

**WORK SESSION
APRIL 15, 2015**

TAB	DESCRIPTION	ACTION
A	FISCAL YEAR 2016 STUDENT TUITION & FEE RATES (ACADEMIC YEAR 2016-2017)	Motion to Approve
B	INSTITUTION, AGENCY, AND SPECIAL/HEALTH PROGRAMS STRATEGIC PLANS	Motion to Approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES

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COLLEGE AND UNIVERSITIES

SUBJECT

FY 2016 Student Tuition & Fee Rates (Academic Year 2016-2017)

REFERENCE

February 2013	Board approved second reading for V.R. Policies regarding Board approval for New Student Orientation fees
February 2014	Board approved second reading for V.R. Policies regarding Board approval for Senior Citizen Fee with eligibility determined by each institution
December 2014	Board approved second reading for V.R. Policies regarding online program fees, clarifying the Technology Fee, adding Dual Credit and Summer Bridge Program fees, and revising special course fees

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.Y., V.R.

Idaho Code § 33-3717A

BACKGROUND/DISCUSSION

Section V.R. contains the Board policy that defines fees, the process to change fees, and establishes the approval level required for the various student fees (Chief Executive Officer or the Board). The policy provides in part:

“In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change.”

Per board policy, Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and Eastern Idaho Technical College (EITC) notified students of proposed fee increases and conducted public hearings. Their respective presidents are now recommending to the Board student tuition and fee rates for FY 2016.

Reference Documents

Page 9 displays information from the *2015 Sine Die Report* showing the decline in the percentage of the General Fund allocated to the College & Universities over the last 22 years compared to other state budgeted programs.

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Page 10 shows the percentage of total appropriation for General Funds, endowment funds and tuition and fees since 1980.

Page 11 compares the current fiscal year WICHE states' average tuition and fees for resident and nonresident students.

Page 12 shows a summary of FY 2016 annual requested tuition and fees.

Staff has prepared charts similar to those included in each institution's tab by aggregating the data for the 4-year institutions. The charts are described below:

Page 13 – Cost of Attending College vs. Per Capita Income

The purpose of this chart is to show the increasing cost to attend college (student fees, books and supplies, room and board, personal expenses, and transportation) compared to the per capita income from 2004 to 2014. Each institution has a similar chart showing similar information. The “cost” of attendance reflects full tuition and fees, which differs from the actual “price” of attendance which would reflect cost net of tuition discounts through financial aid and scholarships.

The average cost to attend Idaho's 4-year institutions has grown from \$13,577 in 2004 to \$18,920 in 2014, or 52%, while the Idaho per capita income has increased from \$28,967 to \$37,409, or 29%. The increases in the cost to attend college from 2004 to 2014 are as follows:

Tuition & Fees	92%
Books and Supplies	12%
Room and Board	55%
Personal and Transportation	<u>50%</u>
Total Cost to Attend	52%

Page 14: Cost to Deliver College

The purpose of this chart is to show the costs to deliver college, changes in student enrollment and cost per student FTE. The increases in the cost to deliver college (by major expenditure functional categories) from 2004 to 2014 are as follows:

Instruction	55%
Academic Support	32%
Student Services	18%
Library Services	42%
Athletics & Auxiliaries	42%
Plant and Depreciation	44%
Institutional Support	86%
Financial Aid	<u>33%</u>
Total Increase in Cost to Deliver College	29%

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At the same time, student FTE (horizontal red line page 14) has decreased by 1%. Taken together, the total cost to deliver college per student FTE (bottom line) has increased by 46% from \$10,245 in 2004 to \$14,918 in 2014.

Page 15: Resident Tuition & Fees, Consumer Price Index (CPI), Per Capita Income, and Average Annual Wage

The purpose of this chart is to show the annual percentage increase from 2004 to 2015 for resident tuition & fees, CPI, Idaho Per Capita Income, and Idaho Average Annual Wage. As the chart indicates, historically when per capita income and annual wages have increased at a higher rate than the previous year, fees have correspondingly increased at a lesser rate. The opposite is also true, when income and wages have increased at a slower rate than the previous year, fees have correspondingly increased at a faster rate. This trend changed starting in FY 2011.

Page 16: Tuition/Fee Waivers and Discounts

The purpose of this report is to show the dollar value of tuition & fee waivers granted by each institution along with the Board policy section authorizing each type of waiver. The report also includes discounts such as staff, spouse, dependent, and senior citizen fees which are not waivers.

Institution Fee Proposals

The detailed fee proposals for each institution are contained in separate tabs (ISU, EITC, LCSC, UI and BSU), and each section includes the following:

- Narrative justification of the fee increase request and planned uses of the additional revenue.
- Schedule detailing the tuition and fee changes.
- Schedule projecting the amount of revenue generated from the tuition and fee changes.
- Schedule of non-state revenues needed to cover FY 2016 itemized expenses.
- Schedule displaying a 4-year history of Board-approved fees and the FY 2016 requested fees.
- The same charts as found on pages 13-15 (and described above) at a disaggregated, institution specific level:
 - Chart: Cost of Attending College vs. Per Capita Income
 - Chart: Cost to Deliver College and Cost to Deliver Per Student FTE
 - Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage

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IMPACT

Full-time resident tuition and fee increases being requested by the institutions for FY 2016 (academic year 2015-2016) are as follows (in the order they will be presented):

	<u>Fee</u>	<u>% Increase</u>
Idaho State University	\$6,784	3.3%
Eastern Idaho Technical College	\$2,334	3.5%
Lewis-Clark State College	\$6,000	1.7%
University of Idaho	\$7,020	3.5%
Boise State University	\$6,874	3.5%

STAFF COMMENTS

Historically, the tuition and fee setting meeting has been beset by an inability to quickly and accurately calculate the impact of a proposed percent change or converting a revenue target into a percent change. This has fostered frustration and uncertainty for all involved. Last summer Board staff initiated a discussion with the Business Affairs & Human Resources Committee (BAHR) and the institutions about how to improve the tuition and fee setting process. The conversation initially centered on standardized worksheets using common definitions and methodology, and the concept of using a real-time interface to facilitate decision-making at the meeting. Ultimately, however, BAHR coalesced around a plan in which BAHR would meet with the institutions in a series of “pre-meetings” beginning in January in order to start the conversation earlier.

There were three such meetings between January and March of this year. Initially the institutions presented their projected unfunded needs based on the Governor’s budget recommendation and anticipated legislative action. These meetings provided for an informal setting in which the institutions could present scenarios based on campus needs, and BAHR members were able to provide input on those different scenarios. As the Legislative session progressed, the institutions were able to plug-in the Joint Finance-Appropriations Committee’s (JFAC) action into their scenarios and determine by category which items would not be funded (in whole or in part) by the state General Fund. Those items include benefit costs increases, inflation, Change in Employee Compensation (CEC), and budget line items. As a result of the work by BAHR and the institutions, a new worksheet was created by each institution which enabled BAHR and Board staff to compare:

1. items included in the Governor’s budget recommendation,
2. items funded by JFAC, and
3. new items (e.g. a presidential initiative)

The worksheet then shows how an institution proposed to generate the revenues necessary to cover the cost of all the budget items. The standard revenue sources became tuition, graduate and non-resident fees, budget reallocation

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and/or reserves. The worksheet also shows the impact of state increases in personnel benefits and CEC not being fully funded by the state General Fund since overall appropriated funding is approximately 50/50 state General Fund to tuition & fees.

Staff found this new process to be extremely beneficial and productive. It allowed BAHHR members more time to ask questions and reflect on institutional needs versus wants. BAHHR members and staff also have a better understanding of how the institutions go about developing their tuition & fees request. The new worksheet now clearly delineates exactly how new tuition & fee revenue would be used. Conversely, the worksheet documents those budget items which would go unfunded absent additional revenue. It also came to light that there are some annual expenses (e.g. faculty promotions, staff equity adjustments, etc.) for which funding is not requested from the state, but rather presumed to be borne by tuition & fee increases. Cumulatively, information derived from the process and worksheet will help inform decision-making by the Board.

BOARD ACTION

IDAHO STATE UNIVERSITY:

I move to increase the FY 2016 annual full-time resident tuition and fees at Idaho State University by ____% (\$____) for a total dollar amount of \$____; and to increase the annual full-time tuition for nonresident tuition by ____ % (\$____) for a total dollar amount of \$_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2016 Idaho State University tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

EASTERN IDAHO TECHNICAL COLLEGE:

I move to increase the FY 2016 annual full-time resident tuition and fees at Eastern Idaho Technical College by ____% (\$____) for a total dollar amount of \$____; and to increase the annual full-time tuition for nonresident tuition by ____ % (\$____) for a total dollar amount of \$_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees in the FY 2016 Eastern Idaho Technical College tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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LEWIS-CLARK STATE COLLEGE:

I move to increase the FY 2016 annual full-time resident tuition and fees at Lewis-Clark State College by ____% (\$____) for a total dollar amount of \$____; and to increase the annual full-time tuition for nonresident tuition by ____ % (\$____) for a total dollar amount of \$_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2016 in the Lewis-Clark State College tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

UNIVERSITY OF IDAHO:

I move to increase the FY 2016 annual full-time resident tuition and fees at University of Idaho by ____% (\$____) for a total dollar amount of \$____; and to increase the annual full-time tuition for nonresident tuition by ____ % (\$____) for a total dollar amount of \$_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2016 University of Idaho tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BOISE STATE UNIVERSITY:

I move to increase the FY 2016 annual full-time resident tuition and fees at Boise State University by ____% (\$____) for a total dollar amount of \$____; and to increase the annual full-time tuition for nonresident tuition by ____ % (\$____) for a total dollar amount of \$_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2016 Boise State University tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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I move to set the statewide dual credit fee at \$65 per credit for courses delivered at secondary schools for fiscal year 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Twenty-Two Year History of General Fund

Original Appropriations: FY 1995 to FY 2016

(Millions of Dollars)

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare*	Adult & Juv Corrections	All Other Agencies	Total Gen Fund
2016	\$1,475.8	\$258.8	\$169.7	\$1,904.3	\$649.7	\$247.4	\$234.9	\$3,036.3
2015	\$1,374.6	\$251.2	\$153.7	\$1,779.5	\$637.3	\$243.3	\$276.0	\$2,936.1
2014	\$1,308.4	\$236.5	\$143.0	\$1,687.9	\$616.8	\$218.3	\$258.0	\$2,781.0
2013	\$1,279.8	\$228.0	\$138.0	\$1,645.7	\$610.2	\$205.5	\$240.7	\$2,702.1
2012	\$1,223.6	\$209.8	\$128.3	\$1,561.7	\$564.8	\$193.1	\$209.3	\$2,529.0
2011	\$1,214.3	\$217.5	\$129.9	\$1,561.7	\$436.3	\$180.7	\$205.1	\$2,383.8
2010 *	\$1,231.4	\$253.3	\$141.2	\$1,625.8	\$462.3	\$186.8	\$231.7	\$2,506.6
2009	\$1,418.5	\$285.2	\$175.1	\$1,878.8	\$587.3	\$215.9	\$277.3	\$2,959.3
2008	\$1,367.4	\$264.2	\$166.2	\$1,797.7	\$544.8	\$201.2	\$276.9	\$2,820.7
2007*	\$1,291.6	\$243.7	\$148.4	\$1,683.7	\$502.4	\$178.0	\$229.7	\$2,593.7
2006	\$987.1	\$228.9	\$141.8	\$1,357.9	\$457.7	\$152.2	\$213.2	\$2,180.9
2005	\$964.7	\$223.4	\$138.3	\$1,326.3	\$407.6	\$142.8	\$205.5	\$2,082.1
2004	\$943.0	\$218.0	\$131.3	\$1,292.3	\$375.8	\$140.6	\$195.3	\$2,004.1
2003	\$920.0	\$213.6	\$130.4	\$1,264.0	\$359.6	\$145.0	\$199.3	\$1,967.9
2002	\$933.0	\$236.4	\$142.1	\$1,311.5	\$358.0	\$147.3	\$227.5	\$2,044.3
2001 *	\$873.5	\$215.0	\$121.1	\$1,209.5	\$282.1	\$123.2	\$189.2	\$1,804.0
2000	\$821.1	\$202.0	\$110.4	\$1,133.4	\$270.7	\$108.5	\$162.1	\$1,674.7
1999	\$796.4	\$192.9	\$103.5	\$1,092.8	\$252.7	\$106.4	\$159.0	\$1,610.8
1998	\$705.0	\$178.6	\$94.4	\$978.0	\$236.6	\$90.3	\$134.0	\$1,438.9
1997	\$689.5	\$178.0	\$94.4	\$961.9	\$238.5	\$78.6	\$133.7	\$1,412.7
1996 *	\$664.0	\$171.0	\$88.8	\$923.8	\$224.3	\$73.5	\$127.3	\$1,348.8
1995	\$620.5	\$164.5	\$87.8	\$872.8	\$226.9	\$50.3	\$114.2	\$1,264.2

Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare*	Adult & Juv Corrections	All Other Agencies	Total
2016	48.6%	8.5%	5.6%	62.7%	21.4%	8.1%	7.7%	100%
2015	46.8%	8.6%	5.2%	60.6%	21.7%	8.3%	9.4%	100%
2014	47.0%	8.5%	5.1%	60.7%	22.2%	7.8%	9.3%	100%
2013	47.4%	8.4%	5.1%	60.9%	22.6%	7.6%	8.9%	100%
2012	48.4%	8.3%	5.1%	61.8%	22.3%	7.6%	8.3%	100%
2011	50.9%	9.1%	5.5%	65.5%	18.3%	7.6%	8.6%	100%
2010 *	49.1%	10.1%	5.6%	64.9%	18.4%	7.5%	9.2%	100%
2009	47.9%	9.6%	5.9%	63.5%	19.8%	7.3%	9.4%	100%
2008	48.5%	9.4%	5.9%	63.7%	19.3%	7.1%	9.8%	100%
2007*	49.8%	9.4%	5.7%	64.9%	19.4%	6.9%	8.9%	100%
2006	45.3%	10.5%	6.5%	62.3%	21.0%	7.0%	9.8%	100%
2005	46.3%	10.7%	6.6%	63.7%	19.6%	6.9%	9.9%	100%
2004	47.1%	10.9%	6.6%	64.5%	18.8%	7.0%	9.7%	100%
2003	46.8%	10.9%	6.6%	64.2%	18.3%	7.4%	10.1%	100%
2002	45.6%	11.6%	7.0%	64.2%	17.5%	7.2%	11.1%	100%
2001 *	48.4%	11.9%	6.7%	67.0%	15.6%	6.8%	10.5%	100%
2000	49.0%	12.1%	6.6%	67.7%	16.2%	6.5%	9.7%	100%
1999	49.4%	12.0%	6.4%	67.8%	15.7%	6.6%	9.9%	100%
1998	49.0%	12.4%	6.6%	68.0%	16.4%	6.3%	9.3%	100%
1997	48.8%	12.6%	6.7%	68.1%	16.9%	5.6%	9.5%	100%
1996 *	49.2%	12.7%	6.6%	68.5%	16.6%	5.4%	9.4%	100%
1995	49.1%	13.0%	6.9%	69.0%	17.9%	4.0%	9.0%	100%

2010 * Moved Deaf/Blind School from "Other Education" to "Public Schools"; Historical Society and Libraries to "All Other Agencies".

2007 * Adjusted for H1 of 2006 Special Session which increased Public Schools General Fund by \$250,645,700.

2001 * Moved Department of Environmental Quality and Veterans Services from H&W to "All Other Agencies".

1996 * Moved Juvenile Corrections from Health and Welfare to "Adult & Juv Corections".

BUSINESS AFFAIRS AND HUMAN RESOURCES
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College & Universities Funding History
(appropriated funds only)

Fiscal Year	State Support		State Support		TOTAL	Percent of Total		
	General Funds	Endowment Funds	Subtotal	Tuition & Fees		General Fund	State Supp	Tuition & Fees
1980	59,600,000	3,165,200	62,765,200	4,873,000	67,638,200	88.1%	92.8%	7.2%
1981	63,432,000	4,583,000	68,015,000	5,102,700	73,117,700	86.8%	93.0%	7.0%
1982	64,497,400	5,267,200	69,764,600	10,529,800	80,294,400	80.3%	86.9%	13.1%
1983	65,673,700	6,145,900	71,819,600	13,495,800	85,315,400	77.0%	84.2%	15.8%
1984	70,000,000	5,769,400	75,769,400	13,100,000	88,869,400	78.8%	85.3%	14.7%
1985	80,897,300	5,644,000	86,541,300	16,569,000	103,110,300	78.5%	83.9%	16.1%
1986	88,000,000	5,840,800	93,840,800	16,048,000	109,888,800	80.1%	85.4%	14.6%
1987	90,700,000	5,447,000	96,147,000	16,462,300	112,609,300	80.5%	85.4%	14.6%
1988	101,674,700	5,447,000	107,121,700	16,462,300	123,584,000	82.3%	86.7%	13.3%
1989	106,000,000	5,657,100	111,657,100	17,471,000	129,128,100	82.1%	86.5%	13.5%
1990	115,500,000	6,342,100	121,842,100	18,374,800	140,216,900	82.4%	86.9%	13.1%
1991	133,264,300	6,547,100	139,811,400	20,287,800	160,099,200	83.2%	87.3%	12.7%
1992	141,444,000	6,547,100	147,991,100	23,628,300	171,619,400	82.4%	86.2%	13.8%
1993	137,610,000	6,547,100	144,157,100	27,084,600	171,241,700	80.4%	84.2%	15.8%
1994	146,013,700	7,019,800	153,033,500	31,342,800	184,376,300	79.2%	83.0%	17.0%
1995	164,560,600	7,019,800	171,580,400	40,698,300	212,278,700	77.5%	80.8%	19.2%
1996	170,951,800	8,333,000	179,284,800	44,199,100	223,483,900	76.5%	80.2%	19.8%
1997	173,531,800	8,615,400	182,147,200	43,605,200	225,752,400	76.9%	80.7%	19.3%
1998	178,599,700	9,590,900	188,190,600	47,491,900	235,682,500	75.8%	79.8%	20.2%
1999	192,917,100	11,368,800	204,285,900	52,424,600	256,710,500	75.1%	79.6%	20.4%
2000	201,960,100	12,340,000	214,300,100	55,108,400	269,408,500	75.0%	79.5%	20.5%
2001	214,986,500	13,011,400	227,997,900	59,520,900	287,518,800	74.8%	79.3%	20.7%
2002	236,439,800	15,906,700	252,346,500	63,089,600	315,436,100	75.0%	80.0%	20.0%
2003	213,558,800	13,635,900	227,194,700	67,127,300	294,322,000	72.6%	77.2%	22.8%
2004	218,000,000	11,964,600	229,964,600	97,207,800	327,172,400	66.6%	70.3%	29.7%
2005	223,366,200	10,020,500	233,386,700	107,907,800	341,294,500	65.4%	68.4%	31.6%
2006	228,934,100	9,519,600	238,453,700	118,613,000	357,066,700	64.1%	66.8%	33.2%
2007	243,726,400	7,624,800	251,351,200	121,223,700	372,574,900	65.4%	67.5%	32.5%
2008	264,227,700	7,851,500	272,079,200	126,932,600	399,011,800	66.2%	68.2%	31.8%
2009	285,151,500	8,595,000	293,746,500	129,103,000	422,849,500	67.4%	69.5%	30.5%
2010	253,278,100	9,616,400	262,894,500	131,587,900	394,482,400	64.2%	66.6%	33.4%
2011	217,510,800	9,616,600	227,127,400	146,253,000	373,380,400	58.3%	60.8%	39.2%
2012	209,828,300	9,616,600	219,444,900	177,262,700	396,707,600	52.9%	55.3%	44.7%
2013	227,950,500	9,927,400	237,877,900	208,484,300	446,362,200	51.1%	53.3%	46.7%
2014	236,543,600	10,729,200	247,272,800	218,629,200	465,902,000	50.8%	53.1%	46.9%
2015	251,223,200	12,528,000	263,751,200	234,825,500	498,576,700	50.4%	52.9%	47.1%
2016	258,776,400	13,980,000	272,756,400	247,721,900	520,478,300	49.7%	52.4%	47.6%

College & Universities

State Ranking by Type of Institution - WICHE States 2014 - 2015 Tuition & Fees

Annual Resident Undergraduate

Rank	Universities (BSU, ISU, UI)	Amount of Average	Rank	Other Institutions (LCSC)	Amount of Average
1	Washington	12,411 152.8%	1	Washington	8,621 132.0%
3	Arizona	10,557 129.9%	2	South Dakota	8,124 124.3%
4	Hawaii	10,620 130.7%	3	Oregon	7,977 122.1%
5	Colorado	10,343 127.3%	4	Colorado	7,932 121.4%
6	California	9,084 111.8%	5	Hawaii	6,962 106.6%
7	Oregon	8,948 110.1%	Average		6,534 100.0%
8	Average	8,124 100.0%	6	North Dakota	6,360 97.3%
9	South Dakota	7,868 96.8%	7 Idaho	5,900 90.3%	
10	North Dakota	7,781 95.8%	8	Montana	5,311 81.3%
11	Utah	7,170 88.2%	9	Utah	5,262 80.5%
12	10 Idaho	6,663 82.0%	10	New Mexico	5,237 80.2%
13	11 Nevada	6,615 81.4%	11	Nevada	4,613 70.6%
14	12 Montana	6,450 79.4%			
15	13 New Mexico	6,398 78.8%			
16	14 Alaska	6,311 77.7%			
17	15 Wyoming	4,646 57.2%			

Annual Nonresident Undergraduate

Rank	Universities (BSU, ISU, UI)	Amount of Average	Rank	Other Institutions (LCSC)	Amount of Average
1	Colorado	29,614 133.1%	1	Oregon	21,167 131.1%
3	Washington	28,739 129.1%	2	Washington	21,136 130.9%
2	Hawaii	29,412 132.2%	3	Colorado	20,070 124.3%
5	Oregon	26,834 120.6%	4	Hawaii	18,962 117.4%
4	Arizona	26,962 121.2%	5	Montana	17,139 106.2%
6	California	24,638 110.7%	6 Idaho	16,418 101.7%	
Average		22,254 100.0%	Average		16,145 100.0%
7	Montana	21,882 98.3%	8	Nevada	14,888 92.2%
8	Utah	21,834 98.1%	7	Utah	15,007 93.0%
9	Nevada	20,525 92.2%	9	New Mexico	12,273 76.0%
10	New Mexico	19,888 89.4%	10	South Dakota	10,865 67.3%
11	Idaho	19,711 88.6%	11	North Dakota	9,672 59.9%
12	Alaska	19,631 88.2%			
13	North Dakota	18,629 83.7%			
14	Wyoming	14,876 66.8%			
15	South Dakota	10,640 47.8%			

