - Benchmark: FY15 – 21.3%
 - Benchmark: FY19 – 21.3%
(established by industry standard)
- 11) Operate an effective and efficient organization.
 - Performance Measure:
 - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
 - Benchmark: FY15 – yes/yes/yes
 - Benchmark: FY19 – yes/yes/yes
(established by industry standard)

SBøE 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) Nurture and foster collaborative partnerships with other Idaho state entities to provide services to the citizens of Idaho.
 - Performance Measure:
 - Number of partnerships with other Idaho state entities.
 - Benchmark: FY15 – 20
 - Benchmark: FY19 – 25
(established by agency research)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- 2) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
 - Performance Measures:
 - Number of visitors to our websites.
 - Benchmark: FY15 – 1,200,000
 - Benchmark: FY19 – 1,400,000
(established by agency research)
 - Number of visitors to IdahoPTV/PBS video player.
 - Benchmark: FY15 – 25,000
 - Benchmark: FY19 – 30,000
(established by agency research)
- 3) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
 - Performance Measure:
 - Number of broadcast hours of educational programming.
 - Benchmark: FY15 – 28,000
 - Benchmark: FY19 – 28,500
(established by agency research)
- 4) Contribute to a well-informed citizenry.
 - Performance Measure:
 - Number of broadcast hours of news, public affairs and documentaries.
 - Benchmark: FY15 – 12,500
 - Benchmark: FY19 – 12,500
(established by agency research)
- 5) Provide relevant Idaho-specific information.
 - Performance Measure:
 - Number of broadcast hours of Idaho-specific educational and informational programming.
 - Benchmark: FY15 – 1,800
 - Benchmark: FY19 – 1,800
(established by agency research)
- 6) Provide high-quality, educational television programming and new media content.
 - Performance Measure:
 - Number of awards for IdahoPTV media and services.
 - Benchmark: FY15 – 35
 - Benchmark: FY19 – 50
(established by agency research)
- 7) Be a relevant, educational and informational resource to all citizens.
 - Performance Measure:
 - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
 - Benchmark: FY15 – 21.3%
 - Benchmark: FY19 – 21.3%
(established by industry standard)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- 8) Operate an effective and efficient organization.
- Performance Measure:
 - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
 - Benchmark: FY15 – yes/yes/yes
 - Benchmark: FY19 – yes/yes/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 Measures:
 - Number of DTV translators.
 - Benchmark: FY15 – 47 of 49
 - Benchmark: FY19 – 49 of 49
(established by industry standard)
 - Number of cable companies carrying our prime digital channel.
 - Benchmark: FY15 – 28
 - Benchmark: FY19 – 28
(established by industry standard)
 - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
 - Benchmark: FY15 – 8
 - Benchmark: FY19 – 8
(established by industry standard)
 - Percentage of Idaho's population within our DTV signal coverage area.
 - Benchmark: FY15 – 98.5%
 - Benchmark: FY19 – 98.5%
(established by industry standard)
- 2) Nurture and foster collaborative partnerships with other Idaho state entities to provide services to the citizens of Idaho.
- Performance Measure:
 - Number of partnerships with other Idaho state entities.
 - Benchmark: FY15 – 20
 - Benchmark: FY19 – 25
(established by agency research)
- 3) Operate an efficient statewide delivery/distribution system.
- Performance Measure:
 - Total FTE in content delivery and distribution.
 - Benchmark: FY15 – less than 30
 - Benchmark: FY19 – less than 25
(established by industry standard)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

- 4) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
 - Performance Measures:
 - Number of visitors to our websites.
 - Benchmark: FY15 – 1,200,000
 - Benchmark: FY19 – 1,400,000
(established by agency research)
 - Number of visitors to IdahoPTV/PBS video player.
 - Benchmark: FY15 – 25,000
 - Benchmark: FY19 – 30,000
(established by agency research)

- 5) Provide high-quality, educational television programming and new media content.
 - Performance Measure:
 - Number of awards for IdahoPTV media and services.
 - Benchmark: FY15 – 35
 - Benchmark: FY19 – 50
(established by industry standard)

- 6) Be a relevant, educational and informational resource to all citizens.
 - Performance Measure:
 - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
 - Benchmark: FY15 – 21.3%
 - Benchmark: FY19 – 21.3%
(established by industry standard)

- 7) Operate an effective and efficient organization.
 - Performance Measure:
 - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
 - Benchmark: FY15 – yes/yes/yes
 - Benchmark: FY19 – yes/yes/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.

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 2019) 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:

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.

The FCC is currently engaged in auctioning frequencies to non-broadcast providers that have traditionally been used by broadcasters including Idaho Public Television. In doing so, the FCC is requiring stations to move to their transmitters and translators to different frequencies "repacking" them into fewer more congested frequencies. This has the potential of costing stations significant funds, and in some cases losing service to particular communities when available frequencies don't exist.

As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Idaho Public Television
FY 2015 – 2019 Strategic Plan Supplemental

Performance Measure	FY 2013 Data	FY 2015 Benchmark	FY 2019 Benchmark
Number of DTV translators.	44 of 49	47 of 49	49 of 49
Number of cable companies carrying our prime digital channel.	30	28	28
Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.	8	8	8
Percentage of Idaho's population within our DTV signal coverage area.	98.2%	98.5%	98.5%
Number of partnerships with other Idaho state entities.*		20	25
Total FTE in content delivery and distribution.	18.31	less than 30	less than 25
Percentage of broadcast hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	97.35%	97.5%	100%
Percentage of online hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	5%	10%	15%
Number of service hours of descriptive video service provided via the second audio program to aid those with impaired vision.	11,503	12,000	12,000
Number of visitors to our websites.	1,196,428	1,200,000	1,400,000
Number of visitors to IdahoPTV/PBS video player.	22,395	25,000	30,000
Number of broadcast hours of educational programming.	27,778	28,000	28,500
Number of broadcast hours of news, public affairs and documentaries.	12,272	12,500	12,500
Number of broadcast hours of Idaho-specific educational and informational programming.	1,798	1,800	1,800
Number of awards for IdahoPTV media and services.	54	35	50
Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.*	30.6%	21.3%	21.3%
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.	yes/yes/yes	yes/yes/yes	yes/yes/yes

*New performance measure beginning FY 2015.



Strategic Plan

2015-2019

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

Benchmarks

- FY2019: 100% of programs
- FY2015: 20% of programs

Benchmarks

- FY2019: 100% of programs
- FY2015: 20% of programs

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

Benchmarks

- FY2019: 1.5% year-over-year increase
- FY2015: Determine baseline and data collection methodology

Critical Success Activities

Long term

- Centralized database of PTE program standards and outcomes aligned across the system

Short term

- Distribute updated gap analysis report to stakeholders (see Objective G)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

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

- FY2019: 100% programs
- FY2015: 20% of programs

- ii. Program standards include industry engagement requirements

Benchmarks

- FY2019: 100% of programs
- FY2015: 20% of programs

Critical Success Activities

Long term

- Statewide Industry Advisory Council to the Administrator

Short term

- Create strategic plan for industry engagement, including improvement of technical advisory committees
- Finalize revisions to Technical Advisory Committee Member Handbook and update 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 colleges¹

Benchmarks

- FY2019: 18
- FY2015: 10

- iii. Number of Workforce Training Network (WTN) enrollments including Fire and Emergency Services training¹

¹ State Board of Education measure

Benchmarks

- FY2019: 65,000
- FY2015: 45,000

- iv. Expansion of postsecondary PTE Distributed Hybrid Programs

Benchmarks

- FY2019: 4 programs
- FY2015: 1 programs

Critical Success Activities

Long term

To ensure course transferability, develop basic technical certificates to be offered as a component of every postsecondary professional-technical credit program in the state

Short term

- Create a welding basic technical certificate

- 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 postsecondary student pass rate for Technical Skill Assessment (TSA)

Benchmarks

- Secondary: 75%
- Postsecondary: 90%

- iii. Percentage of ABE clients within the cohort who transition to postsecondary education²

Benchmarks

- FY2019: 50%
- FY2015: 27%

- iv. Number of postsecondary degrees and certificates awarded

Benchmark

- FY2019: 2,100
- FY2015: 1,955

² The data collection methodology for this population changed in FY13.

- v. Positive placement rate of secondary and postsecondary program completers

Benchmark

- 90.5%

- vi. Training-related placement rate of program completers

Benchmark

- Secondary FY2019: 18%
- Secondary FY2015: 14.5%
- Postsecondary FY2019: 70%
- Postsecondary FY2015: 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

- FY2019: 100% of programs
- FY2015: 20% of programs (5 year rotation)

Critical Success Activities

Long term

- PTE information portal for summary SLDS reports

Short term

- 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

- FY2019: 100%
- FY2015: 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.vi) for the reporting year

Critical Success Activities

Long term

- Form and implement Teacher Education Advisory Committee
- Reform Administrator Credential requirements
- Reform current Leadership Institute

Short term

- Develop strategic plan for PTE Teacher Education

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

Critical Success Activities

Long term

- Development of return on investment (ROI) report for DPTE

Short term

- Distribute updated gap analysis demonstrating labor market alignment with program offerings

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

- FY2015: Develop definition and establish baseline

Critical Success Activities

Short term

- Develop and implement stakeholder satisfaction survey



Eastern Idaho Technical College
Strategic Plan FY15 – FY19

Revised January 2014



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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014



EITC Strategic Plan FY 2015 – FY 2019

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014



EITC Strategic Plan FY 2015 – FY 2019

- 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014



EITC Strategic Plan FY 2015 – FY 2019

- 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 end of 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.)**

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014



EITC Strategic Plan FY 2015 – FY 2019

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

- Performance Measure: Safety and Security measure on annual survey.
- 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014



EITC Strategic Plan FY 2015 – FY 2019

- 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014



EITC Strategic Plan FY 2015 – FY 2019

- 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 a place of learning 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



EITC Strategic Plan FY 2015 – FY 2019

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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Eastern Idaho Technical College

Performance Measures April 2014

Performance Measures

#	Performance Measure	FY2010	FY2011	FY2012	FY2013	Benchmark
1	Increase reach of EITC Tutoring Center (Goal III, Objective 2)	5,406	4,870	5,195	6000	5247
2	Increase reach of Adult Basic Education Division (Goal IV, Objective 1)	757	744	647	612	653
3	Increase reach of Center for New Directions (Goal IV, Objective 2)	686	518	411	292	415
4	Increase the academic outcomes of students enrolled in Adult Basic Education Division (ABE)	ABE 1 54% ABE 2 50% ABE 3 46% ABE 4 33% ABE 5 31% ESL 1 43% ESL 2 33% ESL 3 32% ESL 4 26% ESL 5 6% ESL 6 21%	ABE 1 64% ABE 2 43% ABE 3 58% ABE 4 36% ABE 5 41% ESL 1 20% ESL 2 42% ESL 3 32% ESL 4 28% ESL 5 30% ESL 6 20%	ABE 1 41% ABE 2 53% ABE 3 52% ABE 4 37% ABE 5 33% ESL 1 45% ESL 2 39% ESL 3 47% ESL 4 47% ESL 5 37% ESL 6 29%	ABE 1 33% ABE 2 57% ABE 3 54% ABE 4 36% ABE 5 41% ESL 1 56% ESL 2 53% ESL 3 50% ESL 4 33% ESL 5 32% ESL 6 20%	ABE 1 55% ABE 2 50% ABE 3 46% ABE 4 36 % ABE 5 37% ESL 1 50 % ESL 2 54% ESL 3 49% ESL 4 45% ESL 5 42% ESL 6 27%
*5	Retention Rate: Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).	57	93	64	TBD	TBD
*6	Dual Credit: Total credit hours earned, and the unduplicated headcount of participating students.	0	0	0	4, 1	TBD
7	Total certificates and degrees conferred - Number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled	36	37	42	43	35%
8	Cost per credit hour	\$496	\$503	\$531	\$579	Maintain cost per credit hour within 20% of IPEDS peers List
9	Efficiency - Certificates (of at least 1 year or more) and Degree Completions per \$100,000 of Education and Related Spending	.41	.41	.38	.40	Declining Cost

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Eastern Idaho Technical College

Performance Measures April 2014

*10	<p>Graduation Rate: a) Total degree production (split by undergraduate/graduate). b) Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).</p>	<p>a. 237 b. 15%</p>	<p>a. 261 b. 18%</p>	<p>a. 243 b. 18%</p>	<p>a. 232 b. 19%</p>	<p>TBD</p>
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* New System-wide added measures
TBD = To Be Determined

For More Information Contact

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University of Idaho
A LEGACY OF LEADING



Leading Idaho:

***The University of Idaho
Strategic Plan***

2015-2019

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 2015-19 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

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 land-grant research 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

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. Allowing 4.5 years gives students time to take fewer credits in some terms, take a few extra elective courses, and/or change majors.

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

Benchmark: The median of our official peer institutions, which we have most recently calculated as 83%. We have not recently computed the retention/success rate for new transfers at our peer institutions.

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

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 25% in FY2013; sustainable growth is our goal.

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

Benchmark: \$150,000

Rationale: Increased from \$128k to \$153k from FY2010 through FY2013; sustainable growth is our goal.

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).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

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 service 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 engage in community service activities.

Rationale: Over the course of the 2012-2013 academic year approximately 33% 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

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, which was most recently 40%.

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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

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.

Part 1 – Agency Profile

Agency Overview

The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

As designated by the Carnegie Foundation, the University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education. primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, Law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences. Some of which also provide the core curriculum or general education portion of the curriculum.

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

Core Functions/Idaho Code

Recognizing that education was vital to the development of Idaho, the legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's' charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

University of Idaho

Performance Measurement Report

University of Idaho

Revenue and Expenditures¹:

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
Approp: General Funds	\$107,249,600	\$103,804,200	\$100,824,500	\$105,645,666
Approp: Federal Stimulus	\$5,329,056	\$1,454,304	\$367,641	\$0
Approp: Endowment Funds	\$6,164,400	\$6,164,400	\$6,164,400	\$6,466,800
Approp: Student Fees	\$47,923,505	\$58,158,895	\$65,528,071	\$68,472,665
Institutional Student Fees	\$17,174,451	\$20,467,224	\$12,810,386	\$14,185,285
Federal Grants & Contracts	\$75,913,834	\$92,730,000	\$89,897,206	\$85,949,538
State Grants & Contracts	\$5,051,659	\$4,748,152	\$5,171,783	\$5,203,701
Private Gifts, Grants & Contracts	\$4,500,246	\$4,947,987	\$3,750,735	\$3,881,344
Sales & Serv of Educ Act	\$10,130,640	\$9,791,049	\$10,178,009	\$10,235,562
Sales & Serv of Aux Ent	\$29,563,701	\$33,440,256	\$34,042,490	\$35,453,721
Indirect Costs/Other	\$42,368,253	\$40,568,173	\$21,562,931	\$32,218,097
Total Revenues	\$351,369,345	\$376,274,640	\$350,298,154	\$367,912,379
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Instruction	\$89,235,643	\$86,639,313	\$94,332,305	\$107,843,887
Research	\$67,917,142	\$75,413,369	\$73,787,474	\$72,900,119
Public Service	\$30,531,632	\$31,133,657	\$27,841,836	\$30,107,395
Library	\$4,000,300	\$4,093,600	\$4,297,332	\$4,736,032
Student Services	\$10,368,449	\$11,798,205	\$11,949,353	\$13,733,579
Physical Plant	\$45,429,993	\$45,018,045	\$47,841,115	\$47,883,906
Institutional Support	\$30,114,735	\$27,590,583	\$25,207,537	\$20,231,660
Academic Support	\$12,241,169	\$11,594,229	\$12,237,329	\$14,283,458
Athletics	\$9,339,948	\$11,003,975	\$12,198,103	\$13,025,690
Auxiliary Enterprises	\$26,673,577	\$27,774,298	\$27,424,058	\$26,308,429
Scholarships/Fellowships	\$18,030,738	\$22,147,967	\$11,944,669	\$10,425,552
Other	\$0	\$0	\$0	\$0
Total Expenditure	\$343,883,326	\$354,207,241	\$349,061,111	\$361,479,707

¹These amounts conform to our audited financial statements.

Graphs added later by DFM

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

University of Idaho

Performance Measurement Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided				
	FY 2010	FY 2011	FY 2012	FY 2013
Annual (unduplicated) Enrollment Headcount ¹				
- Non-Degree and Early College	1,749	1,448	1,624	2,281
- Undergraduate	9,414	9,760	9,883	9,652
- Graduate	2,423	2,581	2,577	2,385
- <u>Professional</u>	<u>340</u>	<u>375</u>	<u>388</u>	<u>367</u>
Total	13,926	14,164	14,472	14,685
Annual Credit Hours Taught ¹				
- Undergraduate	265,802	276,658	279,969	276,431
- Graduate	31,039	32,515	31,943	29,149
- <u>Professional</u>	<u>10,828</u>	<u>11,517</u>	<u>12,226</u>	<u>11,691</u>
Total	307,669	320,690	324,138	317,271
Annual Enrollment FTE ²				
- Undergraduate	8,860	9,222	9,332	9,214
- Graduate	1,293	1,355	1,331	1,215
- <u>Professional</u>	<u>369</u>	<u>394</u>	<u>420</u>	<u>401</u>
Total	10,522	10,971	11,083	10,830
Degrees Awarded ³				
- Undergraduate (Bachelors only)	1,644	1,688	1,761	1,981
- Graduate (Masters, Specialists and Doctorates)	609	675	725	745
- <u>Professional (J.D, Ed.D.. and D.A.T.)</u>	<u>98</u>	<u>106</u>	<u>106</u>	<u>129</u>
Total	2,351	2,469	2,592	2,855
Graduates – Unduplicated Headcount				
- Undergraduate (Bachelors only)	1,577	1,586	1,665	1,889
- Graduate (Masters, Specialists and Doctorates)	605	674	722	736
- <u>Professional (J.D, Ed.D.. and D.A.T.)</u>	<u>98</u>	<u>106</u>	<u>106</u>	<u>129</u>
Total	2,280	2,366	2,493	2,756
Percent of Graduates to Unduplicated Headcount				
- Undergraduate	16.8%	16.3%	16.8%	19.6%
- Graduate	25.0%	26.1%	28.0%	30.9%
- Professional	28.8%	28.3%	27.3%	35.1%
Dual Credit hours taught ⁴				
- Total Annual Credit Hours	1,806	1,709	2,923	5,034
- Total Annual Student Headcount	538	514	778	1,303
Undergraduate students participating in Study Abroad and National Student Exchange programs ⁵				
- Number	370	375	458	411
- Percent	3.5%	4.6%	5.2%	4.9%
Remediation ⁶				
- Number of New Frosh from Idaho who need remediation in English/Reading	106 / 1189	121 / 1060	151 / 1096	117 / 1092
- Percent	9%	11%	14%	11%
Percent of undergraduate students participating in research programs ⁷				
STEM	21%	20%	23%	25%
<u>Non-STEM</u>	<u>37%</u>	<u>49%</u>	<u>46%</u>	<u>50%</u>
Total	58%	69%	70%	75%
Number and Percent of UG degrees conferred in STEM fields ⁸				
UI Number / Percent	588 / 36%	585 / 35%	580 / 33%	655 / 33%

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

University of Idaho

Performance Measurement Report

Percent of students participating in service learning opportunities ⁹	2,800	3,800	3,424	3,151
- Number	30%	40%	35%	33%
- Percent				
Percent disadvantaged minority ¹⁰				
- full-time faculty	3.2%	3.5%	3.7%	3.3%
- full-time staff	4.9%	6.7%	7.0%	7.0%
- full-time students	7.3%	8.9%	9.7%	10.2%

Part II – Performance Measures

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmarks
<u>UI Goal 1, Objective A</u> Undergraduate average years-to-degree ¹	4.54	4.59	4.46	4.49	4.50
<u>UI Goal 1, Objective A</u> Undergraduate certificates and degrees awarded per 100 undergraduate student FTE	18.5	18.2	18.9	21.5	18.0
<u>UI Goal 1, Objective B</u> First-year New Frosh Retention Rate ²	1284 / 1665 =77%	1416 / 1757 =81%	1368 / 1718 =80%	1213 / 1585 =77%	83% Peer median
Full-time: Number / Percent Part-time: Number / Percent	14 / 43 =33%	10 / 23 =44%	8 / 35 =23%	15 / 46 =33%	
<u>UI Goal 1, Objective B</u> First-year New Transfer Retention Rate ²	482 / 614 = 79%	504 / 640 = 79%	540 / 696 = 78%	441 / 565 = 78%	Peer median
Full-time: Number / Percent Part-time: Number / Percent	74 / 119 =62%	69 / 115 =60%	62 / 107 =58%	50 / 100 =50%	
<u>UI Goal 1, Objective B</u> Six-Year Graduation Rate ² UI Rate	56%	55%	51%	56%	62% Peer Median
<u>UI Goal 2, Objective A:</u> Grant applications supporting or requiring interdisciplinary activities ³					
- Number	185	164	395	241	
- Percent	20%	18%	39%	25%	30%
<u>UI Goal 2, Objective A</u> Expenditures from competitive grants & contracts ⁴ per full-time instruction and research faculty ⁵	\$81,532,000 / 634 = 128,599	\$87,207,000 / 632 = \$145,570	\$96,229,000 / 581 = \$165,627	\$97,227,000 / 635 = \$153,113	\$150,000

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

University of Idaho

Performance Measurement Report

<u>UI Goal 4: Objective B</u> Survey data support a positive experience with culture and climate Students –Satisfied with overall experience ⁶ Faculty –Satisfied with job overall ⁷ Staff –Are treated with consideration and respect ⁸	96%	97%	97%	Available Fall 2013	95%
	Not Surveyed	60%	Not Surveyed	Not Surveyed	75% <i>Public Universities</i>
	Not Surveyed	Not Surveyed	Not Surveyed	91%	88%
<u>UI Goal 4, Objective C</u> Institution primary reserve ratio comparable to the advisable level of reserves ⁹	27%	36%	30%	33%	40%
<u>UI Goal 4, Objective C</u> Cost per undergraduate credit hour ¹⁰	\$ 186	\$ 172	\$ 176	NA	\$ 200
<u>UI Goal 4, Objective C</u> Degree completions per \$100,000 in Education and Related expenditures ¹¹	1.89	2.03	2.00	NA	2.00

Footnotes for Profile of Cases Managed and/or Key Services Provided

- ¹ Summer, Fall and Spring, as reported to SBOE on the PSR-1 Annual Student Enrollment Report. Previous years' values have been adjusted to incorporate the new reporting guidelines (omitting Study Abroad, National Student Exchange, Professional Development and COOP only students).
- ² Based on SBOE PSR-1. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.
- ³ Degrees Awarded counts here do not include our less-than-one-year Academic Certificates.
- ⁴ Only those postsecondary credits are counted which were also counted for credit at the high school level.
- ⁵ Study Abroad and National Student Exchange are coded in the course subject fields.
- ⁶ From UI Remediation report submitted annually to SBOE. (Note: UI does not offer remedial Math).
- ⁷ From the UI web-based, Graduating Senior Survey.
- ⁸ Bachelor's degrees only, as reported to IPEDS. STEM fields using CCA definitions, previous years' values have been adjusted to reflect changing STEM definition.
- ⁹ Number of participating students, as reported by UI Career Center/Service Learning Center, divided by full-time degree seeking student headcount. Prior years' numbers have been adjusted to include all program levels.
- ¹⁰ Fall Census, US Citizen and Permanent Residents who indicated Hispanic, Black, Native American, Alaskan or Pacific Islander. All four years' data have been revised to conform to the new reporting standards.

Performance Measure Explanatory Notes:

- ¹ As reported to Complete College America (CCA), average time in years for first-time full-time undergraduates to complete their bachelor's degree, for those who finish in ten years or less (98% do so).
- ² As reported to IPEDS. Each year's rates reflect the percent graduating or returning the fall of the FY specified.
- ³ From UI Office of Sponsored Programs, based on an interdisciplinary grant application tracking system.
- ⁴ As reported to NSF annually by the UI Office of Research and Economic Development. Data is for the year prior to the FY indicated, as that is when we report the research dollars and they are not available until late fall.
- ⁵ As reported to IPEDS, for the previous year in order to match the research dollars.
- ⁶ From the UI web-based, Graduating Senior Survey.
- ⁷ From UCLA/HERI National Faculty Survey which is conducted every third or fourth year.
- ⁸ From UI Staff Survey, which is conducted every third year.
- ⁸ As reported by UI Business and Accounting Services, Benchmark based on NACUBO recommendations. Prior years' values have been revised upon review of computations. Values represent calculations for prior fiscal year.

University of Idaho

Performance Measurement Report

¹⁰ Total undergraduate credit hours from EWA divided by undergraduate dollars from Cost of College report
(Recalculated by SBOE staff for Oct. 2013 SBOE meeting).

¹¹ All UI degrees awarded per \$100,000 of Education and Related expenditures from IPEDS part C Instruction,
Student Services and Institutional Support. (Recalculated by SBOE staff for Oct. 2013 SBOE meeting.)

Performance Highlights:

1. **High 77% 1st year retention rate for new frosh**, which is the highest in the state.
2. **Nearly \$100 million in funding from competitive externally funded grants and contracts.** This represents more than \$150,000 per full-time instructional and research faculty member.
3. **High percentage of undergraduate degrees awarded in STEM fields**, 33% in FY2013, highest in the state. STEM=Science, Technology, Engineering & Math – defined according the Complete College America taxonomy.

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BOISE STATE UNIVERSITY

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

Focus on Effectiveness

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Boise State University
Strategic Plan 2012-17
Focus on Effectiveness
Submitted to SBOE March 18, 2014

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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Boise State University
Strategic Plan 2012-17
Focus on Effectiveness
Submitted to SBOE March 18, 2014

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

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

Strategies:

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

Goal 1: Key Performance Indicators	Recent data				Performance Targets	
	2006	2008	2010	2012	For 2014	by 2017
NSSE benchmark measures of student perception of quality of educational experience (as % of urban peer rating; for seniors only):						
>Level of academic challenge	97.1%	97.8%	98.2%	98.5%	100%	100%
>Active and collaborative learning	100.0%	102.0%	96.5%	97.9%	100%	100%
>Student-faculty interaction	93.4%	96.9%	87.0%	90.8%	95%	100%
>Enriching educational experience	99.4%	96.7%	95.9%	93.0%	98%	100%
>Supportive campus environment	93.6%	90.0%	90.1%	88.3%	95%	100%
	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	For 2013-14	by 2017
% students achieving University Learning Outcomes¹						
>Written & oral communication (ULOs 1-2)						
>Critical inquiry, innovation, teamwork (ULOs 3-4)						
>Civic & Ethical foundations (ULOs 5-6)						
		New program: Fall 2012 New program: Fall 2012 New program: Fall 2012			New program: Assessment structure is being implemented	90% of graduates rated as "good" or "exemplary"
% of Idaho HS students naming Boise State as #1 choice (on ACT test ; of those who listed Boise State in top 6)	Not available	36.6%	39.6%	55%	42%	45%

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). The ULOs are based on the "LEAP" program of the AAC&U, and are incorporated into our Foundational Studies Program.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Boise State University
Strategic Plan 2012-17
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Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.

Strategies:

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

Goal 2: Key Performance Indicators	Recent data				Performance Targets	
	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	For 2013-14	For 2016-17
Number degree graduates						
>Baccalaureate	2,094	2,411	2,584	2,715	2,915	3,284
>Master's and Doctoral	555	652	663	695	750	880
Baccalaureate graduates per 100 FTE enrolled²	16.3	18.4	18.2	19.7	20.9	22.0
Dual enrollment³						
># credits produced	7,648	9,435	10,770	11,854	13,400	15,000
># students served	1,602	2,030	2,410	2,666	3,125	3,350
eCampus (Distance Education)						
>Student Credit Hours	47,491	52,590	55,571	60,146	64,600	77,000
>Distinct Students Enrolled	8,381	9,147	9,381	9,787	10,590	13,000
	F2004 cohort	F2005 cohort	F2006 cohort	F2007 cohort	Fall 2008 Cohort	Fall 2011 Cohort
Success and Progress Rate (at six years)⁴						
>First-time, Full-time Freshmen			64%	70%	71%	73%
>Transfer students			75%	74%	76%	80%
6 year graduation of first-time full-time freshman	28%	29%	29%	38%	40%	45%
	F2009 cohort	F2010 cohort	F2011 cohort	F2012 cohort	F2013 cohort	F2016 cohort
1-year retention, first-time full-time freshmen⁵	69%	69%	71%	71%	74%	78%
	2006	2008	2010	2012	For 2014	by 2017
NSSE student rating of administrative offices (as % of urban peer average score)	98.4%	94.5%	97.1%	96.9%	100%	100%

² Student FTE is based on degree seeking undergraduate students. Beginning with FY2011-12 the FTE data is based on Fall census data, using FT students plus 1/3 PT students to calculate. Note that the change in FY2011-12 number is due to this date change.

³ 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.

⁴ "Success and Graduation Rate" is used by the Voluntary System of Accountability to provide a more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduated from or are still enrolled at Boise State, graduated elsewhere, or are still enrolled elsewhere.

⁵ Retention for the Fall 2009 cohort is measured as the percent of the Fall 2009 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2010.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Boise State University
Strategic Plan 2012-17
Focus on Effectiveness
Submitted to SBOE March 18, 2014

Goal 3: Gain distinction as a doctoral research university.

Strategies:

- Recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.
- Identify and invest in 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: Key Performance Indicators	Recent data				Performance Targets	
	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	For 2013-14	by 2017
Total Research & Development Expenditures (as reported to the National Science Foundation)	\$18.7M	\$24.2M	\$27.5 M	Not available at this time	\$27.5 M	\$37.5 M
Number of doctoral graduates (PhD and EdD)	8	11	11	11	25	35
New doctoral programs	No new doctoral programs	No new doctoral programs	Fall 2012 start: PhD Biomolecular Science; PhD Material Science & Engineering ; EdD Educational Technology	Fall 2013 start: Doctor of Nursing Practice; PhD in Public Policy		PhD in Ecology, Evolution, & Behavior; EdD Athletic Training Program Administration
	CY 2006-10	CY 2007-11	CY 2008-12	CY 2009-13	For CY 2010-14	For CY 2014-17
Number of peer-reviewed publications over 5-year period⁶	1,079	1,176	1,228	1,351	1,485	1,650
	CY2010	CY2011	CY2012	CY2013	CY2014	CY2017
Annual total citations of publications by Boise State authors⁷	3,874	4,662	4,762	6,662	7,000	7,500

⁶ # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science.

⁷ Annual total citations of peer-reviewed publications, published in any year, with Boise State listed as an address for at least one author. From Web of Science. <http://library.boisestate.edu/researchindicators/index.php>

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

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

Strategies:

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

Goal 4: Key Performance Indicators	Recent data				Performance Targets	
	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	For 2013-14	by 2017
Number of graduates in high demand disciplines (bachelor's, master's, doctoral) ⁸	861	1,000	1,082	1,020	1,100	1,600
Number of STEM graduates (includes bachelor's, STEM education, master's, doctoral) ⁹	311	375	407	452	588	650
# of employers listing career-level jobs with BroncoJobs ¹⁰	581	623	832	834	975	1,400
Students Participating in Courses with Service Learning Component	2,414	2,577	2,648	2,398	2,775	3,000
# of students requiring remedial coursework ¹¹	282	262	201	202	177	100
Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation					Renewal based on application to be submitted April 2014

⁸ Defined as distinct number of 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.

⁹ 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.

¹⁰ Measure will be adjusted for economic conditions

¹¹ Includes all new Idaho students who have been out of high school 1 year or less needing to complete remedial coursework.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

Boise State University
 Strategic Plan 2012-17
Focus on Effectiveness
 Submitted to SBOE March 18, 2014

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

Strategies:

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

Goal 5: Key Performance Indicators	Recent data				Performance Targets	
	FY 2011	FY 2012	FY 2013	FY 2014	For FY2015	by 2017
Cost of education (resident undergraduate with 15-credit load; tuition & fees per semester)	\$2,650	\$2,783	\$2,942	\$3,146	Remain less than the WICHE state average	Remain less than the WICHE state average
	FY2010	FY 2011	FY 2012	FY 2013	For FY 2014	by 2017
Operational Investment per EWA Weighted Credit Hour¹²	\$155.46	\$154.54	\$164.11	\$173.99	Increase no more than the Consumer Price Index (CPI)	Increase no more than the CPI
Instructional Investment per EWA Weighted Credit Hour¹²	\$98.25	\$100.30	\$102.69	\$107.29	Increase no more than the CPI	Increase no more than the CPI
Operational Investment per Degree Graduate¹² (bachelor's and above)	\$50,779	\$46,931	\$44,980	\$46,264	Increase no more than the CPI	Increase no more than the CPI
Instructional Investment per Degree Graduate¹² (bachelor's and above)	\$32,091	\$30,462	\$28,145	\$28,954	Increase no more than the CPI	Increase no more than the CPI
Cost per EWA Weighted Undergraduate Credit Hour¹³	\$239	\$236	\$252	\$268	Increase no more than the CPI	Increase no more than the CPI
Certificates and Degrees Awarded per \$100,000¹⁴	2.68	2.89	2.97	2.86	Increase no more than the CPI	Increase no more than the CPI
Degree Graduates per \$100,000¹⁵	2.28	2.54	2.65	2.60	Increase no more than the CPI	Increase no more than the CPI

¹² Cost data from audited financial reports. Operational Cost includes costs for instruction, academic support (including libraries), and institutional support (including student services); excludes research and other non-instructional and support costs. Instructional cost includes only cost of instruction. Credit hours weighted according to EWA formulae. Distinct number of graduate from degree programs, baccalaureate and above; certificates not included.

¹³ Total costs from step 4 of Cost of College Report, reflecting undergraduate-associated costs only.

¹⁴ Total costs reflect "Total Allocable Costs" from Cost of College Report, and include both graduate and undergraduate-associated costs. Total count of certificates and degrees awarded reflects duplicated counts of graduates.

¹⁵ Total costs reflect "Total Allocable Costs" from Cost of College Report, and include both graduate and undergraduate-associated costs. Total degree graduates reflect unduplicated counts.

Project Portfolio: University-wide Projects

Implementation of the university's strategic plan *Focus on Effectiveness 2012-2017* involves University-wide projects and Divisional and unit-level projects.

One of the nine university-wide projects that were proposed and approved for funding was "Adopt Leading-Edge Pedagogy and Learning Environments at the Program Level." A request for proposals yielded twelve proposals, and four were chosen to receive funding totaling \$300,000.

- "Transform first year STEM Learning" is focusing on first year math, physics, and engineering courses and the acquisition of critical skills: the ability to learn to solve problems, to network with other students, to seek help, to manage time, and to accomplish out of class work. For example, the traditional lecture-driven pedagogy of first and second semester calculus courses is being replaced by a mix of short lectures and group problem solving; the content of those courses will be focused to a greater extent on applications.
 - Importantly, this project was leveraged into a \$2,000,000, 3-year grant from NSF's WIDER program (Widening Implementation & Demonstration of Evidence-Based Reforms); the grant is entitled "Promoting Educational Reform through Strategic Investments in Systemic Transformation."
- "Engaging Students across the Mechanical Engineering Curriculum" is transforming the way in which the Department of Mechanical & Biomedical Engineering is educating its 600+ bachelor's degree majors. Pedagogy in 12 of 14 courses core to the major is being transformed by the incorporation of three categories of activities: (i) activities that focus on engaging students in the curriculum, including active learning techniques, student presentation of lectures, and use of everyday examples of engineering, (ii) activities that provide alternatives to traditional lectures, such as hybrid course delivery and remedial online resources, and (iii) activities that focus on development of professional engineering skills, such as team design projects, and problem/project based learning.
- The "Master of Community and Regional Planning" initiative is introducing a strong applied research component into the curriculum, bringing the professional planning community into the classroom for active dialog with students. The initiative is also (i) restructuring the curriculum of the program around four core themes (planning approaches, place & perspective, implementation & forecasting, and strategic planning), (ii) using "integration" courses and capstone courses to tie those themes together and to address broad issues relevant to professional planners such as professional ethics, social justice, data and research, leadership, and professionalism.
- "Mathematics Consulting Teacher Endorsement Graduate Certificate Program Transformation" is scaling up the capacity and the geographical reach of the program to meet the needs of the hundreds of individuals from across the state that have indicated interest in the program. Two solutions are being used to accomplish this scale up. First, a hybrid delivery platform is being developed that will maintain the socio-cognitive pedagogical approach that is central to the content and structure of the program while at the same time making it convenient for teachers beyond the Treasure Valley to participate. Second, two highly-trained course instructors are being developed through an intensive apprenticeship model; the goal is that those individuals would eventually be hired as clinical faculty members to teach, manage, and further develop the program.

ISU FY 2015-2019 Strategic Plan (Rev. 03-17-14)



Idaho State University Strategic Plan

Mapping Our Future: Leading in Opportunity and Innovation

FY 2015-2019

ISU FY 2015-2019 Strategic Plan (Rev. 03-17-14)

**Idaho State University
Strategic Plan
FY 2015-2019**

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 course sections offered.
- 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.

Benchmarks:

- 1.1.1 900 course sections
- 1.1.2 600 CPI students
- 1.1.3 1,800 dual credit students

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

ISU FY 2015-2019 Strategic Plan (Rev. 03-17-14)

Performance Measure:

1.2.1 Number of certificate and degree programs begun/expanded/revISED; and number of certificate and degree programs discontinued.

Benchmark:

1.2.1 Number of new programs approximately equal to number of programs discontinued.

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.

Benchmarks:

1.3.1 Increase graduate teaching assistants by 10 over the next 3 years.

1.3.2 Maintain adequate numbers of tutors to meet student need.

Objective 1.4 Undergraduate and graduate students engage in research and creative/scholarly activity.

Performance Measures

1.4.1 Number of students employed to work with a faculty member on research/creativity activities.

1.4.2 Number of students who participate each year in ISU's research symposia.

Benchmarks:

1.4.1 Increase by 3% per year for next five years.

1.4.2 Increase to 250 students 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.

Benchmarks:

1.5.1 This is a new performance measure; data will be obtained from Activity Insight, to be implemented fall 2013 (this is an electronic curriculum vitae and workload program).

1.5.2 Increase the number of proposals submitted, number funded and total amount of funding by 3% per year for next 5 years.

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.

Benchmarks:

1.6.1 Maintain pass rates at or above the national averages for each program where national data are available.

1.6.2 Maintain placement rates at or above the national averages for each program where national data are available.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

ISU FY 2015-2019 Strategic Plan (Rev. 03-17-14)

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 Number of face-to-face advising contacts provided to undergraduate students by the central academic advising office.
- 2.1.2 Number of full-time freshmen students who participate in First Year Seminar and ACAD courses.
- 2.1.3 Average amount of need-based and merit-based financial aid/scholarships awarded to students.
- 2.1.4 Number of hours the content area tutoring, math and writing centers are utilized.

Benchmarks:

- 2.1.1 Maintain sufficient access to Central Academic Advising.
- 2.1.2 Increase to 50% over the next 3 years.
- 2.1.3 To be determined (based on changes in federal and state financial aid/scholarship programs).
- 2.1.4 To be determined (based on SBOE changes to the remedial education delivery models).

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 2013-2014 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 **Cost per weighted credit hour to deliver undergraduate education.**
- 2.2.4 **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).**
- 2.2.5 **Total degree production (split by undergraduate/graduate).**
- 2.2.6 **Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).**
- 2.2.7 **Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).**

Benchmarks:

- 2.2.1 Positively impact time to degree by 5% over next 3 years.
- 2.2.2 Positively impact retention rates by 5% over next 3 years.
- 2.2.3 Positively impact by 5% over next 3 years.
- 2.2.4 Positively impact this ratio by 5% over next 3 years.
- 2.2.5 Increase undergraduate and graduate awards by 5% over the next 3 years.
- 2.2.6 Positively impact this ratio by 5% over next 3 years.
- 2.2.7 Increase retention rate to 75% over the next 3 years.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

ISU FY 2015-2019 Strategic Plan (Rev. 03-17-14)

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

Performance Measures

- 2.3.1 Percent of students who successfully complete required remedial courses.
- 2.3.2 Retention rates (fall to fall) of students who complete remedial courses.

Benchmarks:

- 2.3.1 To be determined based on changes to be made by the SBOE on remediation delivery models.
- 2.3.2 Increase retention rate to 70% over the next 3 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.**

Benchmark:

- 2.4.1 Increase total number of students (unduplicated headcount) to 1,800, and increase total student credit hours generated to 10,800 over the next 3 years.

Objective 2.5 Students participate in community and service learning projects and activities, student organizations, and learning communities.

Performance Measures

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

Benchmarks:

- 2.5.1 Increase number of students participating in student organizations to 4,500 over next 3 years.

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.

Benchmarks:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

ISU FY 2015-2019 Strategic Plan (Rev. 03-17-14)

- 3.1.1 Maintain number of health professions programs offered, and maintain enrollments at or near program capacity.
- 3.1.2 To be determined (Data to be obtained in the future from the State Longitudinal Data System (SLDS).
- 3.1.3 Maintain pass rates at or above the national averages, where national data is available.

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 of patient visits to ISU clinics and clinical services.
- 3.2.2 Number of people served by ISU's community health fairs and screening events.

Benchmarks:

- 3.2.1 Number of patient visits will increase by 5% over the next 3 years.
- 3.2.2 Number of people attending these events will increase by 5% over the next 3 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 engaged in research in the health and biomedical sciences.
- 3.3.2 Amount of external funding received for health-related and biomedical research.
- 3.3.3 Number of students participating in clinical research/scholarly activity as part of their degree program.

Benchmarks:

- 3.3.1 Increase to 40 faculty over the next 3 years.
- 3.3.2 Funding will increase by 3% per year over the next 3 years.
- 3.3.3 Increase to 750 students over the next 3 years.

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:

- 4.1.1 Total economic impact will increase by 5% over the next 5 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.

Benchmark:

- 4.2.1 ISU's efforts to conserve campus resources will continue to be developed.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

ISU FY 2015-2019 Strategic Plan (Rev. 03-17-14)

Objective 4.3 ISU participates in formal and informal partnerships with other entities and stakeholders.

Performance Measure:

4.3.1 Number of active ISU partnerships, collaborative agreements, and contracts with public agencies and private entities.

Benchmark:

4.3.1 Number of partnerships, collaborative agreements, and contracts will increase by 5% over the next 5 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 institutional reserves meet the Board’s expectations based on best practices.

Performance Measures:

5.1.1 Level of Institutional reserves as a percent of total operating budget.

Benchmark:

5.1.1 The institution maintains or exceeds reserves of 5% of total budget.

Objective 5.2 The institution continually assesses and periodically reviews its utilization of resources.

Performance Measure:

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

Benchmark:

5.2.1 All academic, co-curricular, and non-academic programs/units will be reviewed at least once every five years.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

ISU FY 2015-2019 Strategic Plan (Rev. 03-17-14)

**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.

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.

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. 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. 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

ISU FY 2015-2019 Strategic Plan (Rev. 03-17-14)

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. 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 likely 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 therefore are less able to complete their education in a timely manner.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**


ISU FY 2015-2019 Strategic Plan (Rev. 03-17-14)

 Idaho State UNIVERSITY		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 EDUCATION	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 dual 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

ISU FY 2015-2019 Strategic Plan (Rev. 03-17-14)

 Idaho State UNIVERSITY		ISU STRATEGIC PLAN GOALS				
		Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	Stewardship of Institutional Resources.
STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDUCATION	GOAL 2: CRITICAL THINKING AND INNOVATION	✓	✓	✓	✓	
	Increase research and development of new ideas into solutions that benefit society. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - Develop P-20 workforce longitudinal data system with the ability to access timely and relevant data. 					✓

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**



Strategic Plan Performance Measure Data FY 2009 – FY 2013

*Notes: Data are presented where available. The university implemented a new enterprise resource planning (ERP) system in 2010. Comparable data from the legacy system may not be available for some measures.

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
Goal 1: Learning & Discovery							
1.1 ISU provides a rich learning environment	# online course sections	381	519	614	727	849	900 course sections
	# students in CPI program			241	583	651	600 CPI students
	# dual credit students	1,434	1,559	1,434	1,668	1,914	1,800 dual credit students
1.2 ISU provides a dynamic curriculum	# new, expanded programs/degrees # programs/degrees discontinued		New programs / degrees: 10 Terminated programs/degrees: 10	New programs / degrees: 3 Terminated programs/degrees: 17	New programs / degrees: 2 Terminated programs/degrees: 2	New programs / degrees: 8 Terminated programs/degrees: 14	# new/expanded programs/ degrees in balance with # of programs/degrees closed
1.3 Students participate in undergraduate teaching	# teaching GTAs/Fellowships		75	74	75	112	Increase by 10 over next 3 years
	# English, math, content area student tutors			191	112	141	Maintain adequate number of student tutors to meet need
1.4 Students engage in research/creative activities	# students employed to work with faculty on research projects			385	413	372	Increase by 3% per year for next 5 years

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
	# students participating in research symposia		139	134	160	142	250 students per year
1.5 Core faculty engaged in research/creative activity	# Faculty scholarly productivity output					177 publications, 541 presentations, 147 artistic performances and exhibits	New measure in FY 2013. Data from Activity Insight (electronic CV).
	# proposals submitted for funding # proposals funded Amount of funding awarded		398 Proposals 282 Funded \$37.1M Awarded	377 Proposals 244 Funded \$36.3M Awarded	378 Proposals 287 Funded \$30.6M Awarded	360 Proposals 217 Funded \$23.9M Awarded	Increase amount of funding by 3% per year for next 5 years
1.6 Graduates prepared to enter workforce or advanced education	Pass rates on licensure/certification exams					See Appendix A	Maintain pass rates at or above national averages
	Placement rates of graduates					See Appendix B	Maintain placement rates at or above national averages
Goal 2: Access and Opportunity							
2.1 Support services provided to enhance retention are utilized by students	# of student contacts with a central advisor		7,327	7,737	7,171	8,436	Maintain sufficient access to Central Academic Advising
	% of full-time freshmen participating in First Year Seminar, and/or ACAD courses			28.7%	31.5%	31.5%	Increase to 50% or more over the next 3 years
	Average amount of need-based and merit-based financial aid/scholarships awarded		Average grant aid \$4,086 / Average loan amount \$5,511	Average grant aid \$4,951 / Average loan amount \$6,608	Average grant aid \$5,011 / Average loan amount \$6,242	Average grant aid \$5,226/ Average loan amount \$6,033	To be determined (with changes in federal and state financial aid programs)
	# of hours of content area tutoring, math and writing centers			21,409	22,576	20,683	To be determined (impact of SBOE changes to remedial delivery models unknown)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
2.2 Student's progression to graduation	Average time to degree for full-time and part-time undergraduate students by college					See Appendix C	Positively impact by 5% over next 3 years
	Retention rates from freshman to sophomore, and sophomore to junior years, for full-time and part-time students					See Appendix D	Positively impact retention rates by 5% over next 3 years
	Cost per weighted credit hour to deliver undergraduate education	\$208.50	\$185.94	\$184.02	\$187.67	\$197.44	Positively impact by 5% over next 3 years
	Completion of undergraduate certificates/degrees per \$100,000 of education and related spending	1.83	1.96	2.02	1.98	2.00	Positively impact this ratio by 5% over next 3 years.
	Total degree production (split by undergraduate/graduate)	UG: 1,531 GR: 504 Total: 2,035	UG: 1,574 GR: 571 Total: 2,145	UG: 1,608 GR: 547 Total: 2,155	UG: 1,644 GR: 635 Total: 2,279	UG: 1,709 GR: 634 Total: 2,343	Increase undergraduate and graduate awards by 5% over the next 3 years.
	Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate)			Undergraduate: 1,559 : 10.8% Graduate: 548 : 19.9%	Undergraduate: 1,577 : 9.8% Graduate: 631 : 20.2%	Undergraduate: 1,626 : 10.0% Graduate: 631 : 22.7%	Positively impact this ratio by 5% over next 3 years.
	Total full-time new and transfer students that are retained or graduate the following year.			Total: 1,819 Retained: 1,172 64.4%	Total: 1,987 Retained: 1,266 63.7%	Total: 1,826 Retained: 1,262 69.1%	Increase retention rate to 75% over the next 3 years.
2.3 Students who require remedial coursework are successful in completing their degree	% of students who successfully complete required remedial courses			58.2%	63.1%	56.6%	To be determined (based on changes to be made by the SBOE on remediation delivery models)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
	Retention rate of students who complete remedial courses (fall-to-fall)			42.4%	68.5%	69.8%	Increase retention rate to 70% over the next 3 years
2.4 Students who enter college with dual credit are successful	# students enrolled in ISU's early college program; # credits earned while in high school	1,434 students 8,276 credit hours	1,588 students 9,306 credit hours	1,434 students 8,644 credit hours	1,669 students 10,453 credit hours	1,914 students 11,438 credit hours	Increase to 1,800 students and 10,800 credits in the next 3 years
2.5 Students participate in community and service learning projects, activities, etc.	# student organizations, and # students participating in those organizations	140 organizations 3,377 students	137 organizations 3,852 students	142 organizations 3,238 students	143 organizations 4,191 students	148 organizations 4,273 students	Increase participation to 4,500 students over the next 3 years
Goal 3: Leadership in the Health Sciences							
3.1 A broad array of health professions programs offered	# certificate and degree programs offered, and # of students enrolled			Programs: 30 Enrollment: 3,377	Programs: 34 Enrollment: 3,622	Programs: 34 Enrollment: 3,619	Maintain number of health professions programs offered, and maintain enrollments at or near program capacity.
	% of graduates who are employed in Idaho						Data to be obtained in the future from the State Longitudinal Data System (SLDS)
	Pass rates on professional licensure and certification exams in the health professions					See Appendix A	Pass rates at or above national averages
3.2 ISU serves the State, public, and health professions students through its clinics and other community health venues	# of patient visits to ISU clinics and clinical services	35,597	41,486	51,817	54,234	49,394 (this number has decreased slightly due to the transition with Family Medicine and Health West)	# of patient visits will increase by 5% over next 3 years

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
	# people attending ISU's community health fairs and screening events	1,131	1,277	1,159	1,208	1,088	# of people attending ISU's health fairs and screening events will increase by 5% over next 3 years
3.3 Faculty and students engage in basic, translational, and clinical research in the health sciences	# of faculty engaged in health sciences/ biomedical research <small>*Principal Investigators (PIs) and co-PIs.</small>	16	38	39	78	65	Increase to 80 over the next 3 years
	Amount of external funding received for health-related and biomedical research	\$2.3M	\$5.3M	\$3.6M	\$4.0M	\$6.2M	Funding will increase by 3% per year
	# students participating in clinical/applied research as part of their degree program			694	727	706	Increase to 750 students over the next 3 years
Goal 4: Community Engagement and Impact							
4.1 ISU directly contributes to the economic well-being of the State, region, and communities it serves	Total economic impact of the University			baseline established by the 2011 ISU Economic Impact Study: \$312 million		A new economic impact study will be conducted in 2016	Total economic impact will increase by 5% over next 5 years
4.2 Campus resource conservation efforts initiated; students and faculty conduct research in the areas of environment and in energy	# resource conservation efforts initiated					See Appendix E	Efforts to conserve campus resources will continue to be developed

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
4.3 ISU participates in partnerships with other entities and stakeholders	# of active partnerships, collaborative agreements, and contracts with public and private entities	836	1,066	1,071	1,008	ISU is in the process of building an electronic workflow tracking system and database for all contracts with public and private entities. This project will be completed in the summer of 2014.	# of partnerships will increase by 5% over next 5 years
Goal 5: Stewardship of Institutional Resources							
5.1 Institutional reserves comparable to best practice	The institution maintains or exceeds reserves of 5% of total budget - (formula: Unrestricted Net Asset Balance "Reserves"/Operating Expenses)		3.7%	5.9%	7.3%	11.7%	Maintain a minimum target reserve of 5% of total budget.
5.2 Institution continually assesses and periodically reviews its utilization of resources.	# of academic, non-academic and co-curricular program reviews conducted each year.	14 academic	4 academic	2 academic	13 academic	6 academic	All to be reviewed at least every 5 years. Non-academic/co-curricular program reviews begin in FY 2014 with the Program Prioritization Project.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Appendix A

Idaho State University - Pass rates for required licensing & certification exams

*Notes: This is not an exhaustive list of pass rates. Rates for Nursing, Pharmacy, Physician Assistant programs etc. are provided as examples; pass rates for graduates of all academic health professions programs consistently meet or exceed the national pass rates.