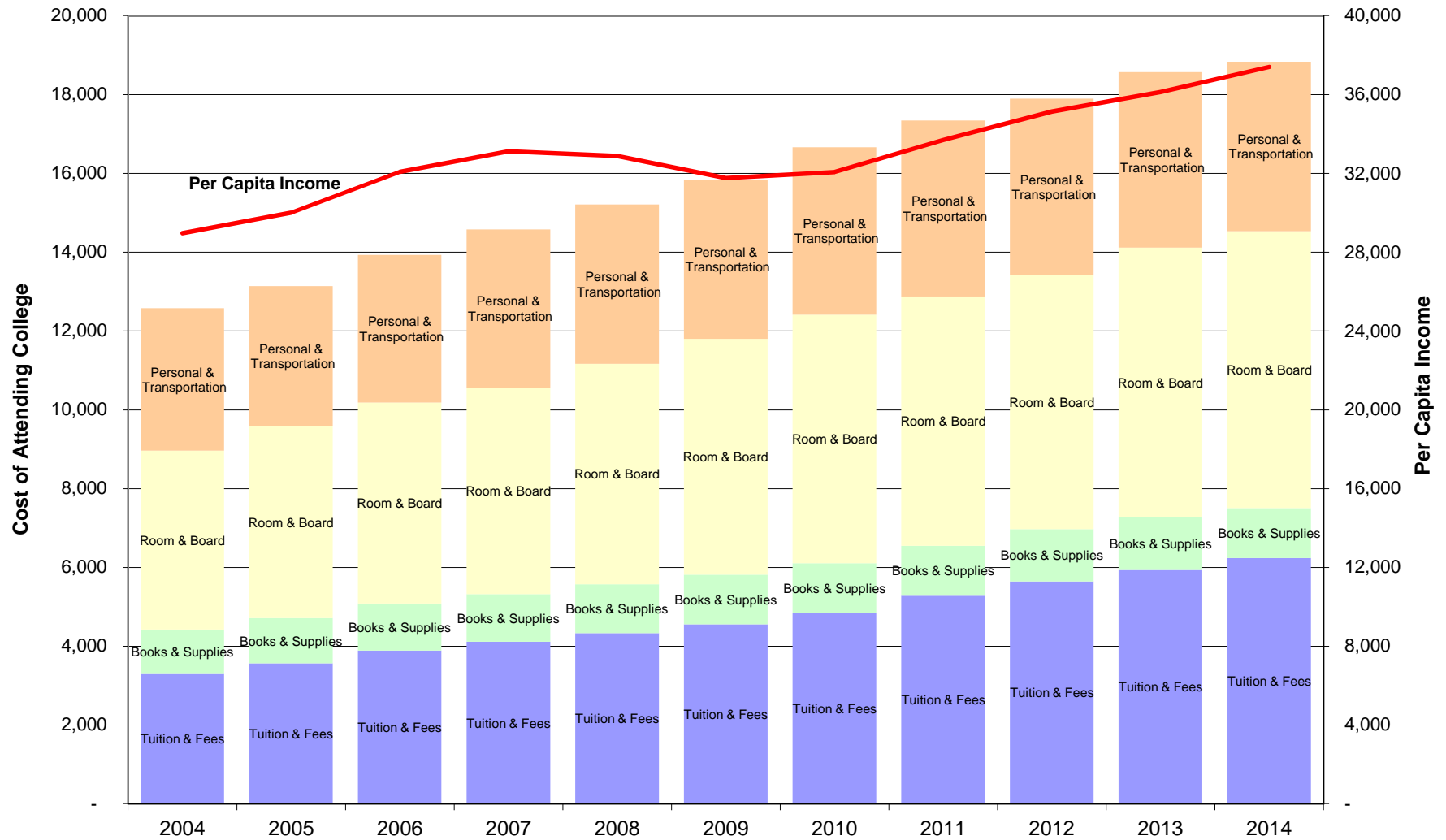
Source: WICHE 2014-2015 Detailed Tuition & Fees Tables, November, 2014

Colleges & Universities

Summary of FY 2016 Annual Student Tuition & Fees - As Requested Board Meeting: April 15, 2015

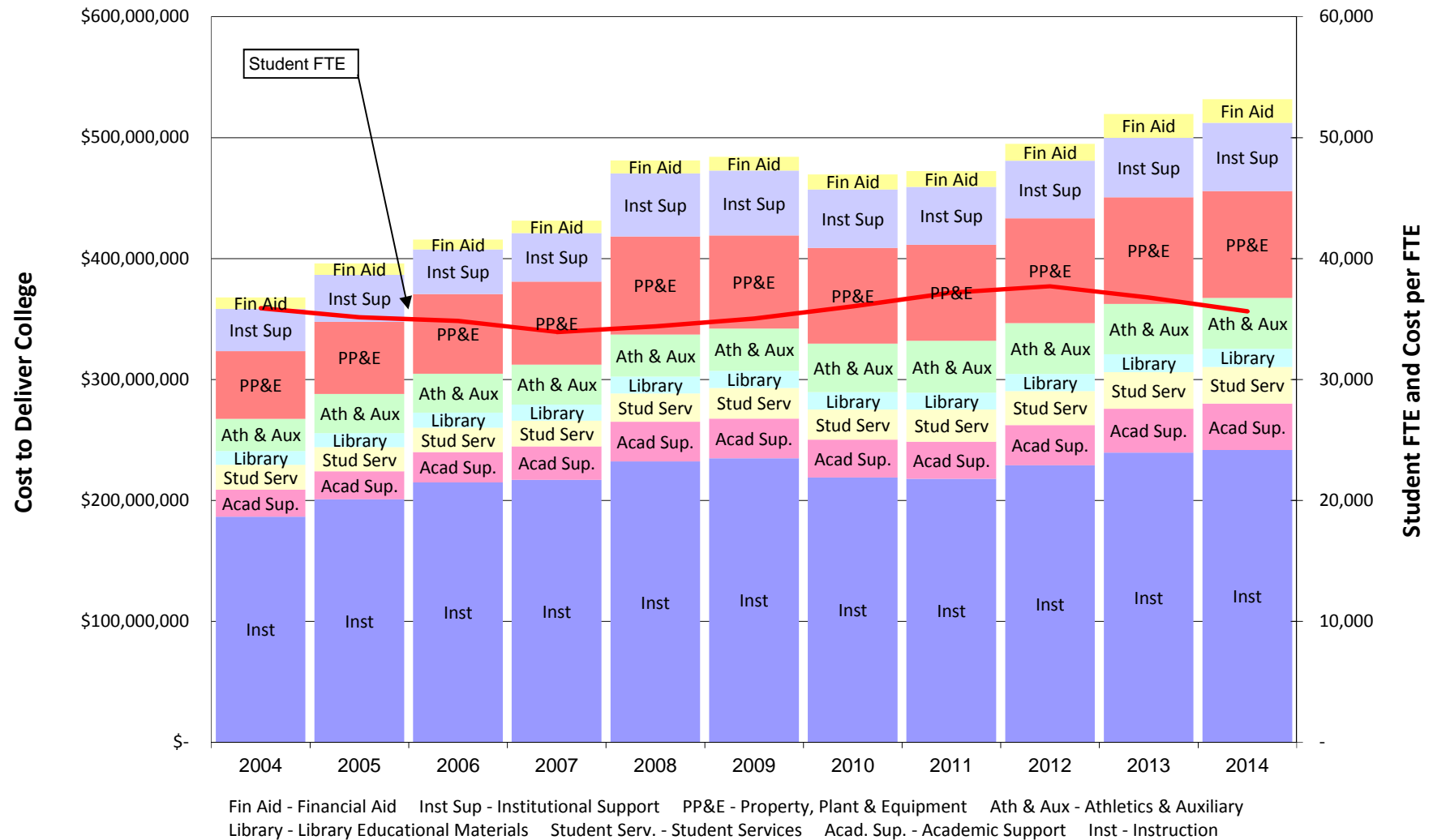
Institution	FY 2015	Requested Increases		Total Requested
		Amount	% Incr	FY 2016
1 Full-time Tuition & Fees:				
2 Resident Tuition and Fees:				
3 Undergraduate:				
4 Boise State University	\$6,640.00	\$234.00	3.5%	\$6,874.00
5 Idaho State University	\$6,566.00	\$218.00	3.3%	\$6,784.00
6 University of Idaho	\$6,784.00	\$236.00	3.5%	\$7,020.00
7 Lewis Clark State College	\$5,900.00	\$100.00	1.7%	\$6,000.00
8 Eastern Idaho Tech College	\$2,256.00	\$78.00	3.5%	\$2,334.00
9 Average 4 year institutions	\$6,472.50			\$6,669.50
10 Graduate:				
11 Boise State University	\$1,184.00	\$106.00	9.0%	\$1,290.00
12 Idaho State University	\$1,168.00	\$58.00	5.0%	\$1,226.00
13 University of Idaho	\$1,098.00	\$104.00	9.5%	\$1,202.00
14 Average Graduate	\$1,150.00			\$1,239.33
15 Nonresident Tuition and Fees:				
16 Undergraduate	(In addition to the tuition and fees paid by resident students)			
17 Boise State University	\$12,852.00	\$1,198.00	9.3%	\$14,050.00
18 Idaho State University	\$12,760.00	\$638.00	5.0%	\$13,398.00
19 University of Idaho	\$13,530.00	\$474.00	3.5%	\$14,004.00
20 Lewis Clark State College	\$10,518.00	\$482.00	4.6%	\$11,000.00
21 Eastern Idaho Tech College	\$6,006.00	\$210.00	3.5%	\$6,216.00
22 Average 4 year institutions	\$12,415.00			\$13,113.00
23				
24 Part-time Credit Hour Tuition & Fees:				
25 Resident Fees: (per credit hour)				
26 Undergraduate:				
27 Boise State University	\$264.00	\$9.00	3.4%	\$273.00
28 Idaho State University	\$328.00	\$11.00	3.4%	\$339.00
29 University of Idaho	\$339.00	\$12.00	3.5%	\$351.00
30 Lewis Clark State College	\$302.00	\$5.00	1.7%	\$307.00
31 Eastern Idaho Tech College	\$99.50	\$3.00	3.0%	\$102.50
32 In-Service Teacher Fee	\$103.00	\$3.00	2.9%	\$106.00
33				
34 Graduate:				
(In addition to resident undergraduate fees)				
35 Boise State University	\$67.00	\$18.00	26.9%	\$85.00
36 Idaho State University	\$59.00	\$3.00	5.1%	\$62.00
37 University of Idaho	\$61.00	\$6.00	9.8%	\$67.00
38 In-Service Teacher Fee	\$125.00	\$6.00	4.8%	\$131.00
39				
40 Nonresident Tuition and Fees:				
41 Pt Tm Nonresident Cr Hr Tuition (In addition to resident fees)				
42 Boise State University	\$200.00	\$50.00	25.0%	\$250.00
43 Idaho State University	\$207.00	\$10.00	4.8%	\$217.00
44 University of Idaho	\$677.00	\$23.00	3.4%	\$700.00
45 Lewis-Clark State College	\$0.00	\$0.00	No Fee	\$0.00
46 Eastern Idaho Tech College	\$99.50	\$3.00	3.0%	\$102.50