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Description	FY 2009	FY2010	FY2011	FY2012	FY2013
Nursing (RN) –ISU pass rate	97%	91%	89%	96%	92%
Nursing (RN) –National pass rate	87%	88%	87%	88%	90%
Nursing (FNP AANPCP Certification) - ISU pass rate			96%	97%	95%
Nursing (FNP AANPCP Certification) - National pass rate			89%	87%	88%
Nursing (ACNS ANCC Certification - ISU pass rate			100%	100%	100%
Nursing (ACNS ANCC Certification) - National pass rate			76%	71%	TBA
Pharmacy – ISU pass rate	98%	100%	98%	100%	97%
Pharmacy – National pass rate	97%	95%	97%	98%	97%
Physician Assistant – ISU pass rate	79%	96%	96%	97%	97%
Physician Assistant – National pass rate	89%	92%	94%	91%	93%
PRAXIS-II Subject Area Tests required for Teacher Certification - All Program Completer for ISU	100%	100%	100%	99%	100%
Occupational Therapy NBCOT - ISU first-time test takers (2010-2012)				94%	100%

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Appendix B

Idaho State University - Placement rates for selected programs

*Notes: This is not an exhaustive list of placement rates. ISU intends to utilize the State Longitudinal Database System (SLDS) as soon as Idaho Department of Labor data is available to assist with placement rates.

Description	FY 2009	FY2010	FY2011	FY2012	FY2013
College of Technology - All Professional Technical Education	77.75%	83.33%	85.68%	87.20%	87.60%
Teacher Preparation Program (based on self-reported survey of graduates of all teacher preparation programs (2013 response rate: 63%))				94%	70%
Radiographic Science (self-reported on a survey)	100%	100%	100%	100%	100%
Occupational Therapy (self-reported on a survey)				100%	100%
Pharmacy (self-reported on survey)	100%	100%	100%	100%	100%

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

Appendix C

Idaho State University –

Performance Measure 2.2.1 - Average Time to Complete Degree in Years

*Notes: This methodology counts the number of years between the year a student first enters the university and the year the student is awarded a degree. The methodology is impacted by "stop-outs" between when the student first enters the university and when the student receives their degree.

Degree Type	FY11	FY12	FY13
Technical Certificate	4.69	4.56	3.90
Associate's	6.9	7.66	5.95
Bachelor's	8.27	8.02	8.09
Master's	5.92	6.42	5.91
Doctorate	6.48	7.11	6.58

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Appendix D

Idaho State University – Retention Rates from Freshmen to Sophomore and Sophomore to Junior (fall-to-fall retention)

*Notes: The methodology used is all full-time and part-time degree-seeking freshmen and the number that re-enroll the next fall term. All full-time and part-time degree-seeking sophomores enrolled and the number that re-enroll the next fall term. The student classification (freshmen, sophomore, junior, and senior) is not considered on re-enrollment the next fall term, only if the student returned in the fall. Students that are awarded a degree between the fall-to-fall time period are counted as retained.

Class level	FY11	FY12	FY13
Freshman to Sophomore			
Full-time	61.2%	62.2%	67.2%
Part-time	48.3%	44.6%	46.8%
Total	%	%	%
Sophomore to Junior			
Full-time	76.6%	77.2%	77.6%
Part-time	57.7%	60.0%	58.6%
Total	%	%	%

Appendix E

Idaho State University – Conservation and Energy Reducing Projects

*Notes: This is not an exhaustive list of conservation and energy reducing projects. The university has completed other projects like window replacements and HVAC upgrades/repair/replacement that makes ISU more energy efficient.

1. 2008-9: Purchased 5 electric vehicles for the grounds operations.

- Replaced fuel consumption of 5 gasoline powered pick-up trucks with electricity.
- Improved air quality surrounding academic buildings.
- Reduced noise pollution around surrounding residential and academic buildings.
- Saves on average 15.95 gal/day of gasoline.

2. 2010: Stopped burning coal at the heat plant.

- Eliminated transportation of 3000 tons of coal to the heat plant.
- Reduced emissions of sulfur dioxide, carbon monoxide, nitrogen oxide and many other volatile organic compounds (VOC) in to the environment by switching to natural gas.
- The heat plant runs more efficient on cleaner burning natural gas.
- Deleting the use of coal as a heating fuel has eliminated a problem of fugitive dust in the facility.

3. 2011: Bio-diesel production and increased recycling sustainability.

- Bio-diesel production begins with the idea to make recycling more sustainable by operating the recycling pick up vehicle on a clean renewable fuel.
- Processing waste cooking oil, produced by campus kitchens, into bio-diesel reduces emissions as compared to burning petroleum fuel.
- Bio-diesel is one of the EPA's preferred clean burning fuels, and is also a carbon neutral energy source.
- Facilities in partnership with the college of Technology's, Energy Systems Technology & Education Center (ESTEC) operate the production process together.
- Besides providing a clean source of power, the bio-diesel program is a marketing tool for attracting and retaining students. The processing unit is located in an enclosed mobile trailer that can be transported to high schools for demonstrating the science and opportunities at ISU.

Appendix E - continued

- Currently 5 to 10 gallons of waste cooking oil per week are collected from one kitchen, and processed into bio-diesel during the school sessions. The potential to collect oil from the other three kitchens are in the future plans.
 - To date bi-diesel production has saved the purchase of approximately 160 gallons of petroleum fuel.
- 4. 2011-12:** The greater part of recycling is operated by the custodial department.
- Recycling reports 208 tons of recyclable material recovered around campus to date.
 - Custodial is phasing in waterless urinals that use only one gallon of water every 3 months.
- 5. 2011-12:** Maintenance and operations.
- The maintenance department reports installation of 17 new water fountains that have the ability to re fill reusable water bottles.
 - Has reduced the plastic waste steam comparable to 48,871 plastic water bottles.
- 6. 2011-12:** Energy Efficient Lighting Projects.
- Eight projects totaling 338,039 KWH in energy use reduction.
 - Reduction in utility billing totaling \$19,872.00 annually.
- 7. 2013-14:** Energy Efficient Lighting Projects.
- Quad Lighting project phase II, will reduce electrical energy by an additional 30,590 KWH.
 - Custodial is piloting high-efficiency hand dryers which will eliminate the need for paper towels in restrooms.
 - LED retro-fit kits for standard florescent lighting are being installed and tested for suitability.
- 7. 2014-15:** Future energy sustainability projects.
- 100,000 watts of energy savings for changing wall packs and flood lights on exterior of buildings to LED lighting.
 - 27,000 watts of energy savings for changing emergency exit signs to LED lighting.
 - LED retrofit projects will save electricity at approximately 4 amps @ 120V per 4-tube fixture. Retro-fit work will continue as a stock of fixtures remains.

Lewis-Clark State College



STRATEGIC PLAN FY 2015-2019

Lewis-Clark STATE COLLEGE

Connecting Learning to Life

STRATEGIC PLAN FY 2015-2019



March 17, 2014



VISION

Lewis-Clark State College (LCSC) will fulfill the Idaho State Board of Education's 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.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and will 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 effective 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.

As professed in the college's motto, "Connecting Learning to Life," instruction will foster powerful links between classroom knowledge and theory and personal experience and application. Accordingly, LCSC will:

- Actively partner with the K-12 school system, community service agencies, and private enterprises and support regional economic and cultural development
- 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
- Vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the region, the state, the nation, and the world.

MISSION

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 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 to 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.



STRATEGIC PLAN
FY 2015-2019

Goal 1

Sustain and enhance excellence in teaching and learning.

Objective 1A.

Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.

Courses and programs will be assessed. The college will identify opportunities for improvement, expansion, and/or elimination of courses and programs; will foster closer collaboration and integration with the K-12 system; and will engage the local community and business leadership in the planning of current and future program offerings. The college will explore initiatives to improve student preparation and readiness to succeed in college level courses.

Timeline: FY 2014-2018 ongoing

Action: President, Provost and Vice Presidents, Director of Institutional Planning, Research and Assessment, Assessment Coordination Committee, Functional Area Assessment Committees, Division/Unit Assessment Groups

Progress: The college is actively engaged in the State Board of Education (SBOE) mandated Program Prioritization process which allows for a comprehensive review of all instructional (and non-instructional) programs. This will lead to identifying programs which may benefit from expansion and further support, those which may need an infusion of resources and those best consolidated or reconfigured. Programs across campus continue to benefit from the insights and suggestions of local community and business leaders serving on our advisory boards. One outcome of industry-college collaboration aimed at meeting the needs of regional employers is the proposed AAS degree in Electronics Engineering Technology slated to begin Fall 2014.

Performance Measure(s):

Assessment submission

Benchmark: All units of the college will submit assessment documents that reflect genuine analysis and accurate reporting

Performance: 97% of units completed assessment (FY 2014)

First-time licensing/certification exam pass rates for professional programs

Benchmark: Meet or exceed national average

Performance: RN: LCSC 92%/National 91%, PN: 100%/85%, ARRT 92%/90% (FY 2013)

Percentage of responding LCSC graduates with positive placement

Benchmark: 90% of responding LCSC graduates will have positive placement

Performance: 92% (FY 2013)

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%

Performance: 93% (FY 2013)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

(SBOE system-wide performance measure)

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

Benchmark: Associate- 70 (SBOE Benchmark) Bachelor - 130 (SBOE Benchmark)

Performance: Associate 120, Bachelor 130 (FY 2013)

Objective 1B.

Ensure the General Education Core achieves its expected learning outcomes.

The alignment of the General Education Core with institutional General Education goals and statewide General Education standards will be assessed. Cross-disciplinary communication and collaboration will improve faculty design and delivery of General Education Core courses. The college will ensure faculty with teaching assignments within the General Education Core understand institutional General Education goals.

Timeline: FY 2015

Action: Provost, Dean of Academic Programs, General Education Committee

Progress: The college has been an active participant in the state-wide general education reform effort which culminated in a new state policy presented to the SBOE in February 2014. A campus-wide presentation on general education reform was delivered on March 5, 2014, by Academic Dean Mary Flores and the LCSC General Education Committee. Once the policy is formally approved, and faculty across campus have provided input, those teaching general education courses will work together to align courses to the new state-wide competencies. Graduating seniors and other students will complete the ETS Proficiency Profile (successor to the MAPP exam) test this spring as one assessment of our general education goals and outcomes.

Performance Measure(s):

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: 88th percentile (FY 2011)

College BASE results for math and science

Benchmark: The Division of Natural Science and Mathematics will improve College Base construct scores in math and science tests

Performance: TBD

Objective 1C.

Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.

Equipment, software, and technological capabilities will be current and sufficient for student, faculty, and staff needs. Training in effective online course design and instruction for faculty will be strengthened.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Timeline: FY 2014-2015

Action: Provost, Chief Technology Officer, Director of e-Learning Services, Data Advisory Committee, Instructional Technology Advisory Committee

Progress: The college is working with the Office of State Board of Education (OSBE) staff and other schools to move to a managed hosting model for the online teaching platform, *Blackboard*. To better serve students and instructors, the additional *Help Desk* feature is also under consideration. The e-Learning Services department continues to provide online training modules for faculty and one-on-one personalized instruction as needed.

Performance Measure(s):

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

Benchmark: 8,000

Performance: 7,726 (FY 2014)

Objective 1D.

Maximize direct faculty and student interactions inside and outside the classroom.

LCSC will maintain appropriate student-to-faculty ratios by providing adequate numbers of sections for high-demand courses and by keeping course capacities at appropriate levels. The college will seek to increase student participation and engagement in academic and non-curricular activities.

Timeline: FY 2016

Action: Provost, Vice President for Student Affairs, Director of Institutional Planning, Research and Assessment

Progress: PG 14-19, Demand-based Course Scheduling, was formed to explore options to achieve a schedule of course offerings which meets the needs of students for completing degree requirements and makes the best use of campus facilities and faculty resources. A direct outcome of the committee's work was scheduling more late-afternoon and evening classes for Fall 2014. Recommendations include looking at the feasibility of offering intense weekend sections of core classes including English 101 and Communication 204.

Performance Measure(s):

Student to teacher ratio

Benchmark: LCSC will maintain a 16 to 1 student teacher ratio

Performance: 16 to 1 (FY 2014)

Number of students participating in undergraduate research

Benchmark: 290

Performance: 268 (FY 2014)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

The number of presentations at the LCSC Senior Research Symposium
Benchmark: 230
Performance: 262 (FY 2013)

Objective 1E.

Recruit and retain a highly qualified and diverse faculty and staff.

The college will work to provide fair and competitive compensation for faculty and staff and will support increased opportunities for faculty and staff development. All faculty and staff pay will meet or exceed the median reported from peer institutions. Faculty development opportunities will be increased. Adjunct faculty pay will be increased.

Timeline: FY 2014-2018

Action: President, Provost and Vice Presidents, Deans

Progress: College administration supported the SBOE's FY 2015 line item request for increased compensation for faculty and staff. A 2% change in employee compensation (CEC: 1% ongoing, 1% one-time) was approved by the legislature. Beginning Fall 2013, adjunct faculty salaries were increased and aligned cross campus. The college Compensation Review Committee meets regularly to consider issues of employee compensation, both monetary and non-monetary.

Performance Measure(s):

Classified Staff:

State of Idaho Classified Staff Pay Schedule

Benchmark: Classified Staff pay will be 90% of Policy

Performance: 17% of staff meet or exceed 90% of policy

Professional Staff (Administrative):

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

Benchmark: Compensation for professional staff (Administrative) will be 90% of the average

C.U.P.A. Administrative Salary Survey median for institutions in the same budget quartile as Lewis-Clark State College

Performance: 46% of staff meet or exceed 90% of policy

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: 60% of staff meet or exceed 90% of policy

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: Mean faculty salaries are 86% of that averaged over peer institutions

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

Objective 1F.

Provide a safe, healthy, and positive environment for teaching and learning.

The college will increase the accessibility and safety of campus facilities and processes, expand wellness and healthy lifestyle participation, and foster a positive learning and working environment.

Timeline: FY 2013 ongoing

Action: Vice President for Finance and Administration

Progress: Access improvements in FY 2013 and FY 2014 included construction of a handicap ramp for Spalding Hall and modification of the door system for the Disability Services Office. Replacement of deteriorating brick sections (tripping hazard) of the campus walkway system commenced in FY 2014, and wheel-chair access sidewalk cuts have been constructed to improve access to the north campus bus stop, Activity Center, and five other locations. The LCSC Safety Committee helped identify traffic hazards (need for additional street lighting, signage, and tree trimming where drivers' views were obstructed) which were subsequently eliminated by Physical Plant, Security, and the city of Lewiston. Good progress was made on the Presidential Planning Guidance wellness initiative (PG-65) which included implementation of LCSC's fresh air (smoke free) campus beginning in Fall 2013. The third annual employee health screening event took place in March 2014.

Performance Measure(s):

ADA compliance

Benchmark: Zero ADA-related discrepancies noted in annual Division of Building Safety (DBS) campus inspection (and prompt action to respond to any such discrepancies if benchmark not achieved)

Performance: Benchmark achieved—no ADA-related write-ups in 2013 DBS inspection

Wellness Programs

Benchmark: Provide information and updates to all College employees on wellness activities at least 10 times each Fiscal Year

Performance: 12 wellness updates provided to each employee in FY2013

Goal 2

Optimize student enrollment and promote student success.

Objective 2A.

Marketing efforts will focus on clearly identified populations of prospective students.

The college will establish a brand identity for advertising and marketing. It will expand outreach to students seeking a residential college experience and to potential students who do not think they need college, do not think they can succeed in college, or do not think they can afford college. The college will increase its recruiting efforts for non-traditional students, strengthen its support of community college transfer students, and establish enrollment targets for out-of-state and international students. The college will leverage dual credit and Tech Prep programs as a means to connect with high school students and invest in scholarships to strategically grow enrollment.

Timeline: FY 2013 ongoing

Action: Vice President for Student Affairs, Director of College Communications, Director of New Student Recruitment, Director of International Programs

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

Progress: An advertising calendar was developed in August 2013 and a marketing committee has been formed. Community college and non-traditional recruitment strategies are being vetted with the campus community.

Performance Measure(s):

(SBOE system-wide performance measure)

Dual credit hours earned and the unduplicated headcount of participating students

Benchmark: 2700; 460

Performance: 3,328; 554 (FY 2013)

High school students participating in concurrent enrollment programs (headcount and total credit hours)

Benchmark: Annual Enrollment - 1,500 Annual Total Credit Hours - 7,000

Performance: 1,797; 8312 (FY 2013)

Scholarship dollars awarded per student FTE

Benchmark: \$1,950

Performance: \$1831 (FY 2013)

Objective 2B.

Retain and graduate a diverse student body.

LCSC will implement a student success course to enhance academic skills, impart post-secondary values and expectations, and coach students during their first semester. The course will supplement other curricular and advising reforms targeted towards students who place into Math and English courses below core levels.

Timeline: FY 2014

Action: Provost, Vice President for Student Affairs, Dean of Academic Programs

Progress: With funding from the Albertson Foundation, pilot sections of the student success course were taught in Fall 2013. A course designated as ID 140 has been proposed to the Faculty Senate.

The college will continue the implementation of a centralized advising model to serve incoming freshmen and implement an advising assessment tool that students will complete during the course registration process. Student Affairs will develop pre-admission programs, including financial literacy, to help prospective students and their families prepare for college.

Timeline: FY 2014

Action: Vice President for Student Affairs

Progress: Centralized Advising has been implemented and is serving over 700 students. The program has been assessed via student surveys and feedback from faculty. Pre-admission programs include new correspondence intended better explain the financial aid, scholarship, and fee payment processes.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Performance Measures:

(SBOE system-wide performance measure)
Total degree production (undergraduate)
Benchmark: 680
Performance: 688 (FY 2013)

(SBOE system-wide performance measure)
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
Benchmark: 650; 11% (FY 2013)
Performance: 680; 11% (FY 2013)

(SBOE system-wide performance measure)
Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission)
Benchmark: 364/ 569=64% (FY 2013)
Performance: 64% (FY 2013)

First-year/ full-time cohort retention rate
Benchmark: 60%
Performance: 60% (FY 2013)

The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled
Benchmark: 20
Performance: 22 (FY 2013)

First-year/ full-time cohort 150% graduation rate
Benchmark: 30%
Performance: 30% (FY 2013)

LCSC will establish a Center for Teaching and Learning in order to support and share improvements in teaching, assessment, and curriculum development.

Timeline: FY 2015
Action: Provost, Vice President for Student Affairs

Progress: The President established Program Guidance Initiative PG-66 and appointed a committee, co-chaired by the Provost and Vice President for Academic Affairs and the Vice President for Student Affairs. The committee met throughout fall semester to develop ideas about what services/resources a center can or should offer. A survey was distributed to faculty in late February. Recommendations will be made to the President in late March.

Objective 2C.

Maximize student satisfaction and engagement.

The college will conduct student satisfaction surveys on an annual basis and participate in the National Survey of Student Engagement (NSSE) every three years. The college will also conduct an internal analysis to identify areas for improvement in the student enrollment cycle and academic cycle. The college will expand infrastructure to entice students to reside on campus and, with the input and guidance of student government, will support a wide variety of social and academic student activities.

Timeline: FY 2014-2015

Action: Vice President for Student Affairs, Director of Institutional Planning, Research and Assessment

Progress: A Student Involvement and Engagement Committee consisting of students and staff has been formed. The committee issues periodic surveys asking students about the type of activities they are interested in and then either develops those activities or informs the students about scheduled activities that match their interests.

Performance Measure(s):

National Survey of Student Engagement (NSSE)

Benchmark: 90% of LCSC students will be satisfied

Performance: 88% (FY 2011)

Goal 3

Strengthen and expand collaborative relationships and partnerships.

Objective 3A.

Increase volunteer, internship, and career placement opportunities.

The college will foster, promote and track student internship opportunities within each division, determine local business and industry needs through periodic surveys or professional forums, and leverage campus expertise to build and maintain relationships with local business and industry. All matriculated students will serve as volunteers and/or interns as part of their educational program.

Timeline: FY 2017

Action: Provost, Deans

Progress: In October 2013, the college hosted an internship showcase in which students presented professional posters detailing their experiences and learning outcomes. Students were accompanied by their division chairs, instructors and in some cases, their internship mentor. Next steps include standardizing definitions for internship-like activities and developing a plan for embedding internships or volunteer activities into every educational program. With the AmeriCorp grant not funded for this year, Service Learning services have been reduced.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

Performance Measure(s):

Number of students participating in internships
Benchmark: 800
Performance: 654 (FY 2014)

Objective 3B.

Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.

The college will develop an inventory of faculty expertise that committees and boards of local organizations may draw upon. Faculty and staff will actively participate in statewide development of processes and systems to strengthen K-20 partnerships. LCSC will foster, promote, and support student, faculty, and staff research or other projects that benefit the community and region. LCSC will increase Workforce Training efforts.

Timeline: FY 2015

Action: Provost, Dean of Community Programs and Governmental Relations, Director of Grants and Contracts

Progress: Faculty in the Teacher Education Preparation program are actively engaged in partnerships with our K-12 community school partners. External grant dollars are used to facilitate professional development opportunities with our K-12 partners related to math and science education. In addition, further collaboration between LCSC faculty and local school districts has focused on the integration of mobile technologies (i.e. iPads) into classroom learning. The Research Symposium which provides a forum for the dissemination of student and faculty research continues to be a successful event on the campus as well as at the Coeur d'Alene Outreach Center.

Performance Measure(s):

Number of adults enrolled in customized training (including statewide fire and emergency services training programs).
Benchmark: 4,000
Performance: 3,659 (FY 2013)

Objective 3C.

Increase cooperation and engagement of alumni for the advancement of the college.

LCSC will invite alumni to participate in ongoing networking activities and campus events, create an alumni mentorship program for students, and incorporate alumni presence and testimonials in institutional advertising campaigns and recruiting efforts.

Timeline: FY 2017

Action: Director of College Advancement, Director of Alumni and Community Relations, President of the LCSC Alumni Association

Progress: There are four active alumni chapters across the state, the newest in Eastern Idaho. The LCSC Alumni Association facilitates student-alumni activities aimed at encouraging students to remain involved with the college after graduating. A new initiative for Fall 2014, the Warrior Mentoring Program, pairs current students with a Warrior alum in a yearlong program where alumni have the opportunity to provide support and influence their mentee's personal and professional development.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Performance Measure(s):

Number of Alumni Association members
Benchmark: 15,000
Performance: 13,904 (FY14)

Objective 3D.

Advance the college with community members, business leaders, political leaders, and current and future donors.

The college will invite local community and business leaders to participate in college activities and arrange for current students and alumni to meet with key individuals to promote the benefits of higher education and the needs of LCSC. LCSC will create opportunities for business and political leaders and future donors to engage in learning sessions with current students.

Timeline: Ongoing

Action: President, Provost and Vice Presidents, Deans, Director of College Advancement, President of the LCSC Foundation

Progress: TBD

Performance Measure(s)

LCSC will continue to strengthen its relationship to the local community through promotion of the National Association of Intercollegiate Athletics Champions of Character student-athlete program
Benchmark: Annually meet National Association of Intercollegiate Athletics (NAIA) Five Star Champions of Character criteria
Performance: Met criteria (FY 2014)

Timeline: FY 2017

Action: Athletic Director

Goal 4

Leverage resources to maximize institutional strength and efficiency.

Objective 4A.

Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.

Budget and assessment instruments will provide clear links to the strategic plan. Information regarding existing and expected financial resources and targeted priorities will be readily available.

Timeline: FY 2014

Actions: President, Provost and Vice Presidents, Deans, Chair of Faculty Senate

Progress: Presidential Planning Guidance (PGs) and Unit Action Plan templates and procedures were revamped prior to the Fall 2013 planning and budgeting cycle to reflect the new LCSC strategic plan and incorporate Zero-Base Budgeting (ZBB) and Program Prioritization (PP) procedures. Unit Action Plan proposals were directly tied to the new strategic plan. A new Institutional Assessment Plan was developed to reflect the strategic plan, and ZBB and PP

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

guidelines were embedded in an expanded program assessment process. All planning and assessment reference materials and plans/reports were posted on the LCSC intranet for the Fall 2013 and Spring 2014 planning, budgeting, and assessment cycles. Strategic Plan priorities and budget plans were briefed by the President to faculty, staff, students and other key stakeholders. Budgets, strategic plan documents, annual performance measures reports, and assessment documents—directly linked to the overall strategic plan—are readily available.

Performance Measure(s):

(SBOE system-wide performance measure)

Cost per credit hour – Financials divided by total weighted undergraduate credit hours from the EWA report

Benchmark: \$290

Performance: \$293 (FY 2014)

Objective 4B.

Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.

LCSC will review current organizational structure and implement modifications to streamline processes and enhance communication.

Timeline: FY 2016

Action: President, Provost and Vice Presidents, Faculty Senate, Professional Staff Organization, Classified staff Organization

Progress: The college acted promptly to explore suggestions emanating from the February 2012 strategic planning retreat and subsequent strategic plan steering committee suggestions. LCSC's proposal to re-establish a Vice President for Student Affairs—to focus efforts on strategic enrollment planning and student success—was approved by the SBOE, and committee structures across the institution have been adjusted accordingly. President's Council procedures were realigned to focus on implementation of strategic plan goals. Program assessment and Program Prioritization are now addressed in a revitalized Division/Department Assessment Committee and Functional Area Assessment Committee process which engages units and personnel across the college.