Cost of Attending College vs. Per Capita Income Idaho 4-year Institutions

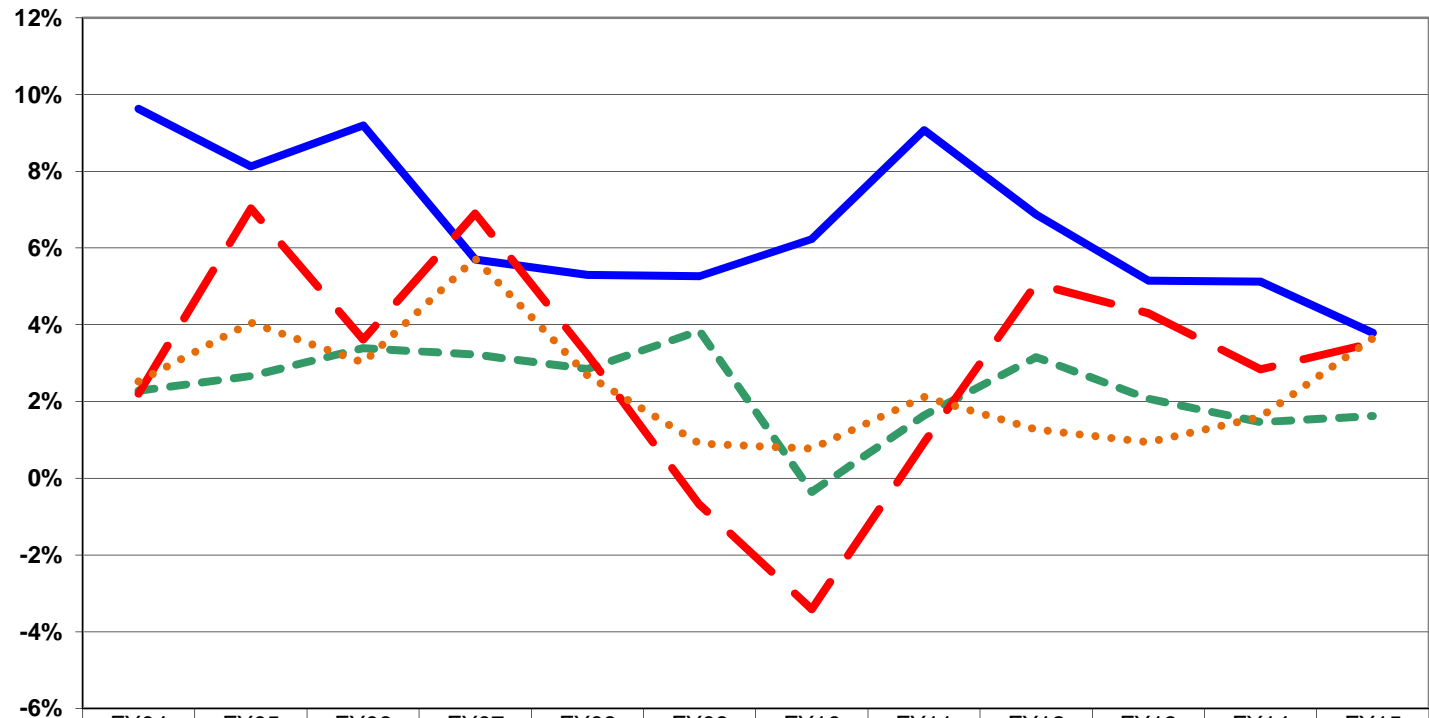


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College Idaho 4-year Institutions



Idaho 4-year Institutions
Resident Tuition & Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Resident Tuition & Fees	9.63%	8.13%	9.20%	5.70%	5.30%	5.27%	6.23%	9.07%	6.87%	5.15%	5.12%	3.79%
Consumer Price Index	2.28%	2.66%	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%
Idaho Per Capita Income	2.21%	7.03%	3.61%	6.90%	3.23%	-0.69%	-3.42%	0.93%	5.06%	4.30%	2.84%	3.52%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.94%	1.59%	3.65%

Source: Idaho Commerce and Labor; Bureau of Economic Analysis, U.S. Department of Commerce; Division of Financial Management Economic Forecast, January 2014

**Idaho College and Universities
Fee and Tuition Waivers
Fiscal Year 2014**

		Policy Section	BSU	ISU	UI	LCSC	Total
1	<u>Board Policy Tuition Waivers, Policy Section V.T.</u>						
2	Nonresident Graduate/Instructional Assistants	SBOE V.T.2.a	\$1,973,916	\$1,695,650	\$4,753,999		\$8,423,565
3	Nonresident Intercollegiate Athletics	SBOE V.T.2.b	\$2,386,840	\$1,779,808	\$2,455,434	\$1,273,674	\$7,895,756
4		Nonresident Fee	\$12,600	\$12,332	\$13,076	\$10,312	12,080
5	Policy: Universities - 225, LCSC 110	Equivalent FTE	189	144	188	124	163
6							
7	<u>Waivers Subject to 6% Limitation</u>						
8	Annual FTE	SBOE V.T.2.c	\$9,468,900	\$3,618,466	\$7,808,442	\$494,481	\$21,390,289
9		Student FTE	15,599	10,656	10,017	2,955	39,227
10		Nonresident Fee	\$12,600	\$12,332	\$13,076	\$10,312	12,080
11	Equivalent FTE Waivers subject to 6% Limitation	Equivalent FTE	4.8%	2.8%	6.0%	1.6%	4.5%
12	<u>Other Board Policy Exchange Programs</u>						
13	Exchange Student Waivers (1)	SBOE V.T.2.d	\$0	\$80,158	\$340,550	\$0	\$420,708
14	WICHE - Western Regional Graduate Program	SBOE V.T.2.e	\$0	\$506,684	\$0	\$0	\$506,684
15	Western Undergraduate Exchange (2)	SBOE V.R.3.a.v	\$6,225,459	\$1,183,332	\$3,121,588	\$427,312	\$10,957,691
16	Total Other Board Policy Exchange Programs		\$6,225,459	\$1,770,174	\$3,462,138	\$427,312	\$11,885,083
17							
18	Total Board Policy Tuition Waivers		\$20,055,115	\$8,864,098	\$18,480,013	\$2,195,467	\$49,594,693
19	<u>Other Waivers and Discounts</u>						
20	Staff and Spouse Fees	SBOE V.R.3.a.vi	\$1,003,576	\$1,811,311	\$1,103,701	\$130,758	\$4,049,346
21	Senior Citizen Fees	SBOE V.R.3.a.vii	\$398,865	\$296,548	\$161,995	\$78,963	\$936,371
22	Dependent Fees	SBOE V.R.3.a.vi	\$422,273	\$209,655	\$317,330		\$949,258
23	In-Service Teacher Education Fee	SBOE V.R.3.a.viii	\$1,316,642	\$1,320,558	\$1,942,292	\$49,129	\$4,628,621
24	Staff, Spouse, Dependent Fees of other Idaho institution:	SBOE V.R.3.a.vi	\$5,468	\$412,422	\$51,951	\$79,969	\$549,810
25	Students attending multiple Idaho sister institutions	SBOE V.T.2.f		\$16,965	\$10,047		\$27,012
26	Idaho National Laboratory	SBOE V.T.2.f		\$20,040	\$166,637		\$186,677
27	BYU-UI	SBOE V.T.2.f					\$0
28	EDA-Nez Perce Tribe	1969 approval				\$29,106	\$29,106
29	Total Other Waivers and Discounts		\$3,146,824	\$4,087,499	\$3,753,953	\$367,925	\$11,356,201
30	Total FY14 Waivers and Discounts		\$23,201,939	\$12,951,597	\$22,233,966	\$2,563,392	\$60,950,894
31	FY14 Gross Student Fees		138,442,067	104,526,919	108,976,721	21,335,544	373,281,251
32	FY14 Net Student Fees from Operating Revenue per audited F/S		109,716,708	80,067,373	83,361,394	14,741,232	287,886,707
33	FY14 Scholarship Discounts & Allowances per audited F/S		22,499,900	22,689,372	22,153,189	6,167,000	73,509,461
34	Student Fee Revenue related to Exchange Program Discounts		6,225,459	1,770,174	3,462,138	427,312	11,885,083
35	Percentage of Total Gross Student Fees Waived or Discounted		16.76%	12.39%	20.40%	12.01%	16.33%

IDAHO STATE UNIVERSITY

FY 2016 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Page 19
- Provided by Board Staff:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2016 Page 22
 - Potential (T&F) Revenue Changes for FY 2016 Page 23
 - Schedule of non-state revenues needed to cover FY 2016 itemized expenses Page 24
 - 4-year History: Board Approved T&F plus FY 2016 Recommended T&F Page 25
 - Chart: Cost of Attending College vs. Per Capita Income Page 26
 - Chart: Cost to Deliver College Page 27
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Page 28

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**Idaho State University
Tuition & Fees Hearing Summary**

Proposed Changes to Student Fees

This proposal is the result of Idaho State University's comprehensive process for setting tuition and fees, which was significantly modified this year to allow for an earlier commitment to proposed tuition and fee levels. Continued discipline in our budget setting and management process has been essential to enabling us to make these proposed commitments. The University appoints a Special Budget Consultation Committee (SBCC) to review and discuss proposed tuition and fee rates for the upcoming year.

The SBCC has a diversified membership consisting of faculty, staff, and students. The President, Vice President, and Finance Officer of the ISU student body (ASISU) all actively serve on the committee. Public hearings to seek testimony on the tuition and fee increases, as published in the Bengal student newspaper, were held at the Idaho Falls, Meridian and Pocatello campuses February 23rd & 24th. The Vice President for Finance and Administration, Assistant Vice President and Budget Officer, and members of the Special Budget Consultation Committee were present to answer questions.

The attached worksheet, which estimates potential tuition and fee revenue changes for FY 2016, is predicated on the fee rates contained in the ISU Notice of Intent to Adopt Student Fee and Rate Increases, which was issued on February 11, 2015.

***Matriculation and Other General Education Fees* \$3,032,800.**

As with previous years, student fee revenue is a necessary component of the University's total revenue required for ongoing operations. This rate increase will provide ongoing funding for institutional priorities in relation to our strategic plan:

1. Health Insurance Increase (no fund shift) \$243,700
2. CEC (no fund shift) & Group/Temporary CEC (unfunded) \$980,400
3. Library Inflation \$235,000
4. EWA Reduction \$784,500
5. Graduate & Teaching Assistants \$212,076
6. PTE CEC & Health Insurance Increase (unfunded) \$114,461
7. Meridian Anatomy & Physiology Lab Support \$107,500
8. Additional Personnel Costs \$149,571
9. Maintenance & Operations \$149,592
10. Accreditation \$30,000
11. Institutional Support \$26,000

***Student Activity Fees* \$218,200**

Student participation is paramount to our budget cycle, particularly in relation to student activity fees. The Student Activity Fee Advisory Committee (SAFAC) began meeting in January to review proposals and presentations for student activity fees. A proposal was

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2015

developed and presented to the SBCC on February 6th. Student leadership and members of the committee are proposing a minimum increase necessary to fund the increase in health insurance and CEC. This is the first increase in many of these fees in over seven years.

The overall rate of undergraduate tuition and fee increase in this proposal is 3.3%, which represents a lower increase than we had last year and our lowest increase in 27 years.