Performance Measure(s):

(SBOE system-wide performance measure)

Efficiency – Certificates (of at least 1-year or more) and degree completions per \$100,000 of financials

Benchmark: 2.5

Performance: 1.7 (FY 2013)

Objective 4C.

Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

The college will assess and update the Campus Facilities Master Plan on an annual basis, with priority given to classrooms and teaching. The college will implement building maintenance initiatives to increase energy efficiency, use of green technology, and recycling.

Timeline: FY 2014

Action: Provost, Vice President for Finance and Administration

Progress Report: A new Campus Facilities Master Plan was developed to reflect the new LCSC strategic plan and went into effect in July 2013. Classroom refurbishing and carpeting projects continued during FY 2013 and FY 2014. Renovation of the Fine Arts Building (subsequently renamed Thomas Jefferson Hall) was completed in 2014. \$2.8M in alteration and repair funding was provided for a record number of facilities projects in FY 2014, including a campus-wide Energy Survey and Analysis project. Green space was expanded and funding was provided for Wi-Fi for an outdoor learning laboratory/classroom. FY 2015 funds have been identified to support LCSC's Teaching and Learning Center initiative (PG-66).

Objective 4D.

Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place.

LCSC will create an inventory schedule of campus physical resources that includes lifespans, maintenance contracts, and estimated replacement dates, and will update the schedule on an annual basis. The college will develop a campus-wide funding plan for maintenance and replacement of resources.

Timeline: FY 2014

Action: Provost, Vice President for Finance and Administration

Progress: LCSC's capital equipment has been inventoried and, using the value of these assets and the depreciation schedules based on the useful life spans of the various equipment categories, the college submitted capital replacement requests to the Legislature for the FY 2014 and FY 2015 state budgets. The Budget Office and Information Technology department developed a \$250K annual budget to finance high-cost institutional technology equipment and \$136K to fund annual upgrades to classroom technology. The college also has set aside a standing reserve to cover unplanned contingencies for central technology systems and classroom technology. A capital equipment replacement funding mechanism has also been established within the Student Union operating budget to address planned or emergency replacement of high-cost equipment used by dining services.

Objective 4E.

Identify and secure public and private funding to support strategic plan priorities.

Faculty and staff capacity to secure external funding will be strengthened by supporting grant writing efforts at both the departmental and institutional level. LCSC will collaborate with public and private stakeholders to generate the resources necessary to expand facilities and programs and will broaden communication and outreach to connect the entire college community to the LCSC Foundation and evolving fundraising initiatives.

Timeline: Ongoing

Action: President, Provost and Vice Presidents, Director of College Advancement, President of the LCSC Foundation, Director of Grants and Contracts

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Progress: LCSC's total General Education and Professional-Technical budget increased from FY 2013 to FY 2014 by over \$1.5M to \$31,768,096, despite austere funding from the State of Idaho. The Grants Office was reorganized to combine all grant pre-award and post-award activities within a single shop. Training of new grant writers and unit supervisors continues. At the end of FY 2013, the college had over 80 active grants worth over \$8M, despite the negative impacts of federal sequestration on key LCSC programs and elimination of Congressional earmarks. In the College Advancement arena, the \$12M goal for the ongoing Campaign LCSC will be met and surpassed by the end of April 2014. The LCSC Foundation's total assets reached an all-time high of over \$7.4M at the end of calendar year 2013.

Performance Measure(s):

Institution funding from competitive grants

Benchmark: \$2.0M

Performance: \$2.3M

Institutional reserves comparable to best practice.

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

Performance: 5.1%

LCSC Capital Campaign

Benchmark: \$12M

Performance: \$11.7M (to date)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Lewis-Clark State College FY 2015-2019

APPENDIX

Goal 1 - Sustain and enhance excellence in teaching and learning					
Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
<u>Objective 1A: Strengthen courses, programs and curricula consonant with the mission and core themes of the institution</u>					
Assessment submission	96%	84%	85%	97%	All units of the college will submit assessment documents
First-time licensing/certification exam pass rates	NCLEX RN 80% (National Average=88%)	NCLEX RN 95% (National Average=89%)	NCLEX RN 89% (National Average=90%)	NCLEX RN 92% (National Average=91%)	Meet or Exceed National Average
	NCLEX PN 75% (National Average=86%)	NCLEX PN 100% (National Average=87%)	NCLEX PN 86% (National Average=84%)	NCLEX PN 100% (National Average=85%)	Meet or Exceed National Average
	ARRT 92% (National Average=92%)	ARRT 100% (National Average=93%)	ARRT 100% (National Average=93%)	ARRT 92% (National Average=90%)	Meet or Exceed National Average
Percentage of LCSC graduates with positive placement	89%	88%	87%	92%	90%
Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition	PRAXIS II 88%	PRAXIS II 92%	PRAXIS II 90%	PRAXIS II 93%	90%
Average number of credits earned at completion of certificate or degree program	Associate 116	Associate 108	Associate 107	Associate 102	Associate 70
	Bachelor 147	Bachelor 148	Bachelor 148	Bachelor 147	Bachelor 130
<u>Objective 1B: Ensure the General Education Core achieves its expected outcomes.</u>					
ETS Proficiency Profile Critical Thinking Construct ¹		88%			80% or better of comparison participating institutions
<u>Objective 1C: Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.</u>					
Fall end of term duplicated headcount for student enrolled in web and hybrid courses	6,878	7,431	7,945	7,726	8,000
<u>Objective 1D: Maximize direct faculty and student interactions inside and outside the classroom.</u>					
Student to teacher ratio	18:1	16:1	16:1	16:1	16:1
Number of students participating in undergraduate research	205	243	237	268	290
Number of presentations at the LCSC Senior Research Symposium	122	153	200	262	230
<u>Objective 1E: Recruit and retain a highly qualified and diverse faculty and staff.</u>					
State of Idaho Classified Staff Pay Schedule ²	23%	19%	17%	17%	90% of Policy
Professional Staff (Administrative)-College and University Professional Association ²	79%	31%	46%	14%	90% of Average C.U.P.A Administrative Salary Survey Median
Professional Staff (Mid-Level and Professional)-College and University Professional Association ²	66%	49%	60%	61%	90% of Average C.U.P.A Mid-Level and Professional Salary Survey Median
Instructional Personnel-Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report ³	89%	87%	86%	89%	90% of Average of Peer Institutions by Academic Rank

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Goal 2 - Optimize student enrollment and promote student success					
Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
Objective 2A: Marketing efforts will focus on clearly identified populations of prospective students.					
Credit hours of high school students participating in dual credit programs*	1,682	2,268	2,865	3,328	2,657
Headcount of high school students participating in dual credit programs*	385	427	500	554	460
Credit hours of high school students participating in concurrent enrollment programs	5,134	6,103	6,972	8,312	7,000
Headcount of high school students participating in concurrent enrollment programs.	1,241	1,488	1,805	1,797	1,500
Scholarship dollars per FTE	\$1,722	\$1,624	\$1,728	\$1,831	\$1,950
Objective 2B: Retain and graduate a diverse student body.					
Total degree production (undergraduate)*	595	611	773	688	680
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate and graduate)*	560/ 11%	573/ 10%	712/ 12%	652/ 11%	650/11%
Total full-time new and transfer students that are retained or graduate the following year (exclude death, military service, and mission)*	56%	60%	54%	64%	64%
First-time full-time degree-seeking freshman retention rate	50% (N=586)	54% (N=599)	57% (N=596)	51% (N=577)	60%
Total certificates and degrees conferred and number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled.	20	19	23	22	20
First-time/full-time cohort 150% graduation rate	24%	28%	31%	30%	30%
Objective 2C: Maximize student satisfactions and engagement.					
NSSE-National Survey of Student Engagement ⁴		88%			90% of LCSC Students will be satisfied
Goal 3 - Strengthen and expand collaborative relationships and partnerships					
Objective 3A: Increase volunteer, internship, and career placement opportunities.					
Number of students participating in internships	490	596	698	654	800
Objective 3B: Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge.					
Number of adults enrolled in customized training (including statewide fire and emergency services training programs)	3,289	2,921	3,627	3,659	4,000

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Goal 4 - Leverage resources to maximize institutional strengths and efficiency					
Objective 4A: Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.					
Cost per credit hour - Financials divided by total weighted undergraduate credit hours from the EWA report.*	\$294	\$289	\$261	\$293	\$290
Objective 4B: Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.					
Efficiency - Certificates (of at least 1-year or more) and degree completions per \$100,000 of financials*	1.6	1.6	2	1.7	2.5
* Indicates SBOE System-wide performance measures					
Notes:					
1. This test is administered every 3 years. LCSC achieved an 86 percentile in the FY2008 (MAPP) administration.					
2. These values represent the percentage of individuals in this class who are making 90% of policy.					
3. The percentages for faculty represent LCSC's weighted average 9-month equivalent salary divided by the weighted average 9-month equivalent salary of LCSC's peer institutions.					
4. Reflects the overall percentage of students satisfied with LCSC. This survey is administered every 3 years.					



**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

Mission Statement

The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

Vision

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

Core Values

The following core values, principles, and standards guide our vision and conduct:

People	Above all, we value our students, employees, and community. We celebrate individual uniqueness, worth, and contributions while embracing diversity of people, backgrounds, experiences, and ideas. We are committed to the success of our students and employees.
Learning	We are committed to student learning and success. We value lifelong learning, informed engagement, social responsibility, and global citizenship.
Access and Opportunity	We value affordable and equitable access to higher education. We make every effort to eliminate or minimize barriers to access and support student success and completion of educational goals. We create opportunities for educational, personal, and economic success.
Quality and Excellence	We strive for excellence in all of our endeavors. We offer high-quality educational programs and services that are of value to our constituents. We are committed to high academic and professional standards, and to the continuous improvement of our educational programs, services, processes, and outcomes.
Creativity and Innovation	We value and support innovative and creative ideas and solutions that foster improvement and allow us to better serve our students and our community. We encourage entrepreneurial spirit.
Responsibility and Accountability	We value personal, professional, and institutional integrity, responsibility, and accountability. We believe in serving our constituents responsibly in order to preserve the public's trust. We strive to develop a culture of meaningful assessment and continuous improvement. We value inspired, informed, transparent, and responsible leadership and decision-making at all levels of the College. We value our environment and the conservation of our natural resources.
Collaboration and Partnerships	We value collaboration and actively pursue productive and mutually beneficial partnerships among people, institutions, organizations, and communities to share diverse ideas, talents, and resources.

Core Themes*

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

Strategic Initiatives • 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.

Core Themes and Objectives*

Core Theme 1: Transfer Education

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

Core Theme 2: Professional-Technical Education

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

Core Theme 3: Basic Skills Education

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

Core Theme 4: Community Connections

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

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

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

Strategic Initiative I: Student Learning and Success

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

Objectives:

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

Performance Measure: Student engagement

Benchmark: Academic challenge - CCSSE¹ survey results will demonstrate academic challenge ratings at or above the national comparison group

Student effort - CCSSE survey results will demonstrate student effort ratings at or above the national comparison group

Active and collaborative learning - CCSSE survey results will demonstrate active and collaborative learning ratings at or above the national comparison group

¹ CCSSE – Community College Survey of Student Engagement

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Performance Measure	2013	
	CSI	Ntl. CC Peer Colleges
Academic Challenge	51.9	49.7
Student Effort	50.9	49.3
Active and Collaborative Learning	50.2	49.3

Performance Measure: Retention/persistence rates

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

Performance Measure	2013		2012		2011	
	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group
Retention Rate Full Time Students First-time, full-time, degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	57% (574 / 1005) Fall 2011 Cohort	53%	54% (623 / 1148) Fall 2010 Cohort	54%	57% (611 / 1076) Fall 2009 Cohort	56%

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	2013
Technical Skills Attainment	92.7%
Licensure and Certification Pass Rates	92.7%
Employment Status of PTE Graduates	91.7%

² IPEDS – Integrated Postsecondary Education Data System

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	2013		2012		2011	
	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group
Graduation Rate First-time, full-time, degree/certificate seeking students (IPEDS)	19% (200 / 1062) Fall 2009 Cohort	21%	17% (165 / 949) Fall 2008 Cohort	19%	18% (167 / 919) Fall 2007 Cohort	21%

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

Performance Measure	2013		2012		2011	
	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group
Transfer Rate First-time, full-time, degree/certificate seeking students (IPEDS)	14% (144 / 1062) Fall 2009 Cohort	20%	15% (138 / 949) Fall 2008 Cohort	20%	15% (139 / 919) Fall 2007 Cohort	21%

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

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

Enrollment	FY 2010	FY2011	FY2012	FY 2013
Annual (unduplicated) Enrollment Headcount ¹	13,203	13,740	12,915	12,042
Professional Technical	2,392	1,869	1,578	1,354
Transfer	10,811	11,871	11,337	10,688
(PSR Annual Enrollment)				
Annual Enrollment FTE ¹	5,276.3	5,535.54	5,182.73	4,934.83
Professional Technical	1,013.9	1,111.57	1,031.13	961.43
Transfer	4,262.4	4,423.97	4,151.60	3,973.40
(PSR Annual Enrollment)				
Dual Credit				
- Unduplicated Headcount	2,460	2,412	2,685	2,774
- Enrollments	4,936	4,576	4,742	5,131
- Total Credit Hours	14,804	13,241	14,187	14,218
(SBOE Dual Credit Enrollment Report)				

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	2013 - 14		
	CSI	NIC*	CWI
In-State	\$110/credit	\$124/credit	\$136/credit
Out-of-State	\$280/credit	\$319/credit	\$300/credit

**Charges vary slightly by credit level; numbers reflect 12 credit load.*

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”

Proportion of students who ...	2013
Respondent would recommend this college to a friend or family member	98%
Respondent would evaluate their entire educational experience at this college as either "Excellent" or "Good"	91%

Performance Measure: Employer satisfaction with PTE graduates

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

Performance Measure	2013
Employer satisfaction with PTE graduates	88%

Strategic Initiative III: Performance and Accountability

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

Objectives:

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

Performance Measure: Student-faculty interaction - CCSSE survey results will

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.

Performance Measure	2013	
	CSI	Ntl. CC Peer Colleges
Student-Faculty Interaction	52.1	49.1
Support for Learners	50.4	49.0

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

Performance Measure	2013		
	FY 14	FY 13	FY 12
Employee Salaries: Percentage of Median for CSI vs. Mountain States Community Colleges	93.4%	95.2%	94.1%

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

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

The College's IDP and UDP process is in alignment with its 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

As a requirement according to NWCCU (our regional accrediting agency), CSI's most recent evaluation indicated that the institution meets and/or exceeds this benchmark as indicated by a recent commendation regarding the institutional outcomes assessment protocol. Courses in all programs at CSI are required to enumerate outcomes and to measure them at the end of each course. These outcomes are then used to measure attainment of program outcomes which are reported in Program Outcomes Assessment reports on December 1st of each year.

Performance Measure: Lean Higher Education (LHE)
Benchmark: Implement at least two LHE projects per year

Current year LHE projects include: 1) Student placement scores are available online and are no longer distributed via paper forms unless requested, and 2) academic suspension contracts are not printed, but instead scanned and indexed to the student file.

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	2013	2012	2011
Total yearly dollar amount generated through external grants	\$3,809,117	\$3,740,814	\$4,066,363

Performance Measure: Cost of instruction per FTE
Benchmark: Maintain the cost of instruction per FTE as reported through IPEDS at or below that of our peer institutions (defined as community colleges in Idaho)

Performance Measure	2013
Instruction Expense per FTE:	
College of Southern Idaho	\$ 3348
College of Western Idaho	\$ 3573
North Idaho College	\$ 4715

Note: Original Performance Measure Benchmark separated academic and PTE instructional costs into distinct measures, but this has been combined since this disaggregated data is not currently available. This measure is currently being refined.

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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Part II. State Performance Measures

Performance Measure	2010	2011	2012	2013	Benchmark
Retention Rate Full Time Students First-time, full-time, degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	54% (524 / 971) Fall 2008 Cohort	57% (611 / 1076) Fall 2009 Cohort	54% (623 / 1148) Fall 2010 Cohort	57% (574 / 1005) Fall 2011 Cohort	CSI's retention rate will be at or above the median for its IPEDS peer group.
Retention Rate Part-Time Students First-time, part-time, degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	37% (119 / 324) Fall 2008 Cohort	31% (151 / 483) Fall 2009 Cohort	34% (169 / 491) Fall 2010 Cohort	40% (203 / 505) Fall 2011 Cohort	CSI's retention rate will be at or above the median for its IPEDS peer group.
Cost per credit hour ¹ (IPEDS Finance and 12-Month Enrollment)	\$ 277.23 (\$37,874,900 / 136,619) 2008-09 year	\$ 271.13 (\$42,411,664 / 156,427) 2009-10 year	\$ 227.97 (\$37,642,948 / 165,122) (2010-11 year)	\$ 232.44 (\$38,130,642 / 164,045) (2011-12 year)	Maintain the cost of instruction per FTE at or below that of our peer institutions (defined as community colleges in Idaho).
Efficiency ² (IPEDS Finance and Completions)	1.906 722 / \$378.75) 2008-09 year	1.804 (765 / \$424.12) 2009-10 year	2.277 (857 / \$376.43) 2010-11 year	2.733 (1042 / \$381.31) 2011-12 year	Maintain degree production per \$100,000 instructional expenditures at or above that of our peer institutions (defined as community colleges in Idaho).
Tuition and fees Full-Time Part-Time	\$1,200 \$100/credit	\$1,260 \$105/credit	\$1,320 \$110/credit	\$1,320 \$110/credit	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).
Graduation Rate First-time, full-time, degree/certificate seeking students (IPEDS)	18% (165 / 908) Fall 2006 Cohort	18% (167 / 919) Fall 2007 Cohort	17% (165 / 949) Fall 2008 Cohort	19% (200 / 1062) Fall 2009 Cohort	CSI's first-time full-time graduation rate will be at or above the median for its IPEDS peer group.
Transfer Rate First-time, full-time, degree/certificate seeking students (IPEDS)	14% (129 / 908) Fall 2006 Cohort	15% (139 / 919) Fall 2007 Cohort	15% (138 / 949) Fall 2008 Cohort	14% (144 / 1062) Fall 2009 Cohort	CSI's transfer-out rate will be at or above the median for its IPEDS peer group.
Employee Compensation Competitiveness	92.2%	93.5%	94.1%	95.2%	CSI employee salaries will be at the mean or above for comparable positions in the Mountain States Community College Survey. ³
Total Yearly Dollar Amount Generated Through External Grants	\$6,058,548	\$4,066,363	\$3,740,814	\$3,809,117	Will submit a minimum of \$2,750,000 yearly in external grant requests with a 33% success rate.

¹ Costs are derived from instructional, student services, academic support and institutional support expenses identified in the IPEDS Finance report divided by the annual credit hours in the IPEDS 12-Month Enrollment report for the corresponding year. This cost calculation formula is currently under review.

² Certificates (of at least 1 year or more) and Degrees awarded per \$100,000 of Education and Related Spending (as defined by the IPEDS Finance expense categories of instruction, student services, academic support and institutional support) for the corresponding year. This Education and Related Spending calculation formula is currently under review.

³ Each year a number of community colleges participate in the Mountain States Community College Survey. Information regarding full time employee salaries for reported positions is collected and listed in rank order. A mean and median range is determined for positions. In calculating this performance measure the College of Southern Idaho mean salary is divided by the Mountain States mean. The resulting percentage demonstrates how College of Southern Idaho salaries compare with other institutions in the Mountain States region.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Part III. Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2010	FY2011	FY2012	FY 2013
Annual (unduplicated) Enrollment Headcount ¹	13,203	13,740	12,915	12,042
Professional Technical	2,392	1,869	1,578	1,354
Transfer	10,811	11,871	11,337	10,688
(PSR Annual Enrollment)				
Annual Enrollment FTE ¹	5,276.3	5,535.54	5,182.73	4,934.83
Professional Technical	1,013.9	1,111.57	1,031.13	961.43
Transfer	4,262.4	4,423.97	4,151.60	3,973.40
(PSR Annual Enrollment)				
Degrees/Certificates Awarded	766	822	993	1,129
(IPEDS Completions)	2008-09	2009-10	2010-11	2011-12
Total degrees/certificates awarded per 100 FTE students enrolled	17.26	17.03	20.41	21.98
(IPEDS Completions and IPEDS Fall FTE)	(766 / 44.37)	(822 / 48.28)	(993 / 48.66)	(1,129 / 51.37)
	2008-09	2009-10	2010-11	2011-12
Workforce Training Headcount	4,861	5,218	4,426	3,368
Dual Credit				
- Unduplicated Headcount	2,460	2,412	2,685	2,774
- Enrollments	4,936	4,576	4,742	5,131
- Total Credit Hours	14,804	13,241	14,187	14,218
(SBOE Dual Credit Enrollment Report)				
Remediation Rate				
<i>First-Time, First-Year Students Attending Idaho High School within Last 12 Months</i>	74.7%	72.5%	69.5%	65.6%
(SBOE Remediation Report)	(1095 / 1466)	(923 / 1273)	(892 / 1284)	(820 / 1250)

¹ There have been enrollment processing and reporting changes over the period of this report. A new PSR Annual Enrollment report was developed as of FY12 with some minor differences in enrollment calculations from prior reports. In addition, CSI continues to revise the process for determining a student's headcount affiliation (Transfer vs. PTE).



College of Southern Idaho
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Institutional Effectiveness

Updated February 2014
Board of Trustee Approval Feb 2014

Strategic Plan 2015 - 2019

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 PRIORITIES, OBJECTIVES, and MEASURES

Institutional Priority 1: Student Success

CWI values its students and is committed to supporting their success (in reaching their educational and/or career goals).

Objective 1	CWI will improve student retention and persistence
Measures	<ul style="list-style-type: none"> • Course Completion rates will meet or exceed 80% by 2019 • Semester-to-Semester Persistence rates will meet or exceed 80% by 2019 • Fall-to-Fall Retention Rates will meet or exceed 55% by 2019 • Establish VFA reporting cohorts effective FA14
Objective 2	CWI will improve student degree and certificate completion
Measures	<ul style="list-style-type: none"> • CWI will grant 750 AA, AS, and AAS degrees annually by 2019 • CWI will grant 250 technical certificates annually by 2019 • CWI will grant 9,300 certificates of completion annually by 2019 through BP/WD non-credit programs
Objective 3	CWI will provide support services that improve student success
Measures	<ul style="list-style-type: none"> • Prospect to enrolled matriculation rate will meet or exceed 20% by 2019. • Persistence Rate first to second semester of enrollment for “1st time college attenders will meet or exceed 77% by 2019. • Completion Rate within 150% of program/major requirements will meet or exceed the CC national average of 19.6% by 2019. • Students completing program/major with less than 90% of average loan debt by 2019. • An E&SS composite score on its annual survey increase to 95% by 2019. • Utilization of Tutoring Services/Student Success Center • CWI will provide tutoring support services that result in a penetration rate of 40% by 2019
Objective 4	CWI will develop educational pathways and services to improve accessibility
Measures	<ul style="list-style-type: none"> • By 2019, 60% of Students who complete college prep course work will earn a C or better in the corresponding gateway course • Dual credits awarded to high school students will increase to 17,000 credits by 2019 • Annual online enrollment will reach 20,000 (seats filled) by 2019.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Institutional Priority 2: Employee Success

CWI values its employees and is committed to a culture of individual, team, and institutional growth which is supported and celebrated.

Objective 1	Employees will have the resources, information, and other support to be successful in their roles
Measures	<ul style="list-style-type: none"> • >=65% of IT Help Desk tickets are resolved upon initial contact • FTE/Benefited positions 90% filled • Average time to fill open job requisitions <= 5 weeks • >= 80 % agree/strongly agree on annual Employee Survey questions listed below: <ul style="list-style-type: none"> • CWI does a good job of meeting the needs of staff / faculty • I have the information I need to do my job well • My department has the budget needed to do its job well • My department has the staff needed to do its job well
Objective 2	CWI will provide employees with professional development, training and learning opportunities
Measures	<ul style="list-style-type: none"> • Each employee, on average, completes at least 24 hours of development each year • CWI offers >=2 training/development offerings each month (in addition to CWI classes offered to students) • >= 80 % agree/strongly agree on annual Employee Survey questions listed below: <ul style="list-style-type: none"> • I have adequate opportunities for training to improve my skills • I have adequate opportunities for professional development
Objective 3	Provide clear expectations for job performance and growth opportunities
Measures	<ul style="list-style-type: none"> • >=80% agree/strongly agree on annual Employee Survey questions listed below: <ul style="list-style-type: none"> • My job description accurately reflects my job duties • My responsibilities are communicated clearly to me • My department or work unit has written, up-to-date objectives • I have adequate opportunities for advancement
Objective 4	Promote a culture to recognize employee excellence
Measures	<ul style="list-style-type: none"> • >=75% of our annual recognition budget is awarded • >= 80 % agree/strongly agree on annual Employee Survey questions listed below: <ul style="list-style-type: none"> • CWI consistently follows clear processes for recognizing employee achievements • The work I do is appreciated by my supervisor

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Institutional Priority 3: 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 will operate using an annual balanced budget, will actively manage expenditures, and create operational efficiencies
Measures	<ul style="list-style-type: none"> • Develop and implement at least 2 metrics each year to more actively identify revenue & expense characteristics • Conduct 3 intensive and 3 less-intensive college business activities analyses each year to reduce inefficiencies and waste. • Incorporate student fees for strategic reserve, into annual operating budget

Objective 2	CWI will maintain the integrity of existing revenue streams and will actively seek out new forms of revenue consistent with the College's mission
Measures	<ul style="list-style-type: none"> • Be responsive to the requirements of funding agencies to ensure the integrity of our existing revenue • Advocate for additional state funding to achieve parity with other Idaho Community Colleges by 2019 • Seek out at least 5 additional grant opportunities each year • Reapply for all applicable ongoing grants with greater than 90% renewal each year • Increase amount of monetary awards through grants by 10% each year • Reduce the number of students sent to collections by 5% each year • Increase annual revenue growth in BP/WD by 10% each year

Objective 3	CWI will work to maintain and enhance its facilities & technology and actively plan for future space and technology needs
Measures	<ul style="list-style-type: none"> • Maximize facility utilization rates to a threshold of 90% by 2019 • >=75% completion of technology work-plan each year

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Institutional Priority 4: Community Connections

The College of Western Idaho will implement a variety of educational and developmental programs to bring the college into the community in meaningful ways.