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IDAHO STATE UNIVERSITY

Changes to Student Fees for FY 2016 Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:	Bd	FY15	FY16	Requested		
	Appv	Fees	Initial Notice	FY16 Fees	Change	% Chg.
Full-time Fees:						
Tuition	**	\$4,909.02	\$5,105.06	\$5,105.06	\$196.04	4.0%
Technology Fee	**	166.80	166.80	166.80	0.00	0.0%
Facilities Fees	**	510.00	510.00	510.00	0.00	0.0%
Student Activity Fees	**	980.18	1,002.14	1,002.14	21.96	2.2%
Total Full-time Fees		\$6,566.00	\$6,784.00	\$6,784.00	\$218.00	3.3%
Part-time Credit Hour Fees:						
Education Fee	**	\$279.96	\$290.00	\$290.00	\$10.04	3.6%
Technology Fee	**	6.15	6.15	6.15	0.00	0.0%
Facilities Fees	**	0.00	0.00	0.00	0.00	0.0%
Student Activity Fees	**	41.89	42.85	42.85	0.96	2.3%
Total Part-time Cr Hr Fees:		\$328.00	\$339.00	\$339.00	\$11.00	3.4%
Other Student Fees:						
Graduate Fees:						
Full-time Tuition/Fees	**	\$6,566.00	\$6,894.00	\$6,894.00	\$328.00	5.0%
Full-time Grad/Prof	**	\$1,168.00	\$1,226.00	\$1,226.00	\$58.00	5.0%
Part-time Graduate/Hour	**	\$328.00	\$344.00	\$344.00	\$16.00	4.9%
Part-time Graduate/Hour	**	\$59.00	\$62.00	\$62.00	\$3.00	5.1%
Nonresident Tuition:						
Nonres Tuition	**	\$12,760.00	\$13,398.00	\$13,398.00	\$638.00	5.0%
Part-time Nonres Tuition	**	\$207.00	\$217.00	\$217.00	\$10.00	4.8%
Professional Fees:						
PharmD - Resident	**	\$9,678.00	\$10,030.00	\$10,030.00	\$352.00	3.6%
PharmD - Nonres	**	\$14,418.00	\$14,940.00	\$14,940.00	\$522.00	3.6%
Phys Therapy - Resident	**	\$2,714.00	\$3,172.00	\$3,172.00	\$458.00	16.9%
Phys Therapy - Nonres	**	\$7,726.00	\$8,640.00	\$8,640.00	\$914.00	11.8%
Occu Therapy - Resident	**	\$2,320.00	\$2,720.00	\$2,720.00	\$400.00	17.2%
Occu Therapy - Nonres	**	\$6,850.00	\$6,850.00	\$6,850.00	\$0.00	0.0%
Physician Assistant - Resident	**	\$19,035.00	\$19,815.00	\$19,815.00	\$780.00	4.1%
Physician Assistant - Nonres	**	\$20,613.00	\$20,625.00	\$20,625.00	\$12.00	0.1%
Nursing-BSN	**	\$1,722.00	\$1,780.00	\$1,780.00	\$58.00	3.4%
Nursing-MSN	**	\$2,094.00	\$2,160.00	\$2,160.00	\$66.00	3.2%
Nursing-PhD	**	\$2,102.00	\$2,170.00	\$2,170.00	\$68.00	3.2%
Nursing-DNP	**	\$3,766.00	\$3,880.00	\$3,880.00	\$114.00	3.0%
Speech Language Path MS (Cr Hr)	**	\$51.00	\$60.00	\$60.00	\$9.00	17.6%
Speech Language Online PreProf (C	**	\$200.00	\$210.00	\$210.00	\$10.00	5.0%
Speech Language Online MS (Cr Hr)	**	\$432.00	\$435.00	\$435.00	\$3.00	0.7%
Audiology AuD (Cr Hr)	**	\$51.00	\$55.00	\$55.00	\$4.00	7.8%
Dental Hygiene BS (Junior/Senior)	**	\$576.00	\$720.00	\$720.00	\$144.00	25.0%
Dental Hygiene MS-Didactic (Cr Hr)	**	\$88.00	\$105.00	\$105.00	\$17.00	19.3%
Dental Hygiene MS-Clinical (Cr Hr)	**	\$349.00	\$349.00	\$349.00	\$0.00	0.0%
Dental Hygiene MS-Thesis (Cr Hr)	**	\$176.00	\$210.00	\$210.00	\$34.00	19.3%
Counseling-Graduate	**	\$932.00	\$990.00	\$990.00	\$58.00	6.2%
Radiographic Science	**	\$824.00	\$830.00	\$830.00	\$6.00	0.7%
Clinical Lab Science	**	\$940.00	\$970.00	\$970.00	\$30.00	3.2%
Paramedic Science (Note A)	**	\$1,312.00	\$1,370.00	\$1,370.00	\$58.00	4.4%
Dietetics	**	\$2,700.00	\$2,900.00	\$2,900.00	\$200.00	7.4%
Social Work	**	\$250.00	\$250.00	\$250.00	\$0.00	0.0%
Athletic Training MS	**	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.0%
Idaho Dental Education (IDEP)		\$25,020.00	\$26,944.00	\$26,944.00	\$1,924.00	7.7%
Other Fees:						
Western Undergrad Exchge	**	\$3,283.00	\$3,392.00	\$3,392.00	\$109.00	3.3%
In-service Fees/Cr Hr - Undergrad	**	\$103.00	\$106.00	\$106.00	\$3.00	2.9%
In-service Fees/Cr Hr - Grad	**	\$125.00	\$131.00	\$131.00	\$6.00	4.8%
New Student Orientation Fee	**	\$100.00	\$100.00	\$100.00	\$0.00	0.0%

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2015.
Summer session fees are at the Part-time fee rate - effective Summer 2016.

IDAHO STATE UNIVERSITY

Potential Student Fee Revenue Changes for FY 16 Due to Enrollment and Fee Changes

Student Fees:	Projected		Potential Revenue Generated					
	HC/SCH Count		Changes due to Count		Fee Changes		Total Rev Chge	
	FY15	FY16	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
1 Full-time Fees:								
2 Tuition	7,000	7,000	\$0		\$1,372,300		\$1,372,300	
3 Technology Fee	7,000	7,000		0		0		\$0
4 Facilities Fees	7,000	7,000		0		0		\$0
5 Student Activity Fees	7,000	7,000		0		153,700		\$153,700
6 Total Full-time Fees			\$0	\$0	\$1,372,300	\$153,700	1,372,300	153,700
8 Part-time Credit Hour Fees:								
9 Tuition	39,655	39,655	\$0		\$398,100		\$398,100	
10 Technology Fee	39,655	39,655		0		0		\$0
11 Facilities Fees	39,655	39,655		0		0		\$0
12 Student Activity Fees	39,655	39,655		0		38,100		\$38,100
13 Total Part-time Cr Hr Fees:			\$0	\$0	\$398,100	\$38,100	398,100	38,100
15 Other Student Fees:								
16 Graduate Fees:								
17 Full-time Grad/Prof	926	926	\$0		\$283,400	\$20,300	283,400	\$20,300
18 Full-time Grad/Prof	926	926	\$0		\$53,700		53,700	\$0
19 Part-time Graduate/Hour	6,345	6,345	0		95,400	6,100	95,400	\$6,100
20 Part-time Graduate/Hour	6,345	6,345	0		19,000		19,000	\$0
21 Nonresident Tuition:								
22 Nonres Tuition	1224	1224	0		\$780,900		780,900	\$0
23 Part-time Nonres Tuition	1,600	1,600	0		16,000		16,000	\$0
24 Professional Fees:								
25 PharmD - Resident	256	256		0		90,100	-	\$90,100
26 PharmD - Nonres	24	24		0		12,500	-	\$12,500
27 Phys Therapy - Resident	53	53		0		24,300	-	\$24,300
28 Phys Therapy - Nonres	17	17		0		15,500	-	\$15,500
29 Occu Therapy - Resident	25	25		0		10,000	-	\$10,000
30 Occu Therapy - Nonres	12	12		0		0	-	\$0
31 Physician Assistant - Resident	80	80		0		62,400	-	\$62,400
32 Physician Assistant - Nonres	40	40		0		500	-	\$500
33 Nursing-BSN	238	238		0		13,800	-	\$13,800
34 Nursing-MSN	15	15		0		1,000	-	\$1,000
35 Nursing-PhD	4	4		0		300	-	\$300
36 Nursing-DNP	15	15		0		1,700	-	\$1,700
37 Speech Language Path MS (Cr Hr)	1,708	1,708		0		15,400	-	\$15,400
38 Speech Language Online PreProf (C	2,106	2,106		0		21,100	-	\$21,100
39 Speech Language Online MS (Cr Hr)	673	673		0		2,000	-	\$2,000
40 Audiology AuD (Cr Hr)	591	591		0		2,400	-	\$2,400
41 Dental Hygiene BS (Junior/Senior)	60	60		0		8,600	-	\$8,600
42 Dental Hygiene MS-Didactic (Cr Hr)	208	208		0		3,500	-	\$3,500
43 Dental Hygiene MS-Clinical (Cr Hr)	23	23		0		0	-	\$0
44 Dental Hygiene MS-Thesis (Cr Hr)	55	55		0		1,900	-	\$1,900
45 Counseling-Graduate	60	60		0		3,500	-	\$3,500
46 Radiographic Science	36	36		0		200	-	\$200
47 Clinical Lab Science	44	44		0		1,300	-	\$1,300
48 Paramedic Science	20	20		0		0	-	\$0
49 Dietetics	18	18		0		0	-	\$0
50 Social Work	67	67		0		0	-	\$0
51 Social Work	67	67		0		0	-	\$0
52 Idaho Dental Education (IDEP)	8	8		0		15,400	-	\$15,400
53 Other Fees:								
54 Western Undergrad Exchge	128	128	0		14,000		14,000	\$0
55 In-service Fees/Cr Hr - Undergrad	0	0	0		0		-	\$0
56 In-service Fees/Cr Hr - Grad	6,600	6,600	0		39,600		39,600	\$0
57 New Student Orientation Fee	2,600	2,600	0		0		-	\$0
Total Other Student Fees			\$0	\$0	\$1,302,000	\$333,800	\$1,302,000	\$333,800
Total Additional Student Fee Revenue			\$0	\$0	\$3,072,400	\$525,600	\$3,072,400	\$525,600

The schedule of "Potential Student Fee Revenue Changes for FY 16" is a calculation of the potential revenue to be derived from the fee increases being proposed as well as the impact of the change in the number of students paying (net of waivers and discounts, refunds, etc.) those individual fees. The numbers of student payments is reflected in the "HC/SCH Count" columns. FY15 is the current year base budget while FY16 is a reflection of the anticipated FY15 actual.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2015.
Summer session fees are at the Part-time fee rate - effective Summer 2016.