Objective 1	CWI creates and delivers educational programs and services to the community through short-term training programs which foster economic development
Measures	<ul style="list-style-type: none"> • Increase the number of people served through Business Partnerships/Workforce Development by 10% each year • Business Partnerships/Workforce Development participant survey reflects at least 85 percent positive satisfaction

Objective 2	CWI engages in educational, cultural, and organizational activities that enrich our community
Measures	<ul style="list-style-type: none"> • Increase the number of hours CWI facilities are used by non-CWI organizations • Participate in at least 50 events that support community enrichment each year • Increase Basic Skills Education to the 8 non-district counties in southwest Idaho • CWI student-to-community engagement will exceed 6000 hours annually

Objective 3	Expand CWI's community connections within its service area
Measures	<ul style="list-style-type: none"> • Every Professional Technical Education program has a Technical Advisory Committee with local business and industry members • Active engagement with all high schools in CWI service area • Increase the number of community organizations reached each year • Increase number of business partnerships

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Institutional Priority 5: Institutional Sustainability

The College of Western Idaho (CWI) finds strength through its people and viability in its operations and infrastructure; therefore the institution will continually evaluate the colleges' health to ensure sustainability.

Objective 1	CWI will promote the college's health and wellbeing
Measures	<ul style="list-style-type: none"> • On annual Employee Survey questions listed below: <ul style="list-style-type: none"> • >= 70% agree/strongly agree on Overall Employee Satisfaction by 2019 • <=25% disagree/strongly disagree to There are effective lines of communication between departments by 2019

Objective 2	CWI will have effective and efficient infrastructure
Measures	<ul style="list-style-type: none"> • CWI will consolidate locations & target development of 2 major campuses in Ada & Canyon Counties by 2019 • <= 20 % disagree/strongly disagree to "CWI has clearly written and defined procedures" by 2019 • CWI will reduce utility consumption (units consumed) by 10% by 2019 on college owned properties • CWI will optimize its' Core Information & Technology (IT) Network by achieving an annual target of 99.99% network availability

EXTERNAL FACTORS

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. Over a quarter of CWI's revenue comes from State of Idaho provided funds (general fund, PTE, etc.) Achieving parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all of its facets. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.
- Economy. Recent years have shown that the state and national economy have significant impacts on the success of higher education.

For Additional Information Regarding The

College Of Western Idaho

2015-2019 Strategic Plan

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North Idaho College Strategic Plan

SP Version 2014

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 Access and Achievement
- Effective Teaching and Learning
- Commitment to Community

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.

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

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.

Benchmark: To be determined after Year One submission of the VFA

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of completers
Benchmark: 80% of employers indicate satisfaction with preparation of completers
- Career Program Completers, percent employed in related field
Benchmark: 65% employed
- Fall to Spring Persistence Rate, credit students
Benchmark: 84% persist
- First-time, full-time, student retention rates
Benchmark: 63%
- First-time, part-time, student retention rates
Benchmark: 45%

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

- Student Learning Outcomes Assessment goals achieved in general education
Benchmark: 80% percent or more of annual assessment goals are consistently met over 3-year plan
- 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 or improve current pass rates
- Dual Credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount
Benchmark: Sustain or increase
- All instructional programs submit annual summary reports documenting program improvements
Benchmark: 20% of total programs per year over five years until fully implemented

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

Performance Measures

- Distance Learning proportion of credit hours
Benchmark: Increase by 2% annually for a total of 25%
- Dual Credit annual credit hours in the high schools
Benchmark: Increase by 5% annually
- Dual Credit annual credit hours taught via distance delivery
Benchmark: Increase by 5% annually
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
Benchmark: 3.60%
- Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population
Benchmark: 3%
- Percentage of student evaluations of community education courses reflect a satisfaction rating of above average
Benchmark: 85% of total number score a satisfaction rating of above average

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 students enrolled from diverse populations
Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region
- Participation in sponsored events that promote diversity awareness
Benchmark: To be defined in 2015
- Number of course outcomes related to multiculturalism, pluralism, equity, and diversity
Benchmark: Maintain or Increase
- Students who respond "quite a bit or very much" to CCSSE survey question: "Does the college encourage contact among students from different economic, social and racial or ethnic backgrounds?"
Benchmark: Increase by 2% annually until the national average is met or exceeded

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- College-wide replacement schedule for personal computers
Benchmark: 100% of the computers are replaced within the 42 month window
- Improved consumption and emissions result in dollars saved
Benchmark: Sustain or Increase
- Tuition and Fees for full-time, in-district students (full academic year)
Benchmark: Maintain greater than 60% against comparator institutions

The following system wide performance measures were requested by the Idaho State Board of Education:

- Graduation Rate - Total degree production
Benchmark: To compare favorably (at or below the mean) to that of our peer institutions
Status: 1,083 awards
- Graduation Rate - Unduplicated headcount of graduates & percent of graduates to total unduplicated headcount
Benchmark: To compare favorably (at or below the mean) to that of our peer institutions
Status: 12.46% graduation rate (based on 1,038 graduates and 8,329 total unduplicated headcount)
- Retention Rate - Total first-time, full-time and new transfer-in students that are retained or graduate the following year
Benchmark: To be determined after Year One submission of the VFA
Status: 57.8%
- Cost of College – Cost per credit hour to deliver education
This measure is tentative pending further review (per Carson Howell, SBOE)
Benchmark: To compare favorably (at or below the mean) to that of our peer institutions
Status: \$237.83 (based on \$40,368,009 and 169,731.6 credits)
- Efficiency - Certificate (of at least one year or more) and degree completions per \$100,000 of education and related spending by institutions
This measure is tentative pending further review (per Carson Howell, SBOE)
Benchmark: To compare favorably (at or below the mean) to that of our peer institutions
Status: 2.12 (based on \$40,368,009 and 856 awards)
- Dual Credit – Total annual credit hours
Benchmark: This measure is an input from the K-12 system and is not benchmarkable, per SBOE
Status: 10,039
- Dual Credit – Unduplicated Annual Headcount
Benchmark: This measure is an input from the K-12 system and is not benchmarkable, per SBOE
Status: 888



North Idaho College Strategic Plan
SP Version 2014 Supplement
2012 – 2016

Student Success Performance Measures

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.
Benchmark: To be determined after Year One submission of the VFA
Status: a) 20.8% b) 26% c) 5.7% d) 47.5%
- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of completers
Benchmark: 80% of employers indicate satisfaction with preparation of completers
Status: 98.48%
- Career Program Completers, percent employed in related field
Benchmark: 65% employed
Status: 54.95%
- Fall to Spring Persistence Rate, credit students
Benchmark: 84% persist
Status: 81.9%
- First-time, full-time, student retention rates
Benchmark: 63%
Status: 54.8%
- First-time, part-time, student retention rates
Benchmark: 45%
Status: 37.5%

Educational Excellence Performance Measures

- Student Learning Outcomes Assessment goals achieved in general education
Benchmark: 80% percent or more of annual assessment goals are consistently met over 3-yr plan
Status: 75%
- Full-time to Part-time faculty ratio
Benchmark: 1.3 to 1.0 ratio
Status: 1.36 to 1.0
- NIC is responsive to faculty and staff professional development needs
Benchmark: Maintain or increase funding levels available for professional development
Status: \$82,000 in current funding
- Licensure pass rates at or above national pass rates
Benchmark: Maintain or improve current pass rates
Status: 85% or above for all programs
- Dual Credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount
Benchmark: Sustain or Increase
Status: 3.1%

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- All instructional programs submit annual summary reports documenting program improvements
Benchmark: 20% of total programs per year over five years until fully implemented
Status: This is a new measure; no status available

Community Engagement Performance Measures

- Distance Learning proportion of credit hours
Benchmark: Increase by 2% annually for a total of 25%
Status: 21.42%
- Dual Credit annual credit hours in the high schools
Benchmark: Increase by 5% annually
Status: 2,028
- Dual Credit annual credit hours taught via distance delivery
Benchmark: Increase by 5% annually
Status: 3,460
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
Benchmark: 3.60%
Status: 3.86%
- Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population
Benchmark: 3.0%
Status: 2.05%
- Percentage of student evaluations of community education courses reflect a satisfaction rating of above average
Benchmark: 85% of total number score a satisfaction rating of above average
Status: 85%

Diversity Performance Measures

- Number of students enrolled from diverse populations
Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region
Status: 82% white, 9% other, 9% unknown
- Participation in sponsored events that promote diversity awareness
Benchmark: To be defined in 2015
Status: This is a new measure; no status available
- Number of course outcomes related to multiculturalism, pluralism, equity, and diversity
Benchmark: Maintain or Increase
Status: This is a new measure; no status available
- Students who respond "quite a bit or very much" to CCSSE survey question: "Does the college encourage contact among students from different economic, social and racial or ethnic backgrounds?"
Benchmark: Increase by 2% annually until the national average is met or exceeded
Status: 41.7% (compared to national average of 51.7%)

Stewardship Performance Measures

- Dollars secured through the Development Department via private donations and grants
Benchmark: \$2,000,000

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

- Status:* \$3,082,828
- College-wide replacement schedule for personal computers
Benchmark: 100% of the computers are replaced within the 42 month window
Status: 94.64%
- Improved consumption and emissions result in dollars saved
Benchmark: Sustain or Increase
Status: >\$100k
- Tuition and Fees for full-time, in-district students (full academic year)
Benchmark: Maintain greater than 60% against comparator institutions
Status: \$2,846 (rank = 72.7% against comparator institutions)

Idaho State Board of Education System-Wide Performance Measures

- Graduation Rate - Total degree production
Benchmark: To compare favorably (at or below the mean) to that of our peer institutions
Status: 1,083 awards
- Graduation Rate - Unduplicated headcount of graduates & percent of graduates to total unduplicated headcount
Benchmark: To compare favorably (at or below the mean) to that of our peer institutions
Status: 12.46% graduation rate (based on 1,038 graduates and 8,329 total unduplicated headcount)
- Retention Rate - Total first-time, full-time and new transfer-in students that are retained or graduate the following year
Benchmark: To be determined after Year One submission of the VFA
Status: 57.8%
- Cost of College – Cost per credit hour to deliver education
This measure is tentative pending further review (per Carson Howell, SBOE)
Benchmark: To compare favorably (at or below the mean) to that of our peer institutions
Status: \$237.83 (based on \$40,368,009 and 169,731.6 credits)
- Efficiency - Certificate (of at least one year or more) and degree completions per \$100,000 of education and related spending by institutions
This measure is tentative pending further review (per Carson Howell, SBOE)
Benchmark: To compare favorably (at or below the mean) to that of our peer institutions
Status: 2.12 (based on \$40,368,009 and 856 awards)
- Dual Credit – Total annual credit hours
Benchmark: This measure is an input from the K-12 system and is not benchmarkable, per SBOE
Status: 10,039
- Dual Credit – Unduplicated Annual Headcount
Benchmark: This measure is an input from the K-12 system and is not benchmarkable, per SBOE
Status: 888



University of Idaho

AGRICULTURAL
RESEARCH & EXTENSION
SERVICE

STRATEGIC PLAN

2015-2019

**COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2015-2019**

MISSION STATEMENT

The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:

- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering the healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT

The College of Agricultural and Life Sciences values:

- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

VISION STATEMENT

We will be the recognized state-wide leader and innovator in meeting the state's current and future challenges to create healthy individuals, families and communities, and enhance sustainable food systems respected regionally and nationally through focused areas of excellence in teaching, research and outreach with extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

Goals

Teaching and Learning: Enable student success in a rapidly changing world through transformed teaching and learning.

Objective:

1. Build adaptable, integrative curricula and pedagogies.
Performance Measure: Approved ISEM 301 course listed in spring 2014 course catalog.
Benchmark: Approved ISEM 301 course listed in spring 2014 course catalog.
2. Increase the number of course offerings via distance learning.
Performance Measure: Exploration of additional course offerings to meet students' curricular needs to support timely degree completion for on-campus and off-campus programs.
Benchmark: 10% increase in distance course offerings from CALS

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

Objectives:

1. Increase grant submissions and awards from agencies, commissions, foundations, and private industry by all tenure and non-tenure track faculty, staff, and administration for scholarship and creative activities in research, extension, and teaching.
Performance Measure: Number of grant proposals submitted per year, number of grant awards received per year, and amount of grant funding received per year
Benchmark: Five percent increase per year in the number of grants submitted.
2. Increase grants awarded to faculty by hiring grant specialists to assist in identifying funding opportunities and grant writers to assist in proposal development
Performance Measures: Availability and use of grant specialists and grant writers, number of grants identified by grant specialists and, number of grants submitted using the services of a grant writer
Benchmark: Attain an average of \$20 million in extramural funding across research, extension, and teaching scholarship during the 2015-2017 time period
3. Allocate resources preferentially to defined college Programs of Distinction and departmental areas of excellence, and to emerging Programs of Distinction and areas of excellence

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

Performance Measures: Funds or in-kind donations acquired through development, endowments, and collaborations with public and private organizations

Benchmark: Attain \$40 million by 2016 as aligned with UI campaigns

4. Facilitate the formation of Programs of Distinction teams and other interdisciplinary teams to identify and address key research problems and opportunities

Performance Measures: Number of interdisciplinary teams formed

Benchmark: Formation of four or more interdisciplinary teams that will develop Programs of Distinction by December 2014

5. Provide competitive funding for planning and reward faculty participation in interdisciplinary programs by providing necessary incentives and training to improve competitiveness of center- or team-based grant proposals.

Performance Measures: Number of competitive grant proposals submitted and awarded

Benchmark: Be awarded 4 to 5 large, longer term competitive grants that are led by faculty by 2016

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

1. Actively participate in identifying, developing, and implementing Programs of Distinction and areas of excellence.

Performance Measures: Programs of Distinction identified, work plans created, and measures of effectiveness established for each Program of Distinction by 2014; measures assessed annually thereafter

Benchmark: Twenty percent of faculty working effectively in Programs of Distinction and engaged with clientele and stakeholders

2. Redirect internal resources and recruit industry and agency funding for student internships and student service learning projects that support outreach and engagement in priority areas.

Performance Measures: Amount of funding redirected and recruited annually; number of students engaged in internships and in service learning projects during their undergraduate or graduate programs

Benchmark: By 2017, funding for internships and student projects doubled (2013 baseline); number of students involved in internships doubled (2013 baseline);

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

and number of students involved in service learning projects doubled (2013 baseline)

3. Recognize faculty for outreach and engagement accomplishments as part of annual evaluation, promotion and tenure
Performance Measures: Unit administrators recognize, value, and reward significant outreach and engagement outcomes and impacts
Benchmark: Unit administrators can clearly communicate outcomes and impacts resulting from outreach and engagement accomplishments of their faculty

4. Expand the role of all advisory boards by utilizing the networking capabilities of advisory board members to enhance partnership development
Performance Measures: Partnerships developed through collaborative efforts with advisory board members, Development, and administration
Benchmark: Outreach and engagement programming enhanced through partnerships with key agencies, organizations, and foundations

5. Market outcomes of Programs of Distinction and areas of excellence through college publications, popular press articles, and presentations to decision makers and stakeholders.
Performance Measures: Number of articles featuring outcomes and impacts of Programs of Distinction and areas of excellence; number of major presentations featuring Programs of Distinction and areas of excellence outcomes and impacts
Benchmark: Outcomes of Programs of Distinction and areas of excellence have been documented and reported to stakeholders and decision makers by 2017

Organization, Culture and Climate: Be a purposeful, ethical, vibrant and open community.

1. Include an emphasis on diversity by providing multi-cultural events and training opportunities or by participating in University sponsored activities.
Performance Measures: Number of faculty and staff who complete a multi-cultural competency training in addition to increased faculty, staff, and student participation in multi-cultural events or UI sponsored activity.
Benchmark: Increased diversity awareness among faculty, staff, and students.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

2. Seek private and public funding for scholarships to increase enrollment by underrepresented groups
Performance Measures: Amount of funding raised
Benchmark: Double the scholarships over 5 years.

3. Utilize established university policies and procedures to address problematic behaviors
Performance Measures: Number of reported incidences and investigations
Benchmark: Reduce the number of reported incidences and investigations relative to the average of the previous five years

4. Encourage faculty and staff participation in conflict resolution and/or management training offered by UI Professional Development & Learning office.
Performance Measures: Number of participants completing conflict resolution and/or management training
Benchmarks: 100% participation

External Factors:

Loss of essential personnel: Comparisons of salary and benefits with peer institutions limits our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service.

Cultivation of Partnerships: We continue to cultivate partnerships to maintain the agricultural research and extension system. Although to date these efforts have been successful, 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 remains limited. As mentioned in previous years, 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-Agricultural Research and Extension

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

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

Core Functions/Idaho Code

Conduct educational outreach programs through the University of Idaho Cooperative Extension system. Conduct fundamental and applied research programs through the Idaho Agricultural Experiment Station.

Ag Research and Extension

Revenue and Expenditures:

Beginning Fund Balance	FY 2010	FY 2011	FY 2012	FY 2013
	\$ 0	\$ 0		\$ 0
Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	\$ 23,490,500	\$ 22,559,000	\$ 22,559,000	\$ 23,604,100
Federal Grant	3,919,138	4,369,246	3,909,353	5,333,566
Misc Revenue	0	0	0	0
Restricted Equine Education	5,220	4,444	24,014	14,557
Total	\$ 27,414,858	\$ 26,932,690	\$ 26,492,367	\$ 28,952,223
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$ 25,275,336	\$ 22,504,806	\$ 21,946,299	\$ 22,381,690
Operating Expenditures	1,881,705	3,149,265	3,554,785	4,413,296
Capital Outlay	263,631	657,726	969,866	2,208,280
Trustee/Benefit Payments	0	0	5,109	2,333
Total	\$ 27,420,672	\$ 26,311,807	\$ 26,475,059	\$ 29,005,599
Ending Fund Balance	FY 2010	FY 2011	FY 2012	FY 2013
	\$ 0	\$ 0	0	\$ 0

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Number of Youth Participating in 4-H	36,383	33,175	33,163	34,769
Number of Individuals/Families Benefiting from Outreach Programs	412,489	366,275	338,523	358,227
Number of Technical Publications (research results) Generated/Revised	155 (CES)	341 (170 CES)	187 (CES)	179 (CES)

University of Idaho-Agricultural Research and Extension

Performance Measurement Report

Part II – Performance Measures

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
Integrated Seminar (ISEM) courses listed	0	0	0	3	1
Number of courses or sections of distance course offerings	148	158	121	135	10% Annual Increase
Value and number of grant proposals submitted	\$59.3M 369	\$53.7M 318	\$36.3M 299	\$32M 312	5% Annual Increase
Value and number of grants awarded	\$18.2M 226	\$21.9M 194	\$11.7M 168	\$15.6M 150	\$20M
Number of long-term competitive grants awarded	1	2	1	1	5
Value of donations received	\$5.8M	\$5.1M	\$6.1M	\$6.7M	\$10M Annually
Interdisciplinary teams formed	1	2	2	3	4
Percentage of faculty working in Programs of Distinction	0	0	1%	8%	20%
Students involved in internships and student projects	99	110	90	105	Double in 5 years
Dollar Value of External Funds Generated Through Partnerships to Support Agricultural Research Centers	\$528K	\$554K	\$624K	\$566K	\$1M
Number of faculty and staff completing multi-cultural competency training	6%	5%	4.6%	1.8%	100%

For More Information Contact

University of Idaho-Agricultural Research and Extension

Performance Measurement Report

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University of Idaho
Forest Utilization Research and
Outreach (FUR)

STRATEGIC PLAN
2015-2019

Forest Utilization Research and Outreach (FUR)

MISSION

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at the University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands 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.

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 operations and nursery management as well as the UI Experimental Forest, Rangeland Center, and Policy Analysis Group.

Performance Measure:

- Funding from non-FUR sources leveraged by FUR-funded laboratories, field facilities, and research, outreach, and teaching programs. benchmarks.

Benchmark:

3:1 ratio, which means every one dollar of FUR appropriated funds leverages at least three dollars of non-FUR funds attained from other sources (**Table 1**).

Objective B: Emphasize scholarly and creative outputs that reflect our research-intensive 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 Measures:

- Number of research project cases managed and/or services provided by each FUR program segment (**Table 2**);
- Number of new research projects each year that will lead to scholarship and creativity products (**Table 1**);
- Number of research studies completed per year (**Table 1**); and
- Number of publications each year (**Table 1**); including research reports, refereed journal articles, and other publications, as well as licensed and/or patented products given credibility by external review processes.

Benchmark:

Number of ongoing and new research projects either averaged over a selected period of time or established as FUR program segment operational targets, with an ongoing objective for benchmarks to stay the same or increase based on investment levels in different FUR program segments.

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 program segments and deliver products and services.

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 Measures:

- Number of service project cases managed and/or key services provided to communities in the state and region, government agencies, non-governmental organizations, private businesses and landowners (**Table 2**).
- Number of workshops and other outreach and engagement activities conducted (**Table 1**).

Benchmark:

Number of outreach and engagement activities with audiences identified above either averaged over a selected period of time or established as FUR program segment operational targets.

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 and graduate students, as well as professionals, 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 other 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 Measure:

- Number of teaching projects, courses, and other teaching activities which use FUR funded projects, facilities, or equipment for educational purposes, including, as appropriate, professionals as well as undergraduate and graduate students (**Table 2**).

Benchmark:

Number of teaching and learning activities conducted over a selected period of time or established as FUR program segment operational targets.

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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Table 1. Performance Measures

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Bench- mark	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Leverage ratio of non-FUR funds to FUR appropriated funds Goal 1, Objective A, Strategy 1, 2	(a)	(a)	(a)	(a)	3:1	3:1	3:1	3:1	3:1	3:1
Number of New Research Projects Per Year:										
Experimental Forest	5	5	10	11	4	5	5	5	5	5
Forest Operations	(b)	(b)	(b)	(b)	2	2	2	2	2	2
Policy Analysis Group	2	1	2	4	2	2	2	2	2	2
Pitkin Forest Nursery	5	8	5	5	5	5	5	6	6	6
Rangeland Center	(c)	2	3	3	2	10	12	14	14	14
Goal 1, Objective A, Strategy 1, 2, 3 Goal 3, Objective A, Strategy 1, 2, 3										
Number of Research Studies Completed/Published Per Year:										
Experimental Forest	2	3	3	4	4	4	5	5	5	5
Forest Operations	(b)	(b)	(b)	(b)	2	2	2	2	2	2
Policy Analysis Group	2	1	3	2	2	2	2	2	2	2
Pitkin Forest Nursery	8	8	5	5	5	5	5	5	6	6
Rangeland Center	(c)	0	1	2	2	8	10	12	14	14
Goal 1, Objective B, Strategy 1, 2, 3										
Number of Publications:										
Experimental Forest	2	3	3	4	3	7	7	9	10	12
Forest Operations	(b)	(b)	(b)	(b)	3	3	3	5	5	5
Policy Analysis Group	14	14	15	16	10	12	12	12	12	12
Pitkin Forest Nursery	7	10	12	12	10	10	10	11	11	11
Rangeland Center	(c)	2	8	5	8	16	18	20	20	20
Goal 1, Objective B, Strategy 1, 2, 3										
Number of Workshops Conducted:										
Experimental Forest	4	9	6	10	12	12	12	14	14	14
Forest Operations	(b)	(b)	(b)	(b)	4	4	6	6	8	8
Policy Analysis Group	26	20	24	8	12	12	12	12	12	12
Pitkin Forest Nursery	20	20	20	22	20	20	22	22	22	22
Rangeland Center	(c)	2	2	5	2	10	12	14	14	14
Goal 2, Objective A, Strategy 1, 2, 3										

- (a) Although this measure was identified in previous Strategic Plans, it had not been reported until now.
- (b) Prior to FY 2014 the Forest Operations segment of FUR programs did not receive any FUR funds.
- (c) Prior to FY 2011 the Rangeland Center segment of FUR programs did not exist.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Table 2. Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	Historic (actual)				Future (estimate)				
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Number of Private Landowners Assisted: Pitkin Forest Nursery	1300	1300	1400	1400	1450	1450	1500	1500	1500
Number of Seedling Industry Research Projects: Pitkin Forest Nursery	2	3	3	2	2	2	2	2	2
Number of:									
• Research Projects:									
Experimental Forest	8	7	13	11	12	12	14	14	16
Forest Operations	(a)	(a)	(a)	(a)	2	4	6	8	10
Policy Analysis Group	6	6	8	7	7	7	7	7	7
Pitkin Forest Nursery	10	12	10	10	10	11	11	12	12
Rangeland Center	(b)	2	4	10	10	10	10	10	10
• Teaching Projects:									
Experimental Forest	30	21	24	24	23	23	23	23	23
Forest Operations	(a)	(a)	(a)	(a)	2	4	6	6	8
Policy Analysis Group	26	20	24	8	17	17	17	17	17
Pitkin Forest Nursery	5	5	5	8	5	5	5	5	5
Rangeland Center	(b)	2	9	9	11	11	12	12	13
• Service Projects:									
Experimental Forest	2	5	9	9	8	8	8	8	8
Forest Operations	(a)	(a)	(a)	(a)	4	6	8	10	10
Policy Analysis Group	14	14	15	16	15	15	15	15	15
Pitkin Forest Nursery	15	15	12	15	12	12	12	12	12
Rangeland Center	(b)	2	4	11	12	13	13	14	14

(a) Prior to FY 2014 the Forest Operations segment of FUR programs did not receive any FUR funds.