Idaho State University

Schedule of tuition and fees or budget reallocations needed to cover FY 2016 itemized expenses

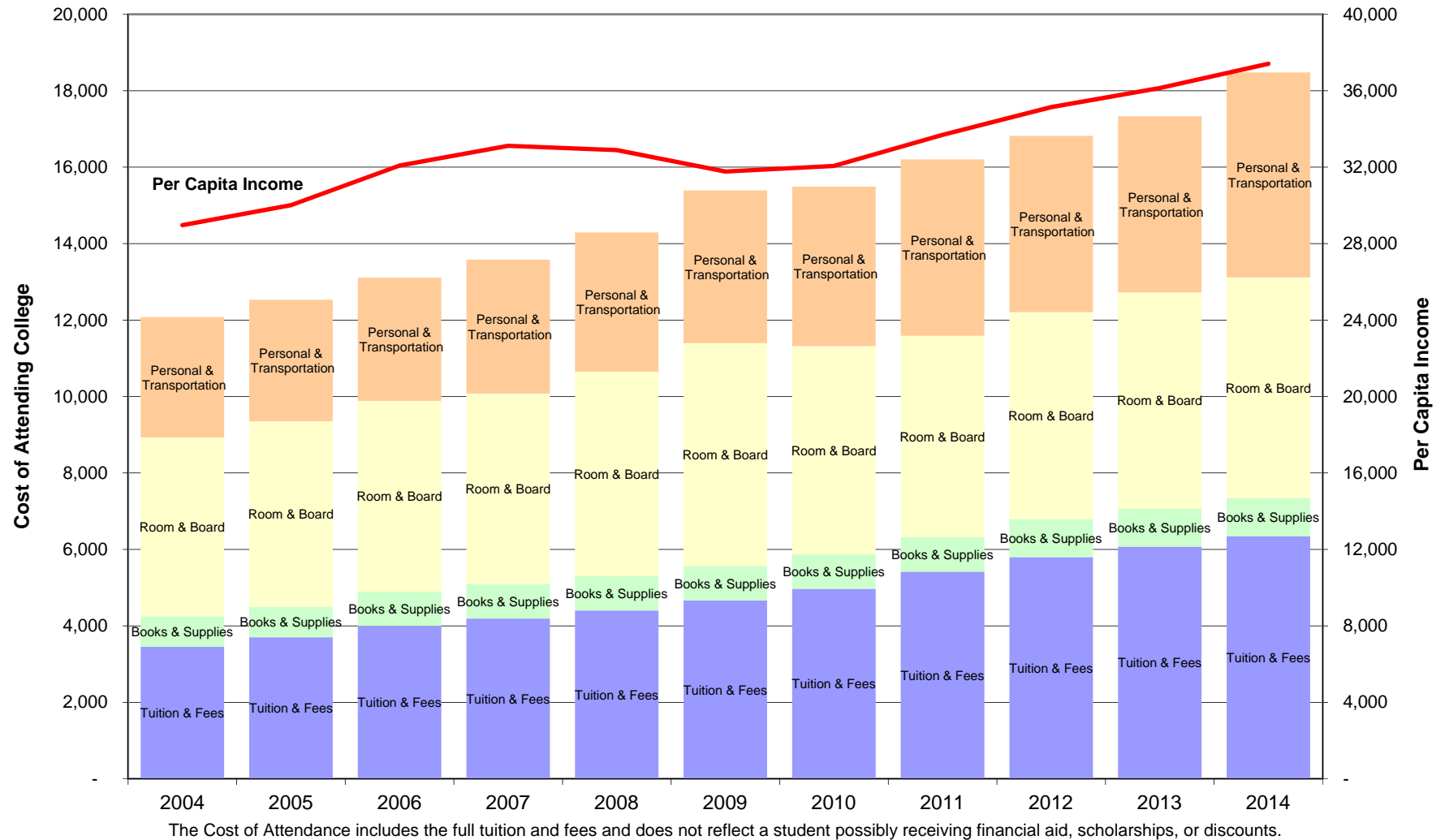
	Total	Tuition Only Request	Non-Res, Grad, etc Request	Reallocation of Budget	Notes
NON-CEC DECISION UNITS					
10.11 Change in Health Benefit Costs	\$ 243,700	243,700			
10.12 Change in Variable Benefit Costs	(27,900)	(27,900)			
10.21 General Inflation Adjustment	-				
10.25 Inflationary Adjustment - Library	181,400	181,400			
10.31 Repair, Replacement	-				
CEC DECISION UNITS					
10.61 Salary Multiplier Regular Employees	801,300	801,300			
10.62 Salary Multiplier Group and Temporary	179,100	179,100			
Line Items					
12.01 Line Item: Salary Competitiveness	-				
12.02 Line Item: Occupancy Costs	-				
12.03 Line Item: Career Path Internship Match	-				
12.04 Line Item: eISU Online Access	-				
Revenue Changes					
Enrollment Workload Adjustment	(784,500)	784,500			
Endowment Increase	345,300	(345,300)			
OTHER ITEMS					
Graduate Assistants/Fellowships	212,076		212,076		
Library Support	53,600		53,600		
PTE CEC & Health Insurance Support	114,461	114,461			
Meridian A&P Lab Support	107,500	107,500			
Additional Personnel Costs	522,771	54,439	468,332		
Maintenance & Operations	300,000		149,592	150,408	
Accreditation Costs	30,000	30,000			
Institutional Support	26,000	26,000			
TOTAL NEED	\$ 3,183,208	\$ 2,149,200	\$ 883,600	\$ 150,408	
			\$ 3,032,800 Total needs/tuition		

IDAHO STATE UNIVERSITY

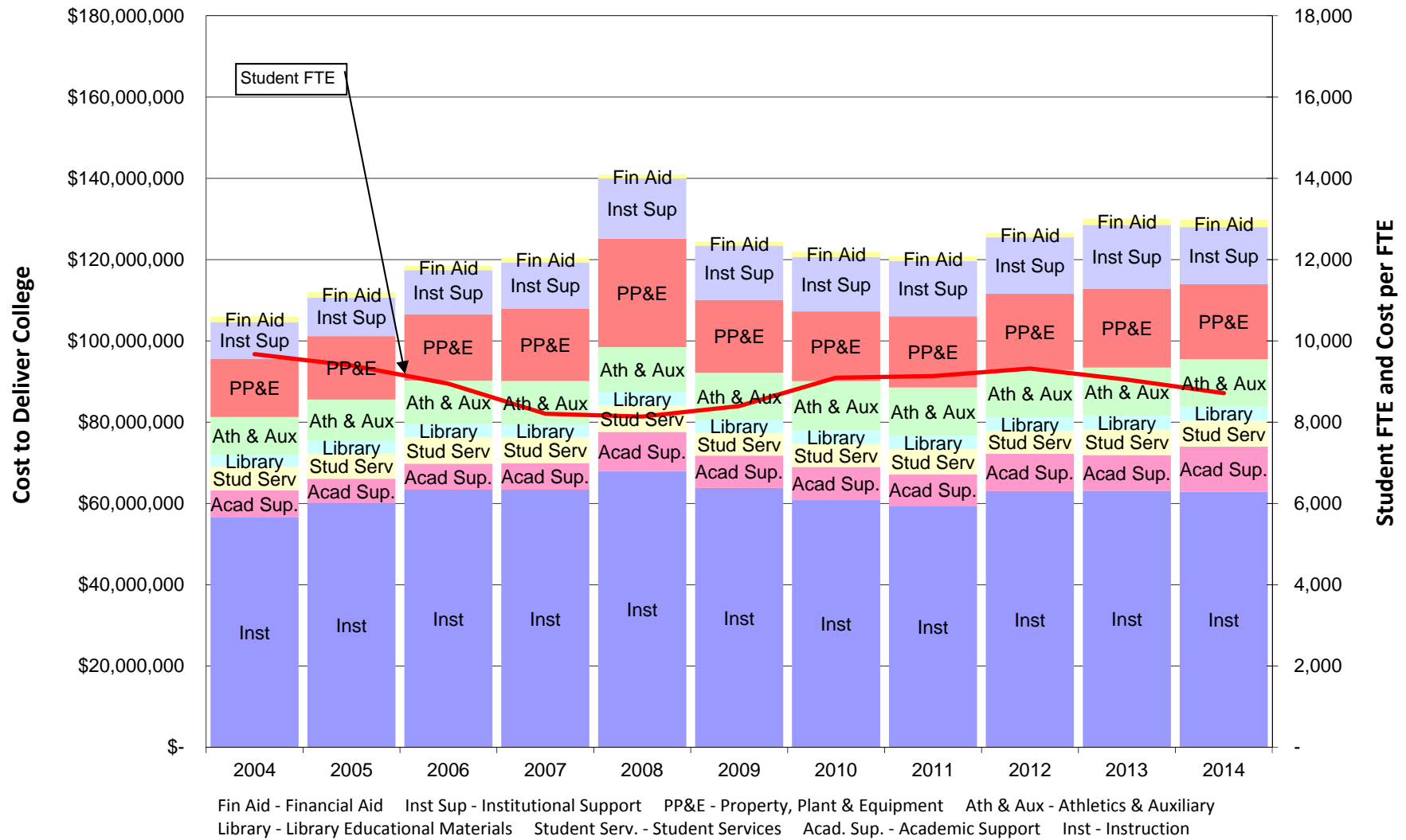
4-year History of Board Approved Fees plus FY16 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:		FY 2012	FY 2013	FY 2014	FY 2015	Request FY 2016	4-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$4,179.52	\$4,417.02	\$4,687.02	\$4,909.02	\$5,105.06	\$925.54	22.14%
3	Technology Fee	166.80	166.80	166.80	166.80	166.80	0.00	0.00%
4	Facilities Fees	486.00	510.00	510.00	510.00	510.00	24.00	4.94%
5	Student Activity Fees	963.68	976.18	980.18	980.18	1,002.14	38.46	3.99%
6	Total Full-time Fees	\$5,796.00	\$6,070.00	\$6,344.00	\$6,566.00	\$6,784.00	\$988.00	17.05%
7	Percentage Increase	7.0%	4.7%	4.5%	3.5%	3.3%		
8								
9	Part-time Credit Hour Fees							
10	Education Fee	\$248.45	\$256.19	\$268.96	\$279.96	\$290.00	\$41.55	16.72%
11	Technology Fee	6.15	6.15	6.15	6.15	6.15	0.00	0.00%
12	Facilities Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
13	Student Activity Fees	35.40	41.66	41.89	41.89	42.85	7.45	21.05%
14	Total Part-time Cr Hr Fees	\$290.00	\$304.00	\$317.00	\$328.00	\$339.00	\$49.00	16.90%
15								
16	Other Student Fees							
17	Graduate Fees:							
18	Full-time Grad/Prof	\$1,028.00	\$1,080.00	\$1,128.00	\$1,168.00	\$1,226.00	\$198.00	19.26%
19	Part-time Graduate/Hour	\$52.00	\$54.00	\$57.00	\$59.00	\$62.00	\$10.00	19.23%
20	Nonresident Tuition:							
21	Nonres Tuition	\$11,236.00	\$11,800.00	\$12,332.00	\$12,760.00	\$13,398.00	\$2,162.00	19.24%
22	Part-time Nonres Tuition	\$161.00	\$190.00	\$200.00	\$207.00	\$217.00	\$56.00	34.78%
23	Professional Fees:							
24	PharmD - Resident	\$8,706.00	\$9,098.00	\$9,460.00	\$9,678.00	\$10,030.00	\$1,324.00	15.21%
25	PharmD - Nonres	\$13,234.00	\$13,630.00	\$14,200.00	\$14,418.00	\$14,940.00	\$1,706.00	12.89%
26	Phys Therapy - Resident	\$2,270.00	\$2,380.00	\$2,640.00	\$2,714.00	\$3,172.00	\$902.00	39.74%
27	Phys Therapy - Nonres	\$6,776.00	\$6,776.00	\$7,516.00	\$7,726.00	\$8,640.00	\$1,864.00	27.51%
28	Occu Therapy - Resident	\$1,960.00	\$1,960.00	\$2,294.00	\$2,320.00	\$2,720.00	\$760.00	38.78%
29	Occu Therapy - Nonres	\$6,776.00	\$6,776.00	\$6,776.00	\$6,850.00	\$6,850.00	\$74.00	1.09%
30	Physician Assistant - Res	\$17,814.00	\$17,814.00	\$18,528.00	\$19,035.00	\$19,815.00	\$2,001.00	11.23%
31	Physician Assistant - Nonres	\$19,821.00	\$19,821.00	\$20,613.00	\$20,613.00	\$20,625.00	\$804.00	4.06%
32	Nursing-BSN	\$1,520.00	\$1,520.00	\$1,672.00	\$1,722.00	\$1,780.00	\$260.00	17.11%
33	Nursing-MSN	\$1,850.00	\$1,850.00	\$2,034.00	\$2,094.00	\$2,160.00	\$310.00	16.76%
34	Nursing-PhD	\$0.00	\$2,000.00	\$2,040.00	\$2,102.00	\$2,170.00	New	New
35	Nursing-DNP	\$0.00	\$0.00	\$3,656.00	\$3,766.00	\$3,880.00	New	New
36	Speech Language Path MS (Cr Hr)	\$50.00	\$50.00	\$50.00	\$51.00	\$60.00	\$10.00	20.00%
37	Speech Language Online PreProf (Cr	\$196.00	\$196.00	\$196.00	\$200.00	\$210.00	\$14.00	7.14%
38	Speech Language Online MS (Cr Hr)	\$424.00	\$424.00	\$424.00	\$432.00	\$435.00	\$11.00	2.59%
39	Audiology AuD (Cr Hr)	\$50.00	\$50.00	\$50.00	\$51.00	\$55.00	\$5.00	10.00%
40	Dental Hygiene BS (Junior/Senior)	\$556.00	\$556.00	\$556.00	\$576.00	\$720.00	\$164.00	29.50%
41	Dental Hygiene MS-Didactic (Cr Hr)	\$85.00	\$85.00	\$85.00	\$88.00	\$105.00	\$20.00	23.53%
42	Dental Hygiene MS-Clinical (Cr Hr)	\$337.00	\$337.00	\$337.00	\$349.00	\$349.00	\$12.00	3.56%
43	Dental Hygiene MS-Thesis (Cr Hr)	\$170.00	\$170.00	\$170.00	\$176.00	\$210.00	\$40.00	23.53%
44	Counseling-Graduate	\$900.00	\$900.00	\$900.00	\$932.00	\$990.00	\$90.00	10.00%
45	Radiographic Science	\$690.00	\$690.00	\$800.00	\$824.00	\$830.00	\$140.00	20.29%
46	Clinical Lab Science	\$940.00	\$940.00	\$940.00	\$940.00	\$970.00	\$30.00	3.19%
47	Paramedic Science	\$1,300.00	\$1,300.00	\$1,300.00	\$1,312.00	\$1,370.00	New	New
48	Dietetics (currently a class fee)	\$0.00	\$2,700.00	\$2,700.00	\$2,700.00	\$2,900.00	New	New
49	Social Work	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$0.00	0.00%
50	Athletic Training	\$0.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	New	New
51	Idaho Dental Education (IDEP)	\$22,462.00	\$24,260.00	\$24,254.00	\$25,020.00	\$26,944.00	\$4,482.00	19.95%
52	Other Fees:							
53	Western Undergrad Exchge	\$2,898.00	\$3,035.00	\$3,172.00	\$3,283.00	\$3,392.00	\$494.00	17.05%
54	In-service Fees/Cr Hr - Undergrad	\$92.00	\$96.00	\$100.00	\$103.00	\$106.00	\$14.00	15.22%
55	In-service Fees/Cr Hr - Grad	\$108.00	\$115.00	\$121.00	\$125.00	\$131.00	\$23.00	21.30%
56	New Student Orientation Fee	\$0.00	\$100.00	\$100.00	\$100.00	\$100.00	New	New

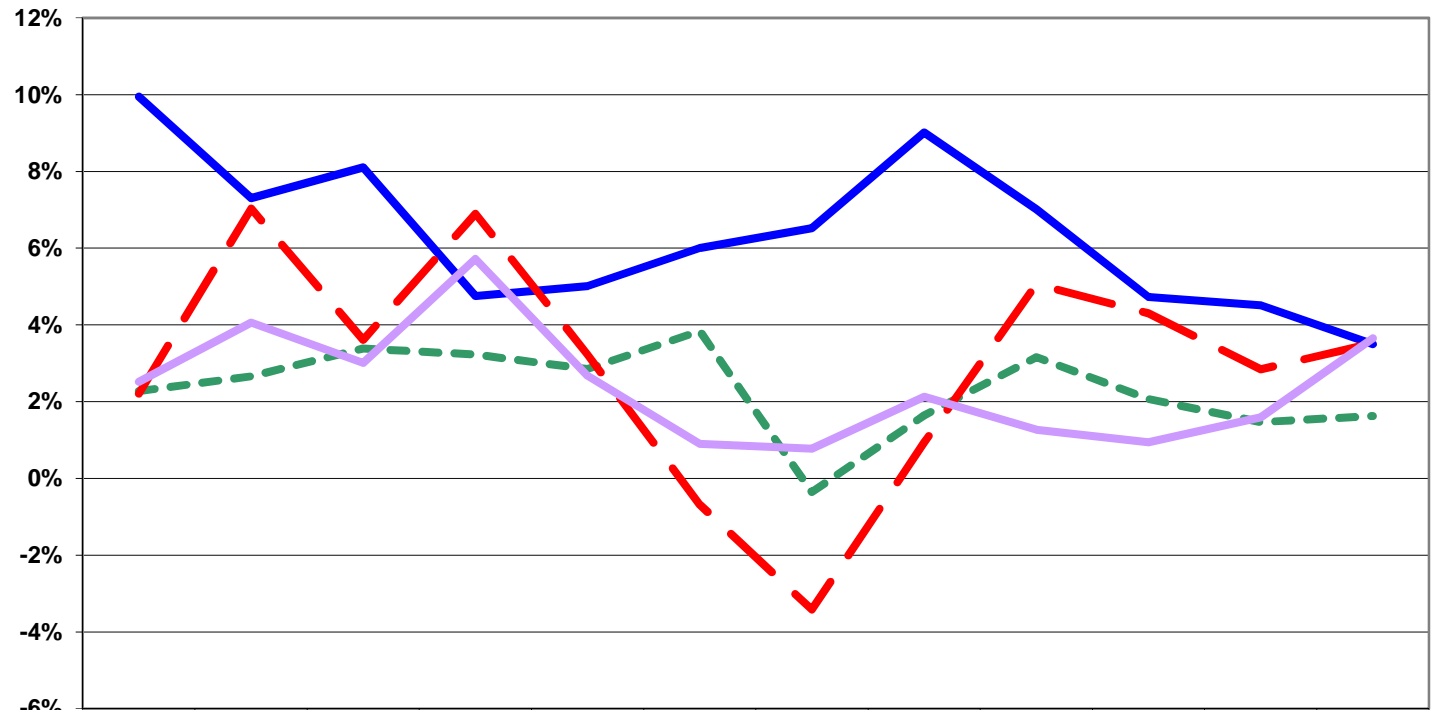
Cost of Attending College vs. Per Capita Income Idaho State University



Cost to Deliver College Idaho State University



Idaho State University
Resident Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Resident Fees	9.95%	7.31%	8.11%	4.75%	5.01%	6.00%	6.52%	9.02%	7.02%	4.73%	4.51%	3.50%
Consumer Price Index	2.28%	2.66%	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%
Idaho Per Capita Income	2.21%	7.03%	3.61%	6.90%	3.23%	-0.69%	-3.42%	0.93%	5.06%	4.30%	2.84%	3.52%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.94%	1.59%	3.65%

Source: Idaho Commerce and Labor; Bureau of Economic Analysis, U.S. Department of Commerce; Division of Financial Management Economic Forecast, January 2014

EASTERN IDAHO TECHNICAL COLLEGE

FY 2016 TUITION & FEES INFORMATION

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- Provided by Board Staff:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2016 Page 32
 - Potential T&F Revenue Changes for FY 2016 Page 33
 - 4-year History: Board Approved T&F plus FY 2016 Recommended T&F Page 34

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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2015

Eastern Idaho Technical College
Tuition & Fees Hearing Summary

Proposed Changes to Student Fees

Eastern Idaho Technical College is proposing a 3.5% increase to the full-time resident and non-resident student enrollment fees, effective Fall semester 2015. Similarly, the College is proposing to increase the part-time resident and part-time non-resident enrollment fees by 3.0% as part of the College financial plan. This proposed student enrollment fee increase will generate approximately \$40,000.

This increase is specific to the technology portion of the fee sources because it will be primarily used to support the growing cost of the Student Information System (SIS) for student registration and tracking. Other than employee salaries and benefits, the SIS costs are one of the biggest expenses EITC incurs. This is partly due to the size of EITC because the SIS must be spread over a smaller number of students. Sophisticated software such as the SIS is required to support the State-wide Longitudinal Data System (SLDS).

EITC requested state funding for this required software and support of \$256,000 as its top priority in the budget process for FY16, but unfortunately funding was not recommended by the Governor nor appropriated by the Legislature. The projected fee increase of \$40,000 will be used to partially fund this shortfall.

EITC's recommendation for fee increases was developed by EITC's President's Advisory Council (PAC) which consists of the President and Vice Presidents. Public hearings to seek testimony on the proposed fee increases, as published and posted campus-wide in a letter to the EITC Student Senate President, were held at EITC on March 12, 2015. Members of PAC were present to answer questions.

EASTERN IDAHO TECHNICAL COLLEGE

Changes to Student Fees for FY 2016 Annual Full-Time Fees and Part-Time Credit Hour Fees

Annual Fees	Bd	FY15	FY16	Requested		
	Appv	Fees	Initial Notice	FY16 Fees	Change	% Chg.
Full-time Fees:						
Vocational Education Fee	**	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.0%
Technology Fee	**	250.00	328.00	328.00	78.00	31.2%
Student Activity Fees	**	506.00	506.00	506.00	0.00	0.0%
Total Full-time Fees		<u>\$2,256.00</u>	<u>\$2,334.00</u>	<u>\$2,334.00</u>	<u>\$78.00</u>	<u>3.5%</u>
Part-time Credit Hour Fees:						
Education Fee	**	\$99.50	\$102.50	\$102.50	\$3.00	3.0%
Total Part-time Cr Hr Fees:		<u>\$99.50</u>	<u>\$102.50</u>	<u>\$102.50</u>	<u>\$3.00</u>	<u>3.0%</u>
Additional Nonresident Tuition:						
Full-time Nonresident Tuition	**	\$6,006.00	\$6,216.00	\$6,216.00	\$210.00	3.5%
Part-time Nonresident Tuition/Cr	**	\$99.50	\$102.50	\$102.50	\$3.00	3.0%

EASTERN IDAHO TECHNICAL COLLEGE

Potential Student Fee Revenue Changes for FY 2016 Due to Enrollment and Fee Changes

Annual Fees	Projected HC/SCH Count		Potential Revenue Generated					
	FY15	FY16	Changes due to Count		Fee Changes		Total Rev Chge	
			Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Full-time Fees:								
Vocational Education Fee	300	300	\$0		\$0		\$0	
Technology Fee	300	300		\$0		\$23,400		\$23,400
Student Activity Fees	300	300		\$0		\$0		\$0
Total Full-time Fees			<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$23,400</u>	<u>-</u>	<u>23,400</u>
Part-time Credit Hour Fees:								
Education Fee	5,860	5,860			\$17,600		17,600	
Total Part-time Cr Hr Fees:			<u>\$0</u>	<u>\$0</u>	<u>\$17,600</u>	<u>\$0</u>	<u>17,600</u>	<u>-</u>
Other Student Fees:								
Full-time Nonresident Tuition	8	8			\$1,700		\$1,700	
Part-time Nonresident Tuition/C	0	0			\$0		-	
Total Other Student Fees			<u>\$0</u>	<u>\$0</u>	<u>\$1,700</u>	<u>\$0</u>	<u>\$1,700</u>	<u>-</u>
Total Additional Student Fee Revenue			<u>\$0</u>	<u>\$0</u>	<u>\$19,300</u>	<u>\$23,400</u>	<u>\$19,300</u>	<u>\$23,400</u>