(b) Prior to FY 2011 the Rangeland Center segment of FUR programs did not exist.

University of Idaho–Forest Utilization Research

Performance Measurement Report

Part I – Agency Profile

Agency Overview

Research mission – investigation into forestry and rangeland resource management problems, forest nursery production, and related areas. Part of the College of Natural Resources, Forest Utilization Research also includes the Rangeland Center with a legislative mandate for interdisciplinary research, education and outreach as suggested by a partner advisory council to fulfill the University's land grant mission (Idaho Code § 38-715), and the Policy Analysis Group with a legislative mandate to provide objective data and analysis pertinent to natural resource and land-use issues as suggested by an advisory committee of Idaho's natural resource leaders (Idaho Code § 38-714).

Core Functions/Idaho Code

The duty of the Experiment Station of the University of Idaho's College of Natural Resources is to institute and conduct investigations and research into the forestry, wildlife and range problems of the lands within the state. Such problems specifically include forest and timber growing, timber products marketing, seed and nursery stock production, game and other wildlife, and forage and rangeland resources. Information resulting from cooperative investigation and research, including continuing inquiry into public policy issues pertinent to resource and land use questions of general interest to the people of Idaho, is to be published and distributed to affected industries and interests. (Idaho Code §§ 38-701, 38-703, 38-706, 38-707, 38-708, 38-709, 38-710, 38-711, 38-714, 38-715)

Revenue and Expenditures:

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	<u>\$517,500</u>	<u>\$511,400</u>	<u>\$490,000</u>	<u>\$504,100</u>
Total	\$517,500	\$511,400	\$490,000	\$504,100
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$437,700	\$465,244	\$442,430	\$454,800
Operating Expenditures	79,800	48,156	47,570	48,750
Capital Outlay	0	0	0	550
Trustee/Benefit Payments	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	\$517,500	\$511,400	\$490,000	\$504,100

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

University of Idaho–Forest Utilization Research

Performance Measurement Report

Profile of Cases Managed and/or Key Services Provided:

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY2012	FY 2013
Number of Private Landowners Assisted: Pitkin Forest Nursery	1300	1300	1400	1400
Number of Seedling Industry Research Projects: Pitkin Forest Nursery	2	3	3	2
Number of:				
• Research Projects:				
Experimental Forest	8	7	13	11
Policy Analysis Group	6	6	8	7
Pitkin Forest Nursery	10	12	10	10
Rangeland Center	*	2	4	10
• Teaching Projects:				
Experimental Forest	30	21	24	24
Policy Analysis Group	26	20	24	8
Pitkin Forest Nursery	5	5	5	8
Rangeland Center	*	2	9	9
• Service Projects:				
Experimental Forest	2	5	9	9
Policy Analysis Group	14	14	15	16
Pitkin Forest Nursery	15	15	12	15
Rangeland Center	*	2	4	11

* The Rangeland Center was created in FY2011 and authorized in Idaho Code § 38-715 during FY2012.

Performance Highlights:

Experimental Forest:

Highlights:

Research – 11 research projects were established, including a pre-commercial thinning study in collaboration with Potlatch Corp., a statewide weight-scaling study in collaboration with Idaho Dept. of Lands, and a cable logging safety study.

Education – Classroom involvement included 9 faculty, 12 different class courses, 24 field trips, 20 follow up lab sessions, involving more than 300 students with hands-on experience.

Internships – 9 student interns gained hands-on field experience in timber management, including developing critical thinking and problem-solving skills in the field. Student interns are exposed to a wide array of land management experiences involving multiple resources and the challenge of addressing regulatory policies with scientific information.

Outreach – 9 outreach and engagement activities include school teachers, loggers, professional foresters, non-industrial private forest land owners, and interested Idaho citizens. Hosted activities on a pair of active and completed harvest sites, where multiple objectives are achieved via management activities.

The centerpiece of the University of Idaho Experimental Forest (UIEF) is the 8,247 acres of forest land on Moscow Mountain that are adjacent to both industrial and non-industrial private forest lands surrounded by dry land farming in Latah County. Most of these lands were a gift from Potlatch Corp. in the 1930s. Today all but 450 acres are managed as working forests, balancing education, research, and demonstration with production of timber, clean water, fire hazard mitigation, smoke particulate management, and wildlife and fisheries habitat. The UIEF also manages 398 acres on two parcels in Kootenai County, and has a life estate of 1,649 acres in Valley County that eventually will come under

UIEF management. As noted in the highlights above and details below, these lands provide many research, education and outreach opportunities.

Research conducted on the UIEF in FY2013 included studies by College of Natural Resources faculty, collaborators in the College of Agriculture and Life Sciences, and the USDA Forest Service Rocky Mountain Research Station. During the year Dr. Robert Keefe was hired as Assistant Professor of Forest Operations, and as part of his duties supervises research and management activities on the UIEF, under the direction of the Dean. In FY2013, an existing UIEF outlying building in Princeton, ID was repurposed to create a new laboratory for the study of Forest Operations systems and equipment, focused specifically on forest utilization, harvesting productivity, efficiency, and cost analysis. Two new research projects were undertaken with partners. First, in collaboration with Potlatch Corp., a long-term thinning and overstory removal study evaluating biomass utilization impacts on productivity was established. Second, a statewide study to develop new methods for scaling logs by truck weight was established with the Idaho Dept. of Lands Forest Management Bureau.

Education involving hands-on experience to supplement classroom and laboratory exercises is a significant and valuable supplement to a college education in forest utilization. In FY2013 nine faculty members – College of Natural Resources (7), College of Agriculture and Life Sciences (1), and Washington State University (1) – used the UIEF for at least one field trip session during twelve different courses, ranging from an introductory freshman orientation to senior and graduate level courses demonstrating current research knowledge, land management practices, and using forest operations equipment. In total more than 300 university students visited the UIEF on 24 field trips, with an additional 20 follow-up laboratory sessions in which data collected during field trips were analyzed.

Internship opportunities for students have been offered by the UIEF since 1972. In FY2013 the UIEF employed 13 students and successfully completed the 40th consecutive year of the Student Logging Crew Program without a single injury to report. Staff provide hands-on education as the students help accomplish the management objectives in the UIEF Forest Management Plan, helping the College fulfill the duties of the Experiment Station as described in Idaho Code § 38-703 *et seq.* Student employee interns are required to think critically and solve problems on a daily basis, thus are acquiring job skills beyond just accomplishing the work-at-hand. These work assignments include technology transfer as students learn to employ state-of-the-art equipment and techniques, as well as incorporating their interdisciplinary academic learning in an operational and research forest setting. Upon graduation these student employee interns generally have little trouble finding employment.

The outreach and engagement highlight for FY2013 was the Washington Idaho Forest Owner's Field Day, hosted by the Experimental Forest. This event involved collaboration with WSU Extension, UI Extension, Idaho Dept. of Lands, the Idaho Forest Owners Association, had over 24 forestry and timber harvesting workshops, a Research Tour of current projects on the UIEF, and 150 participants from throughout Idaho. In addition to the Field Day, the UIEF hosted stops and lunch as part of the Idaho Dept. of Lands Stewardship Field Tour, a tour for visiting scientists from the U.S. Dept. of Energy's Idaho National Laboratory, and hosted multiple UI Extension Forestry workshops (Thinning and Pruning, Insects and Disease, and others), as well as one Inland Empire Tree Improvement Cooperative (IETIC) field tour.

Policy Analysis Group:

Highlights:

Economic Contributions – 4 publications featured the role of the forest products manufacturing industry in the Idaho economy, including a fact sheet with replies to questions from the Idaho Legislature's Economic Outlook and Revenue Assessment Committee. The waning economic contribution of federal lands in the State of Idaho and throughout the West was a topic of considerable interest to national policymakers during the year, and based on our previous work posted on the Internet we were invited to testify in March before a U.S. Senate Committee on Energy and Natural Resources oversight hearing on "Keeping the Commitment to Rural Communities."

Director Involvement – 8 invited presentations, including oral and written testimony at a U.S. Senate oversight hearing, as described in the previous paragraph. Other presentations at national meetings during the year included the Society of American Foresters convention and the International Biomass Conference and Exposition. Continued to represent Idaho on the Western Governors' Forest Health Advisory Committee. Continued as chair of the Idaho Strategic Energy Alliance's Forestry/Biomass Task Force and served on its Carbon Issues Task Force. Was appointed to the Society of American Foresters' Biogenic Carbon Response Team. Presented results of analysis at two continuing education events conducted by the Idaho Forest Products Commission, and in February served as master of ceremonies for the luncheon information session during Forestry Day at the Legislature.

Publications – 16 publications, including four mentioned above with estimates of the economic contribution of the state's natural resource-based industries. Other publications during FY 2013 focused on a variety of natural resource policy issues, including wildland fire management, sage-grouse conservation, wood bioenergy economics and policy, regulation of greenhouse gas emissions from wood bioenergy, oil and gas exploration and development policy in Idaho, and regulation of forest roads under the federal Clean Water Act.

The Policy Analysis Group continues to meet its legislative mandate to provide objective data and analysis on natural resource and land-use issues of concern to Idaho Citizens. These issues are suggested and prioritized by an Advisory Committee comprised of natural resource leaders in the state, as per our enabling legislation. As analyses of current issues are completed they are replaced by others suggested by the Advisory Committee. Our website was redesigned this year to improve access to publications and to provide easy access to presentation materials (www.uidaho.edu/cnr/pag). In addition to research and outreach duties described in our enabling legislation, the director advised eight Master of Natural Resources students (four completed during the year and were replaced by four others), served on three graduate student committees, and chaired the search committee for the Head of the Forest, Rangeland and Fire Sciences Department.

Pitkin Forest Nursery:

Highlights:

Research – Improve the quality of plant material available for reforestation and restoration throughout Idaho. Working with forest industry and private landowners, studies are designed and maintained with the objectives of improving tree seedling cost effectiveness throughout the establishment period. Developing and refining plant propagation protocols for use in Idaho's nursery industry, including difficult-to-grow species such as whitebark pine and big leaf maple.

Education – Supported 6 graduate and undergraduate students through research at the Pitkin Forest Nursery on a variety of issues including stocktype selection problems to help balance forest productivity with reforestation costs, broadening our understanding of sagebrush establishment in a restoration context, and the effects of animal browse on regenerating forests. These projects build on Idaho's reputation as a leader in reforestation practices and help improve our restoration of degraded forests and rangelands.

Outreach – Conducted several workshops and training sessions aimed at improving forest management practices in Idaho, including the Inland Empire Reforestation Council and the Intermountain Container Seedling Growers Association. Activities for children, land management professionals and laypersons provide further instruction and education opportunities.

Teaching – Provided research and teaching facility for several UI courses which require hands-on nursery experience. This provides experience which is sought by forest tree seedling nurseries throughout the United States.

University of Idaho–Forest Utilization Research

Performance Measurement Report

Programmatic Growth – In FY 2013, we received a \$3.3 million dollar gift to support activities in teaching, research, and outreach relevant to nursery production. In addition this will include infrastructure upgrades at the Pitkin Forest Nursery.

The Pitkin Forest Nursery continues to actively engage with Idaho landowners, natural resource industries, and citizens. An ever-popular seedling growing program in partnership with the Idaho Forest Products Commission was documented in a web-clip for promoting the University of Idaho and Idaho's Forest Industry. Ongoing research into improved forest management practices included studying the effects of stocktype (the method of production of nursery stock for reforestation and restoration) selection on seedling development. This research topic will provide information and decision support across the state that is anticipated to streamline nursery production practices with the site-specific reforestation needs; a second layer of complexity (managing competing vegetation in the field) will further develop the utility of this information for Idaho. Similar research with rangeland species is also underway. An additional study on seed germination will allow for field foresters to better understand the opportunities for natural regeneration of stands following timber harvesting. In FY2013, six graduate and undergraduate students were working towards degrees through research conducted at the nursery, and many other students are using the facilities at the Pitkin Forest Nursery as a component of their graduate research on forest nutrition and soil management, fire modeling, and post-fire regeneration. Private donors, working with the University of Idaho and Idaho's forest industry, have partnered to construct a new, state of the art classroom featuring Idaho forest products. This will serve as the epicenter for teaching students and community members about reforestation, nurseries, and natural resources in general.

Through actively seeking to be a recognized leader in seedling research and technology transfer, we partnered extensively to have our facility serve as the base of training for American and International Students. Activities for children, land management professionals, and laypersons have helped increase understanding of the importance of forestry and natural resource management in Idaho. For example, in March our organization again planned the Inland Empire Reforestation Council (~200 attendees, Coeur d'Alene). In February, we co-organized an international workshop on managing the genetic base of future forests (Portland, OR). On the teaching side, several University of Idaho courses used the nursery facilities for hands-on education, where students are exposed to the intricacies associated with seed germination, fertilizing, and irrigation. Forest tree seedling nurseries throughout the United States are seeking graduates with experience such as that gained at the Pitkin Forest Nursery, with a high demand expected to continue as we are best suited to replace a retiring workforce.

Rangeland Center:

Highlights:

Research – 10 research projects can be specifically tied to the collaborative efforts of the Rangeland Center. Researchers in the Rangeland Center were also involved in about 75 related research projects that contribute to our understanding of rangelands and the communities that rely on them.

Teaching – 9 university courses taught by 7 faculty members are directly related to rangeland ecology and management research projects of the Rangeland Center.

Service – 11 service and outreach projects were conducted by the Rangeland Center in FY2013. Two projects provided service to conduct rangeland monitoring by student teams for ranchers and land management agencies. In addition, 9 workshops, symposia, or field tours were conducted by Rangeland Center members to provide educational opportunities for teachers, ranchers, and rangeland professionals.

Rangelands are vast natural landscapes that cover nearly half of Idaho. Rangelands account for over 26 million acres in Idaho (48%). Our ability to serve current and future generations of Idaho citizens will be influenced by our understanding of rangelands because these lands are vital to the ecological and economic health of Idaho. The innovative design of the Rangeland Center promotes active partnerships

with individuals, organizations and communities who work and live on the vast landscapes known as rangelands. The Rangeland Center is a group of 24 researchers and outreach specialists in the College of Natural Resources and the College of Agriculture and Life Sciences. Our expertise covers several disciplines that affect rangeland management and conservation including grazing, rangeland ecology, entomology, soil science, economics, rural sociology, fish and wildlife resources, invasive plants, forage production, animal science, wildland fire, restoration, and the use of spatial technologies to understand rangelands. Our research and outreach efforts are aimed at creating science and improving rangeland problems.

During FY 2013, the Rangeland Center initiated a long-term research project in collaboration with the Idaho Dept. of Fish and Game, the Bureau of Land Management (BLM), and others to examine the effects of spring grazing on sage-grouse habitat and nesting success. Several research and outreach projects focused on the effects of grazing on wildland fuels and sagebrush community characteristics. We continue collaborative efforts to assess the effects of livestock impacts on slickspot peppergrass (an endangered plant) and the relationship between livestock grazing and the abundance and diversity of insects that provide food for sage-grouse chicks. Four field teams of students worked on a monitoring project for ranchers on BLM allotments and a state-wide project to assess rangelands as part of the National Resource Inventory program directed by the U.S. Dept. of Agriculture's Natural Resources Conservation Service. The Rangeland Center also worked collaboratively with the Owyhee Initiative Science Center and the University of Idaho Library to create a new on-line open-access journal (The Journal of Rangeland Applications) that will provide scientific synthesis articles aimed at supporting well-informed land management decisions.

Several members of the Rangeland Center are involved in teaching university courses that focus on rangeland ecology and management. Five of 9 rangeland courses include extensive field trips where students engage in rangeland examinations and interact with land managers. Four rangeland courses are offered in an on-line format and are accessible to students and professionals who are unable to attend courses delivered only on campus. The Rangeland Principles course (REM 151) was also offered in cooperation with 6 Idaho high school teachers as a dual credit course in which high school student simultaneously gain high school and college credit. Rangeland Center members also created and participated in continuing education venues including the Intermountain Range Livestock Symposium and local workshops and field tours.

Service and outreach projects in the Rangeland Center this year include development of the Range Science Information System (www.rangescience.info) which provides ready access to scientific research papers for ranchers and land managers. We also worked with high school Future Farmers of America (FFA) programs to conduct the Idaho FFA Rangeland Assessment Career Development Event for high school students in Idaho and the Western National Rangeland Assessment event for high school students in Idaho, Nevada, and Utah. A summer workshop was also conducted for land owners and managers focused on plant identification and monitoring.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

University of Idaho–Forest Utilization Research

Performance Measurement Report

Part II – Performance Measures

Performance Measure	FY 2010	FY 2011	FY2012	FY2013	Bench- mark
Number of New Research Projects Per Year:					
Experimental Forest	5	5	10	11	4
Policy Analysis Group	2	1	2	4	2
Pitkin Forest Nursery	5	8	5	5	5
Rangeland Center	*	2	3	3	2
Goal 2, Objective A, Strategy 1, 2, 3 Goal 3, Objective A, Strategy 2					
Number of Research Studies Completed/Published Per Year:					
Experimental Forest	2	3	3	4	4
Policy Analysis Group	2	1	3	2	2
Pitkin Forest Nursery	8	8	5	5	5
Rangeland Center	*	0	1	2	2
Goal 3, Objective A, Strategy 1					
Number of Publications:					
Experimental Forest	2	3	3	4	3
Policy Analysis Group	14	14	15	16	10
Pitkin Forest Nursery	7	10	12	12	10
Rangeland Center	*	2	8	5	8
Goal 1, Objective B, Strategy 1					
Number of Workshops Conducted:					
Experimental Forest	4	9	6	10 [†]	12
Goal 3, Objective A, Strategy 1					
Policy Analysis Group	26	20	24	8	12
Goal 1, Objective B, Strategy 2					
Pitkin Forest Nursery	20	20	20	22	20
Goal 1, Objective A, Strategy 2					
Goal 3, Objective A, Strategy 2	*	2	2	5	2
Rangeland Center					
Goal 1, Objective A, Strategy 2					

* The Rangeland Center was initiated in FY2011; its benchmarks were established during FY2012.

† Includes Forest Owner's Field Day, counted as a single workshop, with 23 presenters doing independent, hands-on workshops on horse logging, portable sawmilling, log scaling, and many others.

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Idaho Geological Survey (IGS)

STRATEGIC PLAN

FY 2015 - FY 2019

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-*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

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.

Part 1 – Agency Profile

Agency Overview

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

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

Core Functions/Idaho Code

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions and duty of the Idaho Geological Survey. The section contents:

- **Section 47-201:** Creates the Idaho Geological Survey to be administered as special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation and dissemination of geologic and mineral information. Establishes a survey advisory board and designates advisory board members and terms.
- **Section 47-202:** Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Specifies the director of the Idaho Geological Survey report to the President of the University through the Vice President for Research. Specifies for the appointment of a state geologist.
- **Section 47-203:** Defines the duty of the Idaho Geological Survey to conduct statewide studies in the field and in the laboratory, and to prepare and publish reports on the geology, hydrology, geologic hazards and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from, and to cooperate with, other agencies. Allows satellite offices at Boise State University and Idaho State University.
- **Section 47-204:** Specifies the preparation, contents, and delivery of a Survey Annual Report.



University of Idaho
Idaho (Washington-Idaho-
Montana-Utah, WIMU)
Veterinary Medical Education
Program/
Caine Veterinary Teaching Center

STRATEGIC PLAN
2015 - 2019

**Idaho (Washington-Idaho-Montana-Utah, WIMU)
Veterinary Medical Education Program/
Caine Veterinary Teaching Center**

STRATEGIC PLAN 2015-2019

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 (SJM 127). The Program in Idaho is administered by the State Board of Education and The Board of Regents of the University of Idaho. 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 then 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 (USU) announced a new educational partnership (W-I-U). In 2013, Montana State University (MSU) became a fourth partner in what is now known as the Washington-Idaho-Montana-Utah (WIMU) Regional Program in Veterinary Medicine. The first DVM class to include MSU students will be admitted in Fall 2014.

The CVTC serves as a food animal referral hospital/teaching center located in Caldwell 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 CVTC program is administered through the Department of Animal and Veterinary Science (AVS), in UI's College of Agricultural and Life Sciences (CALs).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

The 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. The program currently provides access for 11 Idaho-resident students per year (funding for 44 students annually).

The American Veterinary Medical Association (AVMA) accredits the WIMU Program. 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 the WIMU 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 and surrounding states. Live animals referred by practicing veterinarians are utilized 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 Head of the AVS Department, Dr. Mark McGuire, and 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 to prepare veterinary students for entry-level positions when they graduate. Opportunities target general food animal medicine, dairy production medicine, cow/calf management, feedlot medicine, sheep/lambing management, and small ruminant clinical medicine.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

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 at the CVTC. Production animal medicine stresses development of confidence with professional/technical skills, disease prevention strategies, investigational skills, animal well-being, recordkeeping and interpretation, and reduction of stress for beef or dairy cattle, and for small ruminants (primarily sheep and goats).

Five faculty positions are budgeted in the Idaho Program. In 2013, one faculty member that was stationed at the Moscow campus resigned and has not yet been replaced. Three faculty members are stationed at the CVTC, Caldwell, ID, and one vacancy exists. Also in 2013, the Dawn and Wes Downs Pre-Veterinary Intern Endowed Scholarship was initiated and provides experiential opportunities at the CVTC specifically for a student in the AVS Department undergraduate pre-veterinary program. 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 funded primarily by grants and gifts. 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 livestock 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 diagnostics, 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.

Goal 1. Education

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

Action Items:

- Ensure offerings of elective rotations for experiential learning opportunities that meet contractual requirements (65 rotations offered)

Performance Measures:

- Percentage of elective offerings (blocks) filled

Benchmark:

- Student participation in at least 90% of elective rotations offered

Objective B: Pre-clinical veterinary educational opportunities

Action items:

- Administer experiential summer learning opportunities for first- and second-year students in veterinary education program (Northwest Bovine Veterinary Experience Program – NW-BVEP)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- Administer experiential learning opportunities for endowed pre-veterinary summer internship and scholarship

Performance Measures:

- Annual recurring placement of students

Benchmark:

- Total of 12 first- and second-year veterinary students in the NW-BVEP annually
- One student annually selected to receive the internship/scholarship

Goal 2. Scholarly and Creative Activity

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

Action Items:

- Encourage faculty to remain influential in their professional/educational disciplines appropriate to the educational mission of the CVTC
- Contribute to the AVS Department area of excellence and the CALS Livestock Program of Distinction by the Idaho Veterinary Medical Education Program

Performance Measures:

- Number of fellows in disciplinary associations
- Personnel elected to leadership role in professional organizations
- Personnel invited to participate as presenters/speakers/advisors for professional organizations, private businesses, or public agencies/institutions

Benchmark:

- Participation in at least one departmental area of excellence and in the CALS Livestock POD
- At least one invited presentation by each faculty member to local, state, regional, national, or international meeting.

Goal 3. Outreach and Engagement

Objective A: Provide diagnostic laboratory, referral professional services, consultation, and field services for the veterinarians and livestock producers in Idaho and the region.

Action Items:

- Update clinical and laboratory instrumentation as budgets allow; thereby, maintaining or enhancing diagnostic laboratory testing procedures and services for veterinarians and livestock producers in the region.
- Encourage continuing education (personal and professional development) by laboratory or clinical support personnel in their given specialty.

Performance Measures:

- Number of field investigations; number of animals/herds served
- Number of laboratory diagnostic and live animal case accessions

Benchmarks:

- At least 250 live-animal clinical accessions per year
- At least 10,000 laboratory accessions per year
- At least 150 field investigations per year
- At least 75 necropsies per year

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

Performance Measures:

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

Benchmarks:

- Participation in at least 10 community activities as described above

External Factors:

- 1) Caseload. Numbers vary for live animal and diagnostic accessions subject to need and economic demand. Ideally, those should be sufficient for instructional goals and objectives as well as to support in-house laboratories. 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. In 2013 the number of faculty was decreased to 3 due to resignations and positions left unfilled. 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) Diagnostic Veterinary Pathology. This position has been vacant since the retirement of the second of our two veterinary pathologists in 2005. The Pathology specialty is in high demand in veterinary medicine and by clientele of the CVTC. 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 bio-security, international marketing, and regulatory activities. The importance was reinforced by wording in the 2014 Farm Bill (ex. [National Animal Health Laboratory Network \(NAHLN\)](#), [Animal Health and Disease Research/1433 Formula Funds](#), and [Agriculture and Food Research Initiative \(AFRI\)](#)). The pathology 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, and 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Performance measures and notes listed below have been extracted from the FY13 WI Veterinary Medicine Performance Measurement Report. Refer to the Report in its entirety for more detail.

Performance Measures and Benchmarks:

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
1. Senior Veterinary Students Selecting Elective Rotations at the Caine Center.	80	54	71	67	40
2. Number/Percentage of Idaho Resident New Graduates Licensed to Practice Veterinary Medicine in Idaho.	7 Students (64%)	7 Students (64%)	6 Students (56%)	9 Students (82%)	7 students (65%)
3. Number of Disease Investigations Conducted by WI Faculty Members.	228	279	210	122	150
4. Number/Dollar Amount of Grants/Contracts by WI Faculty Members.	10 / \$303,350	9 / \$358,651	8 / \$242,476	8 / \$326,332	7 / \$300,000

Performance Measure Notes:

Rotations offered as electives at the Caine Veterinary Teaching Center continue to be very popular with senior veterinary students and receive consistently high student evaluations. Diagnostic services and field service activities also remain strong.

Of the five faculty positions assigned to the W-I Program, four positions have been vacated during the period since July 2010 – one due to retirement (July 2010) and three due to resignation (September 2011, December 2012, and July 2013). The remaining faculty and one temporary hire have been handling a much heavier teaching and service/outreach load to try and maintain our teaching resources during that time. One position was filled (January 2013); Program Director and Veterinary Scientist, Dr. Gordon Brumbaugh, was hired and now provides leadership for the Caine Center and administrative structure for the W-I Veterinary Medicine Program. A Clinical Assistant Professor position has just been approved and a search will be conducted this fall. The two remaining vacancies each carry a portion of funding from Agricultural Research and Extension, and are under consideration by department and college administration.

Washington State University College of Veterinary Medicine (WSU CVM) has long been partners with the state of Idaho and the Western Interstate Commission of Higher Education (WICHE) program. WSU has announced a new educational partnership program with Utah State University (USU) at Logan. With this new partnership, the W-I Program is now known as the Washington-Idaho-Utah (WIU) Regional Program in Veterinary Medicine.

Designed as a “2+2 program”, the Utah students will spend their first two years in Logan, and the final two years at WSU in Pullman where, as seniors, they will have the opportunity to elect to participate in rotations at the Caine Center. Students accepted to this program earn a DVM degree from WSU College of Veterinary Medicine conferred by the Regents of Washington State University, with joint recognition of Utah State University. The first class of 20 Utah students entered the program at Logan in fall of 2012.

University of Idaho–WI Veterinary Medicine Performance Measurement Report

Part I – Agency Profile

Agency Overview

The W-I (Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Head of the Department of Animal and Veterinary Science, College of Agricultural and Life Sciences, University of Idaho. Originally established in 1974, the W-I Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University. The Doctor of Veterinary Medicine (DVM) degree is awarded to Idaho students by Washington State University College of Veterinary Medicine. Idaho provides the cooperative program with the majority of veterinary students who have an expressed interest in production agriculture animals.

Core Functions/Idaho Code

The University of Idaho provides educational opportunities for any senior student in the Washington State University College of Veterinary Medicine by providing the equivalent of 65, one-month teaching rotations in food animal production and clinical medicine at the Caine Veterinary Teaching Center (CVTC) in Caldwell. Faculty members at the Caine Center interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical evaluation of disease situations.

1. Provide access to veterinary medical education at WSU for Idaho residents – the current W-I contract reserves 11 seats per year for Idaho veterinary medicine students. A total of 44 Idaho students are enrolled in this program each year.
2. Assist Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State. On average, 65-75% of new Idaho resident graduates of the W-I Program are licensed to practice veterinary medicine in Idaho annually.
3. Provide hands-on instruction opportunities for senior veterinary students – teaching rotations in food animal production medicine and clinical experience are offered year-round at the Caine Center in Caldwell.
4. Provide access to referrals from Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases – a) accept 400 to 500 hospital clinical referrals annually as student teaching cases; b) provide disease diagnostic testing on approximately 15,000 assays annually, and; c) conduct on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

Washington-Idaho Veterinary Medicine Program

Revenue and Expenditures:

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	\$1,828,900	\$1,822,500	\$1,811,300	\$1,882,300
Total	\$1,828,900	\$1,822,500	\$1,811,300	\$1,882,300
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$528,000	\$519,100	\$500,000	\$517,100
Operating Expenditures	1,200,900	1,203,400	1,211,300	1,244,300
Capital Outlay	0	0	0	20,900
Trustee/Benefit Payments	100,000	100,000	100,000	100,000
Total	\$1,828,900	\$1,822,500	\$1,811,300	\$1,882,300

University of Idaho–WI Veterinary Medicine Performance Measurement Report

Profile of Cases Managed and/or Key Services Provided:

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Number of Idaho Resident Students Enrolled Each Year	44	44	44	44
Number of One-Month Student Rotations (or equivalent) offered at the Caine Center Per Year	65	65	65	65
Number of Accepted Clinical Hospital Referral Cases	398	418	179	264
Number of Accepted Veterinary Diagnostic Samples	22,093	18,341	15,245	9,842

Performance Highlights:

- 1) **Teaching and learning at the Caine Center includes a variety of clinical experiences.**
 - A. **Professional Students.** Faculty instructs 4th-year veterinary students in hands-on production medicine and individual food animal medicine and surgery. Learning occurs in a variety of settings including hospital in/out-patient clinical care, field call services, disease investigations as well as formal presentations by faculty and guest lecturers. Several general and specialty blocks are offered, including:
 - **General Food Animal Production Medicine and Surgery** – Twelve 2-week rotations in which students participate in hands-on clinical food animal medicine and surgery from the in-house referral clinic, farm visits including dairy, beef, and small ruminant, live animal surgery labs, and small group lectures.
 - **Small Ruminant Production Medicine** – Two 2-week rotation in which students participate in all aspects of sheep, goat, and now including camelid production medicine. This block includes in-house referrals, breeding soundness exams, ultrasound pregnancy exams, treatment of urolithiasis, foot trimming, vaccination and parasite programs, and dystocia management.
 - **Cow/Calf Production Medicine** – Two 2-week rotations in which students participate in all aspects of cow/calf production medicine. Students participate in cattle processing activities at the Nancy M. Cummings Research, Extension and Education Center (NMCREEC) near Salmon, ID as well as field beef work in the Treasure Valley and on the Palouse.
 - **Reproductive Biotechnology** – Two 2-week rotations in which students are provided the opportunity to learn and practice techniques such as artificial insemination, ultrasonography of the reproductive tract of females, early pregnancy diagnosis, fetal sexing, and embryo transfer.
 - **Feedlot Production Medicine**– Two 2-week rotation in which students learn about feedlot layout(s) and management, feeding operation(s), hospital and processing, and bio-security programs. Students conduct a nutritional evaluation of the feedlot with a local feedlot nutritionist and prepare a comprehensive report and critique to be presented both in written and verbal format at the conclusion of the rotation.
 - **Lambing Management** – Two 2-week rotation in which students work alongside the crew of a large range-flock producer during the lambing period. Students participate in management of normal and abnormal pre-parturient, peri-parturient, and post-parturient ewes, neonatal diseases, and other routine veterinary procedures that arise during the lambing season.
 - **Beef Calving** – One 2-week rotation which gives students on-ranch experience in beef calving. Students are assigned to selected cow-calf operations. At their assigned location, students will be involved in intensive heifer calving, mature cow calving, and calving calls with local veterinarians. The students evaluate their assigned operation and prepare a written report at the conclusion of the rotation.

University of Idaho–UI Veterinary Medicine Performance Measurement Report

- **Dairy Production Medicine** – Three 2-week rotations in which students are exposed to all aspects of dairy production medicine. Students spend time with local dairy practitioners, U of I Extension dairy specialists, and a dairy nutritionist. They also are exposed to the products side of the dairy industry with tours of processing plants.
 - B. Pre-veterinary Students.** A gift of \$5,000 was given by the J.A. Wedum Foundation to support a pre-veterinary summer intern. The applicants for this internship are U of I pre-vet students who excel in academics and are interested in gaining some experience with production animal medicine before applying to veterinary school.
 - C. Veterinary Technician Students.** We now offer a veterinary technician internship for College of Southern Idaho (CSI) students, in which the student works directly with our certified veterinary technician for a defined period of time to gain experience with production animals. We also provide cattle handling laboratories for veterinary technician students at two private institutions in the area.
- 2) **Outreach is a major component of the CVTC program and the faculty and staff of the Caine Center.** Activities consist of providing veterinary medical information and consultation to local and regional veterinarians, producers, small-herd or individual-animal owners; and, CVTC faculty regularly present continuing education programs for veterinarians at local, state, regional and national meetings. Faculty and staff present veterinary medical information to producers and animal owners both through oral presentations and in written format through Cooperative Extension Service publications and in lay magazines and journals. During the reporting period, CVTC faculty presented at the American Dairy Goat Association, Payette River Cattlemen's Association annual meetings, at The Jackson Hole Veterinary Rendezvous and the American Association of Small Ruminant Practitioners annual conference. The CVTC faculty contributed to *The Cattle Producers Library* produced by the Western Beef Resource Committee. Presentations were made to local Extension Service programs across the state. The CVTC faculty contributed to the *Owyhee County Cattleman's Corner* and to Idaho Cattle Association's *Line Rider*. Tours of the CVTC and presentations at "career day" activities of local schools are also an outreach to the Idaho community. Members of the Caine Center faculty assist local and regional fairs with animal health and bio-security by performing health check of exhibited animals. Services were provided to the Payette, Owyhee, Twin Falls, Ada and Gem/Boise County Fairs.
- 3) **FY2013 Grants and Contracts include \$73,300 in funding for the Northwest Bovine Veterinary Experience Program (NW-BVEP).** Now in its sixth year, the primary objective of this program is to use an aggressive mentoring program to increase the number of food animal veterinarians graduating from veterinary school and practicing in Idaho. Grant funding for this activity increased over \$15,000 from FY2012, and supported stipends for 21 students participating in the 2013 summer program.
- 4) **FY2013 Grants and Contracts also include \$100,000 for a cooperative project with the Idaho Department of Fish and Game in the area of wildlife/domestic disease interaction, now in its 20th year.** Topics of investigation under this project umbrella include *Pasteurella*, *Mannheimia*, *Bibersteinia* and *Mycoplasma* species (PI: GC Weiser et al). Summary of recent research:
- A. Developed analyses of shedding of microbial pathogens by domestic sheep. This is a continuation of the cooperative UI/Caine Center and Idaho Fish & Game-USDA/ARS project to ascertain the flora and shedding patterns of domestic sheep, which could affect bighorn sheep health and management.
 - B. Defined mycoplasma from domestic and bighorn sheep, and identified virulence factors for further analysis.
 - C. Characterized a portion of the Pasteurellaceae collection and domestic sheep isolates by qpcr PCR and 16S rRNA sequencing. This has been a major thrust and will be finished soon. These data will help elucidate the identities of pathogens carried by bighorn and domestic sheep and their relationships.
 - D. Publications: Three refereed publications came into print during the last year. Another has been accepted and one more is in review.

University of Idaho–WI Veterinary Medicine Performance Measurement Report

- 5) **A project initiated four years ago utilizing UI and USDA-ARS funding**, followed the bacterial shedding characteristics of 125 sheep at the U. S. Sheep Experiment Station (USSES) at Dubois, ID over a two-year period. Analysis indicated that individual sheep do indeed shed Pasteurellaceae potential pathogens at different rates. The results of that project stimulated research collaboration between USDA-ARS and the University of Idaho for a five-year, \$150,000 project to study the genetics of the sheep with regard to shedding of pathogens which cause respiratory disease (PI: GC Weiser, D Knowles et al).
- 6) **Teaching and learning have also been an integral part of the wildlife/domestic disease research conducted at the Caine Center.** This year we mentored a local student (Wilder High School) in a dual-enrollment honors program.
- 7) **During FY 2013, the Faculty at the Caine Center continued efforts in applied research, often in conjunction with veterinary teaching and outreach activities:**
- A vaccine project is being conducted at the Nancy M. Cummings REEC (NMCREEC) near Salmon, ID to evaluate the potential of a vaccine for control of scours. This is a 3- to 5-year study funded by Zoetis (formerly Pfizer) Animal Health (PI: J England).
 - A flock of scrapie-positive sheep is still being maintained at the Caine Center. Tissues from these animals are utilized in ongoing research. We have on average 50 sheep available to TSE researchers, plus a very large bank of frozen tissues with known disease history and genotype. We also have a collection of scrapie brain homogenates, one of which has been described in the literature. One research paper is in the review process in collaboration with researchers in New Zealand, and a research abstract was presented at the International Sheep Conference in Rotorua, NZ, Feb. 2013 (PI: R. Kittelberger, SJ Sorensen et al).
 - Research continued this past year in the management of Johne's disease in sheep and goats, also allowing for student interaction with several cooperative flocks and herds. Activities included: ultrasound pregnancy examination of yearling goats, collection of samples, and on-farm assistance with goat kidding (PI: N Dalton, MW Ayers, B Mamer).
 - The laboratory services program at the Caine Center includes a new contract with a private cancer research company which produces Immunohistochemistry (IHC) Assay Kits to identify prions in animal tissue. The Caine Center's experience and volume of scrapie tissue are utilized in quality assurance testing.

Part II – Performance Measures

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
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University of Idaho–WI Veterinary Medicine Performance Measurement Report

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For More Information Contact

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WWAMI

2015-2019 Strategic Plan

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

As the **medical education contract program for the State of Idaho** with the University of Washington, the **UI-WWAMI Medical Program** supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation

to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

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

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

We acknowledge a **special responsibility to the people** in the states of Washington, Wyoming, Alaska, Montana, and **Idaho**, who have joined in a unique regional partnership. UWSOM and WWAMI are **committed to building and sustaining a diverse academic community** of faculty, staff, fellows, residents, and students and **to assuring that access to education and training** is open to learners from all segments of society, acknowledging a **particular responsibility to the diverse populations within our region**.

Vision for Medical Student Education

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

UWSOM – Idaho WWAMI Medical Student Education Mission Statement

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

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

2015-2019

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- **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%

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.

Supplement: Performance Measures

Goal 1 / Objective A. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats. The ratio of applicants in Idaho to the number of available seats was 8.6:1; the national ratio of in-state applicants to available seats is 2.2:1.

Goal 1 / Objective B. The benchmark is 41%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 51% (271/533).

Goal 2 / Objective A. The benchmark for this objective is \$3M annually, through 2014. In FY13, UI WWAMI faculty earned \$4.4M in new funding from federal grants.

Goal 2 / Objective B. The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity.

Goal 2 / Objective C. The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.

Goal 3 / Objective A. The benchmark is 20 rural training placements following the first year of medical education. During the past summer, twenty-one students completed a R/UOP experience in Idaho.

Goal 3 / Objective B. The benchmark is 20 clerkships per year in Idaho. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Third-year Idaho Track medical students complete five of six required clerkships in Idaho, and fourth-year Idaho Track medical students complete three of four required clerkships in Idaho. Thirteen third-year students and fourteen fourth-year students participated in the Idaho Track during the 2012-2013 academic year. In addition to Idaho Track students, other UWSOM students rotated among the various clinical clerkships in Idaho.

Goal 3 / Objective C. The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in the state (primary care, psychiatry, general surgery, and OB/GYN specialties). The specialties of the 2013 graduating class are as follows:

- Anesthesiology (1)
- Dermatology (1)
- Emergency medicine (1)
- Internal medicine (2)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Obstetrics – Gynecology (1)
Ophthalmology (3)
Orthopedic surgery (1)
Pediatrics (2)
Psychiatry (1)
Radiation – Diagnostic (4)
Radiation – Oncology (2)
Thoracic surgery (1)

Goal 3 / Objective D. The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 60%. The current ROI is 73%.

Goal 3 / Objective E. The benchmark for this objective is 50%, the percentage of Idaho WWAMI medical education dollars spent in Idaho each year. In FY13, 60% of the State appropriations were spent in Idaho.

Part 1 – Agency Profile

Agency Overview

The **Idaho WWAMI Medical Education Program** provides Idaho medical students with the opportunity to complete three of four years of medical school in Idaho, thereby developing their familiarity with the healthcare needs of the State and region, and increasing the likelihood that they will remain in Idaho communities to practice medicine. Twenty Idaho students complete their first year of medical school through the University of Washington School of Medicine's (UWSOM) regional program at the University of Idaho's (UI) Moscow campus, sharing resources and faculty with the joint program at Washington State University in Pullman, Washington. After completing their second year of training in Seattle, students have the opportunity to complete their 3rd and 4th year clinical training requirements in Idaho. These clinical rotations are coordinated through the Idaho WWAMI Medical Education Program office in Boise.

The first year WWAMI Program at UI is directed by Andrew Turner, PhD, who reports to the Provost at UI, and also functions as an Assistant Dean of the UWSOM. The WWAMI Medical Education Program office in Boise is directed by Mary Barinaga, MD, who reports to the Vice Dean for Regional Affairs at UWSOM, and also serves as an Assistant Dean in Idaho. The WWAMI Program at UI employs twelve part-time faculty (shared with other academic programs) and three administrative staff. Idaho students admitted to the WWAMI Medical Program are interviewed and selected by the Idaho Admissions Committee, a group of four Idaho physicians appointed by the Idaho State Board of Education, who work in cooperation with the University of Washington School of Medicine Admissions Committee.

The Idaho WWAMI Medical Education Program is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual specialty selection, as well as increasing the number of physicians who choose to practice in rural or underserved areas. There is also a strong commitment to the partnership between excellence in research and teaching in medical education. On average, WWAMI faculty in Idaho brings in \$5 Million each year in biomedical research awards. Cutting-edge research prepares the next generation of doctors to be well-informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and our clinical/research faculty in Boise, Pocatello, Caldwell, Coeur d'Alene, Idaho Falls, McCall, Sandpoint, Hailey, and other rural training communities are committed to being dynamic teachers and informed biomedical scholars.

In addition, WWAMI program goals include the continued development of humanitarian and service interests of our medical students, and recruitment from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI has established outreach programs to high schools and community colleges to encourage and prepare talented Idaho students from rural, underprivileged, or minority backgrounds who have an interest in medicine and health careers.

Core Functions/Idaho Code

The core function of the Idaho WWAMI Medical Education Program at the University of Idaho is to provide qualified Idaho residents with access to and education in medical training as part of the Idaho State Board of Education's contract with the University of Washington School of Medicine. Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).

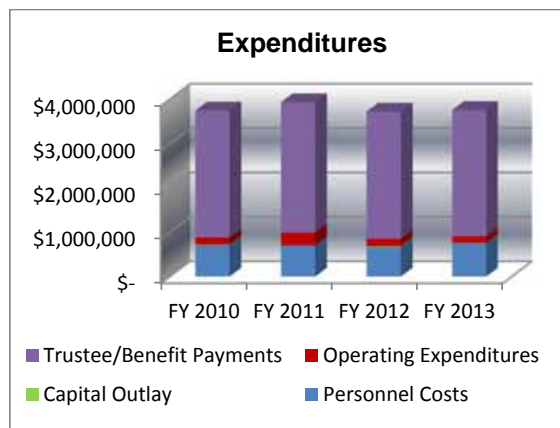
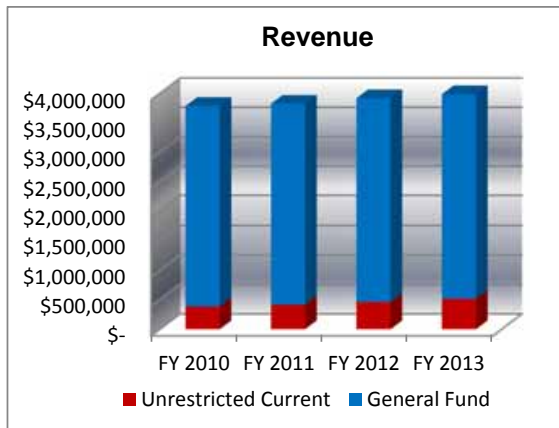
**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

University of Idaho - WWAMI Medical Education Performance Measurement Report 2013

WWAMI

Revenue and Expenditures:

Beginning Fund Balance	FY 2010	FY 2011	FY 2012	FY 2013
	\$ 305,684	\$ 344,314	\$ 230,973	\$ 425,119
Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	\$ 3,395,500	\$ 3,402,400	\$ 3,451,600	\$ 3,465,200
Unrestricted Current	388,874	418,449	463,763	518,164
Total	\$ 3,784,374	\$ 3,820,849	\$ 3,915,363	\$ 3,983,364
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$ 711,639	\$ 706,452	\$ 667,856	\$ 752,266
Operating Expenditures	157,319	287,996	168,612	149,805
Capital Outlay	12,626	0.00	18,150	8,270
Trustee/Benefit Payments	2,864,160	2,939,741	2,866,599	2,845,515
Total	\$ 3,745,744	\$ 3,934,190	\$ 3,721,218	\$ 3,755,856
Ending Fund Balance	FY 2010	FY 2011	FY 2012	FY 2013
	\$ 344,314	\$ 230,973	\$ 425,119	\$ 652,626



Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Number of Idaho Students Applying to UW Medical School (WWAMI)	114	129	149	158
- Average GPA ID WWAMI	3.8	3.8	3.7	3.7
- Average MCAT Score ID WWAMI	9.9	9.5	10.2	10.2
Number of Idaho Students Admitted to UW Medical School	20	20	20	20
Number/Percentage of Graduates Practicing in Idaho (cumulative)	242/49%	248/50%	254/49%	263/50%

Performance Highlights:

1. In 2012-2013, 20 UWSOM students from Idaho completed their first year of medical school in Idaho. In addition, thirteen third-year and fourteen fourth-year UWSOM students (from Idaho and other WWAMI states) completed the majority of their third and fourth year clinical rotations within Idaho on the "Idaho Track". Overall, a total of 110 different UWSOM third and fourth year medical students completed one or more clinical rotations in Idaho during this academic year. Those 110 medical students took a total of 241 individual clinical rotations in Idaho (176 required courses and 65 elective courses).
2. In February of 2013, the Idaho State Legislature appropriated funding to support five new first-year medical seats in the Idaho WWAMI Targeted Rural and Underserved Track program (TRUST). This expands Idaho class size to 25 medical students starting in fall 2013. The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM's network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions.
3. Idaho WWAMI continues to nurture student interest in rural and underserved medicine through offering rural training experiences like the "Rural Underserved Opportunities Program" (R/UOP) during the summer between their first and second years of medical school. During summer 2013, we placed 21 first-year medical students in this one-month rural primary care training experience throughout Idaho. In addition, the Idaho WWAMI R/UOP program received the 2012 Outstanding Program Award from the American Academy of Family Physicians, and was honored at their AAFP Foundation awards banquet in Philadelphia, PA.
4. This year, five Idaho medical students were elected as members of the UWSOM chapter of Alpha Omega Alpha, the national honor society for medicine. By national guidelines, these students must be in the top twenty-five percent of the class to be eligible for election, and must show evidence of personal and professional development as a physician-in-training, integrity, compassion, fairness in dealing with one's colleagues, and capacity for leadership. Our Idaho honorees were Camille Asher (Boise), Hillary Chisholm-Stiefel (Coeur d'Alene), Derek Hill (Idaho Falls), Brooke Jardine (Twin Falls), and Lucas Marchand (Pocatello).
5. Admission interviews for Idaho applicants took place in Boise January 7-11, 2013 and in Seattle March 4-8, 2013. Applicants choose their interview site; all interviews were done by Idaho physicians who make up the Idaho Admissions Committee during both weeks. For the entering class of 2013, Idaho received 158 total applications. Of these applicants, a total of 72 were interviewed, 44 in Boise and 32 in Seattle. Idaho WWAMI admission interviews in Boise are a permanent part of the WWAMI admission process for Idaho students.
6. WWAMI-affiliated faculty at the UI continues to be highly successful in bringing National Institute of Health biomedical research funding into Idaho. The Idaho INBRE Program, now in its fifth year of a five year, \$16.6 Million NIH award to build Idaho's biomedical research infrastructure, continues to expand research capacity at all nine of Idaho's universities and colleges and the Boise VA, through shared faculty funding and student research training support. In addition, WWAMI faculty earned \$4 million in new funding from NIH, to advance biomedical research in infectious and genetic diseases.

University of Idaho - WWAMI Medical Education Performance Measurement Report 2013

Part II – Performance Measures

Performance Measure	FY 2010	FY 2011	FY 2012	FY2013	Benchmark
Number of Idaho Applicants Per Year; Ratio of State Applicants Per Seat	114 5.7 : 1	129 6.5 : 1	149 7.5 : 1	158 8.6 : 1	2.2 : 1 ¹
Idaho WWAMI Pass Rate on the U.S. Medical Licensing Examination	100%	100%	100%	100%	91% ²
Number of Idaho Rural Summer Medical Student Placements Per Year	20	18	20	21	10 ³
Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho (Idaho WWAMI graduates practicing in state/number of Idaho WWAMI graduates)	49%	50%	49%	50%	39% ⁴
Overall Idaho return on investment (ROI) for WWAMI graduates (five states) who practice medicine in Idaho (all WWAMI graduates practicing in Idaho/number of Idaho WWAMI graduates)	72%	73%	72%	73%	>60%
Percentage of Idaho WWAMI graduates choosing primary care specialties for residency training	35%	39%	53%	51%	50% ⁵

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1. This is the national ratio of in-state applicants per admitted students (2010)
2. U.S. Pass Rate
3. The target is 50% interest in rural training experiences
4. This is the national return rate for all medical schools in the U.S.
5. This target rate is per WWAMI mission

ISU Department of Family Medicine
Strategic Plan
2015-2019

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- *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
 - *Performance measure:*
 - Meet the national criteria of PCMH
 - *Benchmark:*
 - 2013: 75% of criteria met. 2014: 90% of criteria met.

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

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

Objectives for efficiency:

- a. Identify the best operational and financial structure to maximize funding streams and clinical revenues
 - *Performance measure:*
 - Identify residency structural change for the clinic to become a New Access Point for Health West.
 - *Benchmark:*
 - Integration of Health West and Pocatello Family Medicine

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

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

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

- 1. Access – Recruitment of physicians for Idaho.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

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



Strategic Plan 2014-2018

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
- ❸ Boise State University – Boise and Nampa
- 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 16, 2014

people, establishing long-term relationships with partners and encouraging all to participate in quality improvement are some of the actions that demonstrate devotion to quality.

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

Priorities:

The Idaho SBDC will focus on the following priorities:

1. Maximum client impact – While the SBDC provides services to all for-profit small businesses, it is clear that a small percentage of businesses will contribute the majority of the impact. Improving the ability to identify impact clients, develop services to assist them, and create long-term connections will increase the effectiveness of the Idaho SBDC.
2. Strong brand recognition – The Idaho SBDC remains unknown to a large number of businesses and entrepreneurs, as well as stakeholders. A consistent message and image to convey the SBDC value in conjunction with systematic marketing are necessary to raise the awareness of the SBDC value to both potential clients and stakeholders.
3. Increased resources – Federal funding remained level from 1998 until 2007 resulting in a very lean operating budget and loss of several positions. A slight increase was received for 2008 however; additional resources – both cash and in-kind – are necessary to have an impact on a greater portion of small businesses and entrepreneurs.
4. Organizational excellence – The Idaho SBDC is in the top 10% of SBDCs on all impact measures, is consistently one of the top 5 states on the Chrisman impact survey, and received accreditation in 2009 with no conditions. The organization must continually improve to maintain this excellence.

Market Segments:

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

Segment 1:

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

Segment 2:

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 16, 2014

Segment 3:

Impact clients – This segment is composed of businesses with the potential to grow sales and jobs. It is further divided into those with expected short-term impact and those that are considered long-term growth clients. These businesses will receive focused long-term services and coaching and be tracked separately in the MIS system with a goal of spending at least 40% of time on these clients.

Segment 4:

Export and Technology clients – Focus is on these segments because exporting brings wealth into the state and technology companies tend to create higher paying jobs. Cross network teams have been created to assist these clients. Export companies are typically existing businesses while tech companies can occur in either pre-venture or existing business segments.

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. 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. 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 top client needs Idaho SBDC:

- Access to capital
- Marketing
- Health care insurance
- Business model
- Mobile apps and tools

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

SWOT

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

Benchmark: 40% by December 2014.

Objective 1.2: Create and implement a systematic process for collecting and verifying impact.

Performance Measure: Percent of impact verified

Benchmark: 100% of impact verified by 2014.

Objective 1.3: Expand and integrate export assistance into the network.

Performance Measure: Collaborate with the International Business program 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: Obtain technology accreditation by July 2015.

Benchmark: Decision

Performance Measure: Use statewide Tech Team to assist technology companies.

Benchmark: 100 companies

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Strong Brand Recognition

Goal 2: Increase brand awareness with stakeholders and the target market.

Objective 2.1: Develop and implement a process for systematically communicating our impact and our success with stakeholders.

Performance Measure: Distribute success stories

Benchmark: Quarterly

Performance Measure: Develop and send an electronic newsletter to stakeholders.

Benchmark: Quarterly

Objective 2.2: Increase articles, posts, etc. in the media

Performance Measure: Increase media impressions

Benchmark: 20% increase in media impressions for 3 years

Objective 2.3: Increase website usage by 20% by 2014.

Performance Measure: Update website

Benchmark: Increase website usage by 20% by December 2014.

Increase Resources

Goal 3: Increase funding to the Idaho SBDC by \$300,000 and student/volunteer resources to 6,000 hours.

Objective 3.1: Seek additional state funding increase for FY16.

Performance Measure: Line item request

Benchmark: \$300,000 funding for 100 jobs, \$2,000,000 in client capital

Objective 3.2: 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: Achieve highest rating and/or meet goals for SBA exam, program reviews, Accreditation, SBA goals, etc.

Benchmark: Highest rating

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

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

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 Idaho SBDC has observed that businesses that use our services do much better in poor economic times than does the average business in Idaho. The recent economic downturn has highlighted how challenging it is to grow sales, increase jobs, raise capital, and start a new business.
2. **Funding.** Funding for Federal, University and State sources directly impact the resources available to the Idaho SBDC. Without the financial resources available to hire and retain the right people and provide them with resources (phone, computers, etc), it will be challenging to serve Idaho's entrepreneurs effectively.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**



**Idaho Small Business Development Center
Program Performance Measures/Benchmarks**

Supplemental to Strategic Plan 2014

Performance Measure	Description/Benchmark*	CY2013
Consulting Hours	The total number of hours of consulting and preparation time; Goal is 16,000	16,351
Average Hours Per Client	Goal is 8.5	14
% hours for Impact Clients	Goal is 40%	30%
# of tech companies	Goal is 100	85
Student/volunteer hours	Goal is 6,000	5,121
Number of Client with 5 hours or more of contact and preparation time	Goal is 550	520
Business Starts	Goal is 72	70
Jobs Created	Goal is 500	438
Sales Growth	Growth in sales year to year. Goal is \$25,000,000	\$33,744,289
Capital Raised	Capital raised in the current year. Goal is \$25,000,000	\$24,404,640
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	4:1
Customer Satisfaction	Percentage of above average and excellent rating, Goal is 90%	98%

*The benchmarks (goals) are developed with data from other SBDCs, the SBA, and from our accrediting organization.

Idaho Dental Education Program

STRATEGIC PLAN

2015-2019

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:*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

- 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
2014-2019**

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Dear Fellow Idahoan:

I present to you a five-year vision — a strategic plan — for the Idaho Museum of Natural History (IMNH). The plan outlines how we will build on the museum’s accomplishments in researching, preserving and sharing the story of Idaho’s natural and cultural history. It also takes us toward a new frontier: development of a “virtual” museum that uses the Internet to mitigate the challenges of Idaho’s geography and extend the benefits of the museum to all.

The plan puts substantial focus on important issues that impede our ability to fulfill the museum’s legislated mandate. Among those issues are funding, and the inadequacy of our current building. The overriding goal for the next five years, however, is increasing access to the research and educational benefits we offer not only to the people of Idaho, but to people around the world.

Various Internet-driven technologies make it possible now to deliver IMNH research and educational programs to students, educators, families, scientists and others wherever they live, learn and work. A “virtual visit” is no substitute for a personal visit to our exhibitions and collections. Yet we are acutely aware that personal visits to our facilities in Pocatello aren’t possible for many of the people we are obligated to serve. The Internet empowers us to bring the museum to them.

This is an ambitious plan, and the challenges we face in achieving its goals are formidable. Yet we are inspired by the determination of a few professors and community leaders to establish this museum during the depths of the Great Depression. They looked beyond the difficulties of their time, and saw what a museum could do for the generations to come. They saw opportunities when it was reasonable to see only obstacles. We are committed to doing no less.

The Idaho Museum of Natural History has been at the forefront of science education in Idaho for more than 75 years. This strategic plan reflects opportunities to build on that legacy. It is a pathway with obstacles to overcome, but the destination is worthy. Please join me on the journey ahead.

Sincerely,

Herbert Maschner, Ph.D.
Director, Idaho Museum of Natural History

Idaho Museum of Natural History
Draft Strategic Plan Revision
2014-2019

Table of contents (click on topic)

[Idaho Museum of Natural History](#)

[Introduction](#)

[Our roots](#)

[Our mission](#)

[Our vision](#)

[IMNH today](#)

[Guiding IMNH's future](#)

[Goals and objectives](#)

[FY 2014 -- 2019](#)

[Goal 1](#)

[A "virtual" museum](#)

[Objective: Design, deploy and manage a "Virtual Museum"](#)

[Goal 2](#)

[Adequate staffing](#)

[Objective: Additional museum professionals](#)

[Goal 3](#)

[Upgrade collections functions](#)

[Objectives:](#)

[Goal 4](#)

[Increase funding](#)

[Objective: An endowment](#)

[Objective: Research and stewardship grants](#)

[Objective: A gift-funded travel and research fund](#)

[Goal 5](#)

[Develop and support programs for](#)

[K-12, higher-education and the general public](#)

[Objectives:](#)

[Goal 6](#)

[Improve communications and marketing](#)

[Objectives:](#)

[Goal 7](#)

[A new museum building](#)

[Objective: Plan a capital campaign for a new](#)

[Benchmarks and Performance Measures](#)

[Moving forward](#)

Idaho Museum of Natural History

Introduction

The Idaho Museum of Natural History (IMNH) is the state's premier institution of its kind for discovering, interpreting, preserving and disseminating knowledge in the core disciplines of Natural History. These include:

Earth Sciences and Ancient Environments

- paleontology
- rocks and minerals
- earth history

Life Sciences and Ecosystems

- botany
- mammals, birds, fish and reptiles
- ecosystems and adaptations

Peoples, Cultures, and Ancient Lifeways

- anthropology
- archaeology
- human ecology

Accredited by the American Association of Museums, IMNH operates under the auspices of the State Board of Education from the campus of Idaho State University, a doctoral-level and Carnegie-designated "research high" university in Pocatello. The university provides substantial support, advocacy and supervision. This is a mutually beneficial and supportive relationship that facilitates museum engagement with students, faculty, K-12 educators and other important constituents locally, statewide and around the world.

Our four divisions -- anthropology, earth sciences, life sciences and education -- operate in facilities that include classrooms, research laboratories, artifact and fossil preparation laboratories, storage for permanent collections, and an exhibition fabrication shop. The museum houses an exhibition gallery, the Idaho Virtualization Laboratory, curator offices, and research areas for students and visiting scientists. There also are administrative offices, the Education Resource Center, Children's Discovery Room and the Museum Store.

Through a range of opportunities for learning and enrichment, we reach out continually to diverse constituencies, from K-12 and graduate students to higher-education faculties and field researchers.

Our roots

The museum is rooted in Idaho's higher-education system. A group of forward-looking professors and community leaders founded it in 1934 as the Historical Museum at the Southern Branch of the University of Idaho — today's Idaho State University. In 1977, Gov. John Evans signed a proclamation designating IMNH as Idaho's museum of natural history; in 1986 the Legislature made the proclamation law.

Our mission

We are caretakers of Idaho's natural and cultural history. Our legislative mandate is the collection, interpretation and exhibition of artifacts, fossils, plants and animals in educational ways. Our goal each day is to enrich the lives of the people of Idaho through understanding of our natural heritage.

We use science to tell the story of Idaho. Through scholarship, stewardship and outreach, we add new knowledge to past discoveries and make what we learn accessible to all for benefits we may not foresee. We answer questions about our world and raise new ones, always nurturing humankind's yearning to know more.

Our vision

The Idaho Museum of Natural History strives to make science and cultural history accessible, relevant and meaningful. We aspire to democratize science, that is, to make our research and knowledge portfolios more broadly accessible through measures that will mitigate the limitations of brick-and-mortar facilities.

We see existing and emerging information technologies as tools that will enable us to overcome logistical, geographic and financial barriers to learning. There is no substitute for a leisurely afternoon spent among our exhibits, which the public can visit free of charge. Yet there is a new frontier: bringing Idaho's museum to the people wherever they live, work and learn.

In this spirit, our staff is eager to augment our physical facilities in Pocatello with Internet-driven tools that will help us deliver the scientific, educational, cultural and economic benefits of this institution to its stakeholders wherever they are.

We work each day at IMNH to expand our contribution to Idaho as a productive research and education resource for the State and region. We are committed to being efficient and innovative in work that fulfills our mandate. So over the next five years IMNH will focus on making the benefits of our work known and available to all.

We will accomplish this through the following means:

- scholarship, exhibitions and educational programs
- partnerships and fundraising
- outreach, lectures and symposiums
- information technologies

IMNH today

The Idaho Museum of Natural History has never been just a storehouse of artifacts and exhibits. While it is indeed a steward of important artifact collections, it also is a research and education institution.

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 \$2.1 million in grants and donations. He was inducted as a Fellow of the American Association for the Advancement of Science in 2013.

Curator Rick Williams, Ph.D., is one of the leaders in the development of The Consortium of Intermountain Region Herbaria (CIRH), which is seeking to “virtualize” herbaria of the Intermountain West by putting 3 million plant specimens online. That will provide access to researchers globally.

Curator Leif Tapanila, Ph.D., recently received more than \$200,000 from the National Science Foundation for the Alamo Impact Project, a study of a Devonian Period meteor impact event in southern Nevada. This project will study the effects of that event on geology and on invertebrate life. The IMNH will work on developing and designing the website for the project, and will do public outreach through teacher workshops and other activities.

The following are further examples of research projects in which IMNH is involved:

- New discoveries of ice-age fossil tracks and trackways at American Falls Reservoir will provide critical details about life on the Snake River Plain more than 35,000 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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

composition of obsidian artifacts and the source flows from where the raw obsidian was collected, are helping us learn about Native American trade, migration and land use.

- Further investigation of Helicoprion sharks, found in the fossil beds of the modern mines in southern Idaho, is transforming understanding of the evolution of sharks. This rare species of shark is completely unknown in the modern oceans and is critical to our understanding of life in the Permian Period.
- Digitization of the Life Sciences Project, which is creating a new database structure; development of a digital-image library; and development of online visual keys to plants of the region. This will include online specimen records and images with capabilities to map distributions, produce dynamic species lists, and multi-entry keys to plants of the Intermountain West -- critical to all studies of landscape change and the effects of both people and climate on ecosystems.
- Equine Navicular Syndrome, an incurable lameness in modern horses traditionally thought to be caused by humans, has now been found ago in the fossil horses of Idaho dating to over 3.5 million years ago. This discovery is changing our views of this pathology in modern horses.
- Studies of the ancient invertebrates of Grand Staircase-Escalante National Monument are leading to new interpretations of environmental changes through comparisons between ancient ecosystems and the modern world.

IMNH-related research and education projects are being conducted by educators and scientists from around the world. These projects range from the Idaho Master Naturalist Program and studies of ice-age mammals of North America, to research on the global extinction of dinosaurs.

This caliber of scientific work by IMNH scientists, and the professional credentials of IMNH staff, attract and nurture professional networks and knowledge. This helps open doors, raise funding and enhance the stature of Idaho State University and the museum. We are currently enhancing the museum's professional and scientific stature by expanding the museum's collections and research activity in three key areas:

The **John A. White Paleontological Repository** houses the largest paleontological collections in Idaho. We are expanding these collections through extensive field research, and using these collections to assist the State of Idaho in meeting new US Government regulations concerning the discovery of paleontological resources on State and Federal lands.

The **Swanson Archaeological Repository** at the IMNH currently houses and preserves archaeological collections from southern and eastern Idaho that belong to state and federal agencies. This includes hundreds of boxes containing over 300,000 archaeological specimens. These collections are growing through active field research and contractual arrangement with a number of agencies. We are further expanding the existing Swanson Archaeological Repository to store collections for federal and state agencies outside of Idaho as well.

The **Ray J. Davis Herbarium**, with a collection of nearly 80,000 plants, is expanding through a consortium of regional herbaria through grants and cooperative agreements. Students and staff are actively collecting and processing plant specimens expanding our holdings, and making possible new studies of biodiversity and range management.

Collection efforts are substantial in all other areas of the museum as well. Active expansion in ethnography, mammalogy, herpetology, and geology are making the museum a stronger research and education institution, and enhancing our National and International reputation.

Guiding IMNH's future

Stakeholder groups will be central to our success over the next five years. The new **Executive Committee**, comprised of IMNH curators, is tasked with long-range planning, seeking consensus in key areas of management, and building a team approach to solving important management priorities, including budgets. **Friends of the Museum** is a community auxiliary to the museum with broad subscription membership from southern Idaho. The Friends will provide an organizing network, sponsor lectures, field trips and community events. The 16-member **Museum Advisory Committee** includes state legislators, bankers, philanthropists, mayors, and business and community leaders; it is our organizational and advisory leadership unit, providing opportunities to reach out across Idaho and the Nation.

Goals and objectives

FY 2014 -- 2019

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-

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

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 enabled 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 2012-2013, a \$600,000 gift (5 year award) from the Hitz Foundation, followed by a \$300,000 award from the National Science Foundation, continued this effort to create a virtual museum. In 2013, a \$266,000 award from the Murdock Trust was awarded to improve the informatics reach of the museum and continue the virtual museum project.

Objective: Design, deploy and manage a “Virtual Museum”

We will accelerate development of a virtual museum that will use digital technology to make our collections, exhibitions and other resources available to learners, educators and researchers online and on demand.

Our virtual museum will be a key tool for overcoming the growing challenges involved in making physical visits to our gallery and activities. It will help spread awareness of and access to the benefits of our work, including research and educational programs.

We will strive to have the entire museum collection online and accessible from anywhere in the world, in the next five years. This will require considerable funding from outside resources. We will immediately begin writing grant proposals to U.S. government agencies and philanthropic foundations in order to begin implementation of the Virtual Museum.

Goal 2

Adequate staffing

The museum currently serves the entire State of Idaho — and to a degree the Intermountain West — with fewer than eight (8) full-time-equivalent (FTE) positions. We rely as well on five (5) part-time employees. In academic year 2013-2014, we had 26 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: Position Number 2 below was funded by the ISU administration on a short-term basis. We have made no progress in the other critical positions.

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 and gallery manager** to support our public-outreach mission and assist in delivering high-quality educational programs and exhibitions that reflect current best practices.
4. A **professional conservator** to ensure adequate care of collections.
5. **Professors** to work as curators and division leaders in each of the four IMNH divisions. Especially a Curator of Anthropology.

To achieve our immediate goals, we will propose to the State of Idaho an IMNH funding increase to hire a development officer. But we also fully recognize that we cannot “hire” our way to fulfillment of the museum’s complete mission. So we will rely to a significant degree on an energized museum membership drive to gain access to essential human and financial resources. We also recognize that managing volunteer staff will require time and energy from full-time staff.

Goal 3

Upgrade collections functions

IMNH houses more than 500,000 natural and cultural objects. These irreplaceable items are central to our research, exhibitions and educational work. They must be properly prepared, inventoried, preserved and stored following current best practices.

As we become increasingly active in research, educational programs and exhibitions at locations beyond the museum building, we must deploy a secure internal system to track and manage our collections.

Objectives:

- We will purchase and deploy new storage systems that will help us make more efficient use of collections storage space. We will seek capital improvement funds to meet our storage and curation needs by implementing a \$500,000 campaign for storage systems. We have applied for grants in 2013 to meet this need.
- The museum will update collection-management policies and procedure manuals. To do so, we have begun the process of hiring a new museum Registrar, who will be an experienced leader in museum regulations and best practices.
- We will complete development of a digital collections database for each division. To accomplish this, collections managers have begun training initiatives, and have been creating new database systems to enhance management of their collections. Implementation is in collaboration with the Informatics Research Institute at Idaho State University.
- We shall begin writing proposals to complete a conservation assessment of the museum, which will be done by a team of experts from other institutions. This will specifically define the conservation needs of our collections and make it possible to secure further grants to match those needs. Based on this assessment, we will create a conservation plan for each division.

Goal 4

Increase funding

Working through our regional Museum Advisory Committee, Friends of the Museum and other partners, we will be even more proactive in developing research grants, philanthropic and membership-based funding streams independent of State appropriations.

Objective: An endowment

Key to fulfilling and sustaining the museum's mission for the long term will be establishment of an endowment founded on one or more major philanthropic gifts. To accomplish this goal in an era of declining public funding for higher education will require the continuing services of a professional development officer.

We will employ a number of tactics: events, outreach, marketing and communication initiatives, and opportunities to name facilities after philanthropists who support our mission with major gifts.

Objective: Research and stewardship grants

Competitive research grants from entities such as the National Science Foundation are a major source of funding for every higher-education institution. Such funding helps fund not only scholarship, research and stewardship of collections, but it also helps fund staff positions, faculty, even equipment and operating costs. The Idaho Museum of Natural History must be competitive, energetic and entrepreneurial in identifying and pursuing appropriate opportunities. And we shall be.

In 2012-2014, the IMNH secured nearly \$300,000 in donations for remodeling and for exhibits.

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.

In 2014, the IMNH received some funds for travel from the Hitz Foundation.

Goal 5

Develop and support programs for K-12, higher-education and the general public

IMNH collections have been used for paleontological research leading to master's and doctoral degrees, and in scholarly research related to Doctor of Arts degrees.

Much of what we do, however, is for the benefit of K-12 education. Since 1990, more than 36,150 K-12 students have come through our doors. We also have long provided a number of popular, informal science-education programs that enrich learners of all ages and backgrounds — school and community groups, individuals and families alike — through direct experience with science.

Among these programs are:

Pint-Sized Science Academy, an early childhood science-learning opportunity

Science Trek, an overnight adventure at the museum for children in the third through fifth grades

Forays into the Field, a unique week-long science experience for young women in junior and senior high school; and

Science Saturdays, a special series of hands-on classes for elementary-age students.

We offer tools to educators through the Education Resources Center. We've also received significant extramural funding for innovative projects designed to get science resources to K-12 and university educators. Among these are online educational resources such as: "Digital Atlas," "Idaho Virtualization Lab," "Fossil Plot" and "Bridging the Natural Gap." The museum's local partnerships, as well as its associations with Idaho State University faculty and students, enable each group to be mutually supportive.

To sustain and build on these successes in a cost-effective manner, the museum must build infrastructure that enables planning for efficient and effective expansion of educational programs.

We hope that by more effectively aligning our exhibits and educational programs with Idaho's K-12 curriculum, we will improve the relevance of our work to the K-12 system. We see our "virtual museum" initiative doing a great deal to mitigate the access issues schools face today as well.

Personal visits will remain a cornerstone of the IMNH experience, so we are developing a long-term exhibit plan to ensure thematic continuity and regular rotations. An exhibition gallery that emphasizes research and education is a critical museum centerpiece.

Efforts are underway to bring parents and other adults back to the museum experience. An important obstacle to filling classes for adults is communicating the availability of adult classes for the public. Overcoming this will require a strong communications person and communications plan, based on efficient contemporary tactics and tools, to “get the word out.” Through granting and fund-raising we will work towards the following objectives.

Objectives:

- Maintain on-site visitation by students at an average of 8,000 per year by including exhibits that are relevant to K-12 curricula; providing appropriate outdoor accommodations for classes and families; making classrooms more accessible to adult learners; equipping classrooms with computers, Smartboards, digital projectors, DVD players, conferencing capabilities and other learning tools.
- Establish a Career Path Internship Program for 10 students each summer
- Create graduate-student assistantships to aid in program development and delivery.
- Build an interactive, multimedia website to connect self-learners with a rich array of science-education resources and experiences.
- Develop a Museum Store business plan to ensure success of store activities, including coordination of educational programming, a successful museum E-Store, and effective sales of IMNH and other relevant publications.

Goal 6

Improve communications and marketing

The Idaho Museum of Natural History is mandated to serve all of Idaho, yet for a variety of reasons it can seem most closely associated with only one of Idaho’s four-year higher education institutions — Idaho State University — and only one geographic region, southeastern Idaho. Geography explains much of that. Employing contemporary marketing and communications tools and tactics will help us strengthen our image and role as a statewide resource.

To raise the stature of our staff, our work and Idaho’s museum — which will strengthen our case for research funding and philanthropic support — we will tell our story more

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014

effectively. That will require staff skilled in crafting and projecting communications that alert, inform and persuade targeted audiences. Key to meeting these objectives is the hiring of a development specialist; but in the meantime, we will begin many of these activities using a dedicated part-time staff of student employees.

Objectives:

- We will develop a media-relations strategy to generate positive publicity.
- The museum will improve two-way communications with K-12 educators to increase their awareness of the opportunities we offer, and our awareness of ways to make exhibitions and programs relevant to their needs.
- Implementation of a communications plan will be undertaken to raise general-public awareness of museum educational programs, leading to increased enrollment.
- We will offer online virtual tours of the museum and its exhibitions. Digital video technologies will be 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 exhibits, including ice-age animal mounts and an exhibit on how climate change on the Snake River Plain has affected its plant and animal life. The event attracted 500 visitors; since then the museum has received thousands of visits from K-12 students and the public.

We have maximized what can be done with the former library building we occupy on the Idaho State University campus. We cannot grow and expand our services to Idaho for the long term and remain in our current building.

Our operations are confined to 35,786 square feet as follows:

Basement: 15,337 sq. ft.

Main floor: 15,693 sq. ft.

Warehouse: 3,606 sq. ft.

Garden: 1,150 sq. ft.

Participation in one of our most popular and effective programs for children, the Science Trek sleepover program, provides an example of the impact our building is having on service to our constituents. Necessary remodeling has imposed space limitations that, in turn, hold participation to 120 children. Science Trek previously accommodated up to 150 children.

Meeting spaces also have been reduced so that classroom and auditorium capacity no longer permits comfortable seating for lectures and programs with more than approximately 25 people.

We have been resourceful and adaptable in making the best of our building, yet it has never been adequate for the work of a research- and exhibit-oriented public museum that must meet the expectations of constituents and stakeholders in the 21st century.

Obstacles the current building presents include the following:

- little or no room for expansion
- overcrowded collections areas
- security, environmental, pest-management and parking issues posed by sharing facilities with other campus operations
- lack of adequate storage for exhibits and educational materials

If the museum is to maximize its benefits to Idaho and focus increasingly on well-funded research, education and public engagement, a new building — constructed specifically for museum uses — is a necessary investment.

Objective: Plan a capital campaign for a new building

In partnership with our advisory and stakeholder groups, we will plan the launch of a multi-year capital campaign. The campaign would raise major financial gifts for construction, maintenance and operation of a museum-centered U.S. Green Building Council LEED-certified building to be located on the ISU campus.

Benchmarks and Performance Measures

In the following areas of museum operations, we shall target 10 percent increases per year in each year of this plan:

- philanthropic financial gifts
- research grants and other grants
- scientific publication
- public visitation
- enrollment in public programs

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Performance Measures and Benchmarks FY 2011-2014

Performance Measure	FY 2011	FY 2012	FY 2013 Performance	FY 2014 Benchmarks	FY 2014 Performance
Number of People Served by the General Public Museum Programs	13,543	12,252	12,980	Increase 5%	8750 so far
Grant/Contract Revenue Received	\$505,000	\$650,000	\$1,600,000	Increase 5%	\$300,000 So far
Number of Exhibitions Developed	25	Completed 2 large exhibits	In progress	2 large exhibits	Completed largest exhibits in IMNH history
Number of Educational Programs	70	72	65	Maintain programs	Unknown. Education officer was on medical leave for 9 months

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2014**

Performance Measures FY 2014-2019 Based on New Goals

Performance Measure	FY 2014-2019 Benchmarks	FY 2014-2019 Performance	FY 2014-2019 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 continuing \$266,000 awarded from Murdock Trust
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.	Not Met: Continuing discussion with ISU and the Idaho Legislature
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. New grants proposals submitted.
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.	Not Met: Education coordinator was on medical leave for 9 months.
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.	Met: working on traveling exhibits. Billboards, radio, and print advertising
Goal 7 A new museum building	Form Capital committee for fund raising.	Create Capital Committee	Not Met. Planned for 2014.

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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