EASTERN IDAHO TECHNICAL COLLEGE

4-year History of Board Approved Fees plus FY16 Requested Fees Annual Full-Time Fees and Part-Time Credit Hour Fees

Annual Fees		FY 2012	FY 2013	FY 2014	FY 2015	Request FY 2016	4-year Increase	% Increase
1	Full-time Fees:							
2	Vocational Education Fee	\$1,350.00	\$1,440.00	\$1,440.00	\$1,500.00	\$1,500.00	\$150.00	11.11%
3	Technology Fee	144.00	144.00	244.00	250.00	328.00	184.00	127.78%
4	Student Activity Fees 1)	438.00	438.00	438.00	506.00	506.00	68.00	15.53%
5	Total Full-time Fees	<u>\$1,932.00</u>	<u>\$2,022.00</u>	<u>\$2,122.00</u>	<u>\$2,256.00</u>	<u>\$2,334.00</u>	<u>\$402.00</u>	<u>20.81%</u>
6	Percentage Increase	<u>5.0%</u>	<u>4.7%</u>	<u>4.9%</u>	<u>6.3%</u>	<u>3.5%</u>		
7								
8	Part-time Credit Hour Fees:							
9	Education Fee	\$90.00	\$92.00	\$96.50	\$99.50	\$102.50	\$12.50	13.89%
10	Total Part-time Cr Hr Fees:	<u>\$90.00</u>	<u>\$92.00</u>	<u>\$96.50</u>	<u>\$99.50</u>	<u>\$102.50</u>	<u>\$12.50</u>	<u>13.89%</u>
11								
12	Additional Nonresident Tuition:							
13	Full-time Nonresident Tuition	\$5,146.00	\$5,146.00	\$5,650.00	\$6,006.00	\$6,216.00	\$1,070.00	20.79%
14	Part-time Nonresident Tuition/Cr	<u>\$90.00</u>	<u>\$90.00</u>	<u>\$96.50</u>	<u>\$99.50</u>	<u>\$102.50</u>	<u>\$12.50</u>	<u>13.89%</u>

LEWIS-CLARK STATE COLLEGE

FY 2016 TUITION & FEES INFORMATION

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 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2016 Page 38
 - Potential T&F Revenue Changes for FY 2016 Page 39
 - Schedule of non-state revenues needed to cover FY 2016 itemized expenses Page 40
 - 4-year History: Board Approved T&F plus FY 2016 Recommended T&F Page 41
 - Chart: Cost of Attending College vs. Per Capita Income Page 42
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 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Page 44

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**Lewis-Clark State College
Tuition & Fees Proposal**

Proposed Changes to Student Fees

LCSC requests State Board approval to increase the FY2016 annual full-time resident tuition and fees at Lewis-Clark State College by **1.7%** (\$100) for a total dollar amount of **\$6,000**; and to increase the annual full-time tuition for nonresident tuition by **4.6%** (\$482) for a total dollar amount of **\$11,000**.

The requested 1.7% tuition increase for resident students at LCSC is a continuation of the approach used by the College over the past several years (4.0% increase in FY2014, 2.0% increase in FY2015) to cover critical needs while preserving access. The proposed increase, coupled with our best estimate of enrollment figures and revenues for FY2016, would enable the College to cover the unfunded portion of the state-approved employee CEC and health benefit increases and provide limited dollars to help fund next year's anticipated faculty promotions (Assistant Professors who attain Associate Rank; Associate Professors who attain Full Professor rank), equity adjustments, strategic plan/CCI initiatives, and a small portion of unfunded MCO (inflation costs and reduced EWA dollars).

LCSC will continue to rely on enrollment growth and cost efficiency as vehicles for providing quality programs at accessible costs to students. Even after the requested increase for FY2016, LCSC's tuition and fees will remain well below those of our peer institutions and state/regional averages. We will continue to strive to hold down other costs affecting students, such as parking, room and board, etc.

We appreciate the leadership of the Board during the current legislative session in advocating for full funding for the CEC and health benefits costs of higher education General Fund positions; and our faculty, staff, and students also appreciate the Board's support for improved compensation for our faculty and staff. We are hopeful that our combined efforts will put us on a stable trajectory as we work as a team to meet the Board's strategic goals and objectives.

LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2016 Annual Full-Time Fees and Part-Time Credit Hours Fees

	Bd	FY15	FY16	Requested		
	Appv	Fees	Initial Notice	FY16 Fees	Change	% Chg.
Student Fees:						
1 Full-time Fees:						
2 Tuition Fee	**	\$4,676.00	\$4,776.00	\$4,776.00	\$100.00	2.1%
3 Technology Fee	**	70.00	70.00	70.00	0.00	0.0%
4 Facilities Fees	**	468.00	468.00	468.00	0.00	0.0%
5 Student Activity Fees	**	686.00	686.00	686.00	0.00	0.0%
6 Total Full-time Fees		<u>\$5,900.00</u>	<u>\$6,000.00</u>	<u>\$6,000.00</u>	<u>\$100.00</u>	<u>1.7%</u>
7						
8 Part-time Credit Hour Fees:						
9 Education Fee	**	\$257.00	\$262.00	\$262.00	\$5.00	1.9%
10 Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
11 Facilities Fees	**	13.75	13.75	13.75	0.00	0.0%
12 Student Activity Fees	**	27.00	27.00	27.00	0.00	0.0%
13 Total Part-time Cr Hr Fees		<u>\$302.00</u>	<u>\$307.00</u>	<u>\$307.00</u>	<u>\$5.00</u>	<u>1.7%</u>
14						
15 Summer Fees: (eff. Summer 2016)						
16 Education Fee	**	\$205.10	\$210.10	\$210.10	\$5.00	2.4%
17 Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
18 Facilities Fees	**	13.75	13.75	13.75	0.00	0.0%
19 Student Activity Fees	**	78.90	78.90	78.90	0.00	0.0%
20 Total Summer Cr Hr Fees		<u>\$302.00</u>	<u>\$307.00</u>	<u>\$307.00</u>	<u>\$5.00</u>	<u>1.7%</u>
21						
22 Other Student Fees:						
23 Nonresident Tuition:						
24 Nonres Tuition	**	\$10,518.00	\$11,000.00	\$11,000.00	\$482.00	4.6%
25 Nonres Tuition-Asotin County	**	\$3,232.00	\$3,380.00	\$3,380.00	\$148.00	4.6%
26 Professional Fees:						
27 None						
28 Other Fees:						
29 Western Undergrad Exchge	**	\$2,950.00	\$3,000.00	\$3,000.00	\$50.00	1.7%
30 In-service Fees/Cr Hr - Undergrad	**	\$103.00	\$106.00	\$106.00	\$3.00	2.9%
31 Overload (20 cr. or more)	**	\$302.00	\$307.00	\$307.00	\$5.00	1.7%
32						
33						
34						

Full-time fees & Part-time credit hour fees are effective Fall Semester 2015.
Summer credit hour fees are effective Summer 2016.

LEWIS-CLARK STATE COLLEGE
Potential Student Fee Revenue Changes for FY 15
Due to Enrollment and Fee Changes

Student Fees:	Projected HC/SCH Count		Potential Revenue Generated				Total Rev Chge	
	FY15	FY16	Changes due to Count		Fee Changes		Gen Educ	Local
			Gen Educ	Local	Gen Educ	Local		
1 Full-time Fees:								
2 Matriculation Fee	2,121	2,228	\$500,300		\$222,800		\$723,100	
3 Technology Fee	2,121	2,228		7,500		0		\$7,500
4 Facilities Fees	2,121	2,228		50,100		0		\$50,100
5 Student Activity Fees	2,121	2,228		73,400		0		\$73,400
6 Total Full-time Fees			\$500,300	\$131,000	\$222,800	\$0	723,100	131,000
7								
8 Part-time Credit Hour Fees:								
9 Education Fee	11,100	10,300	(\$205,600)		\$51,500		(\$154,100)	
10 Technology Fee	11,100	10,300		(3,400)		0		(\$3,400)
11 Facilities Fees	11,100	10,300		(11,000)		0		(\$11,000)
12 Student Activity Fees	11,100	10,300		(21,600)		0		(\$21,600)
13 Total Part-time Cr Hr Fees:			(\$205,600)	(\$36,000)	\$51,500	\$0	(154,100)	(36,000)
14								
15 Summer Credit Hour Fees:								
16 Education Fee	1,800	1,800	\$0		\$9,000		\$9,000	
17 Technology Fee	1,800	1,800		0		0		\$0
18 Facilities Fees	1,800	1,800		0		0		\$0
19 Student Activity Fees	1,800	1,800		0		100		\$100
20 Total Summer Cr Hr Fees			\$0	\$0	\$9,000	\$100	\$9,000	\$100
21								
22 Other Student Fees:								
23 Nonresident Tuition:								
24 Nonres Tuition	75	90	\$157,800		\$43,400		\$201,200	
25 Nonres Tuition-Asotin County	71	100	93,700		14,800		\$108,500	
26 Professional Fees:								
27 None								
28 Other Fees:								
29 Western Undergrad Exchge	66	50	(47,200)		2,500		(\$44,700)	
30 In-service Fees/Cr Hr - Undergrad	0	255	26,300		800		\$27,100	
31 Overload (20 cr. or more)	0	100	30,200		500		\$30,700	
32 Total Other Student Fees			\$260,800	\$0	\$62,000	\$0	\$322,800	\$0
33								
34 Total Additional Student Fee Revenue			\$555,500	\$95,000	\$345,300	\$100	\$900,800	\$95,100

Full-time fees & Part-time credit hour fees are effective Fall Semester 2015.
 Summer credit hour fees are effective Summer 2016.

Lewis-Clark State College

Schedule of tuition and fees or budget reallocations needed to cover FY 2016 itemized expenses

	Total	Resident Tuition Request*	Non-Resident & Other Tuition Request**	Reallocation of Budget	Notes
NON-CEC DECISION UNITS					
10.11 Change in Health Benefit Costs	\$ 107,900	107,900			
10.12 Change in Variable Benefit Costs	2,500	2,500			
10.21 General Inflation Adjustment	63,800	63,800			
10.25 Inflationary Adjustment - Library					
10.31 Repair, Replacement					
CEC DECISION UNITS					
10.61 Salary Multiplier Regular Employees	293,700	293,700			
10.62 Salary Multiplier Group and Temporary					
10.67 Move Minimum to 70% of Policy					
10.71 EWA					
Line Items					
12.01 Line Item: Salary Competitiveness	-				
12.02 Line Item: College Work Trial					
OTHER ITEMS					
Equity Adjustments	215,000	215,000			
Faculty Promotions	95,500	32,200	63,300		
Strategic Initiatives	200,000		200,000		
Fixed Cost Increases	59,500		59,500		
REVENUE CHANGES NETTED AGAINST TUITION					
EWA General Fund Reduction	95,100	95,100			
FY16 Increase in Endowment	(232,200)	(232,200)			
TOTAL NEED	\$ 900,800	\$ 578,000	\$ 322,800	\$ -	

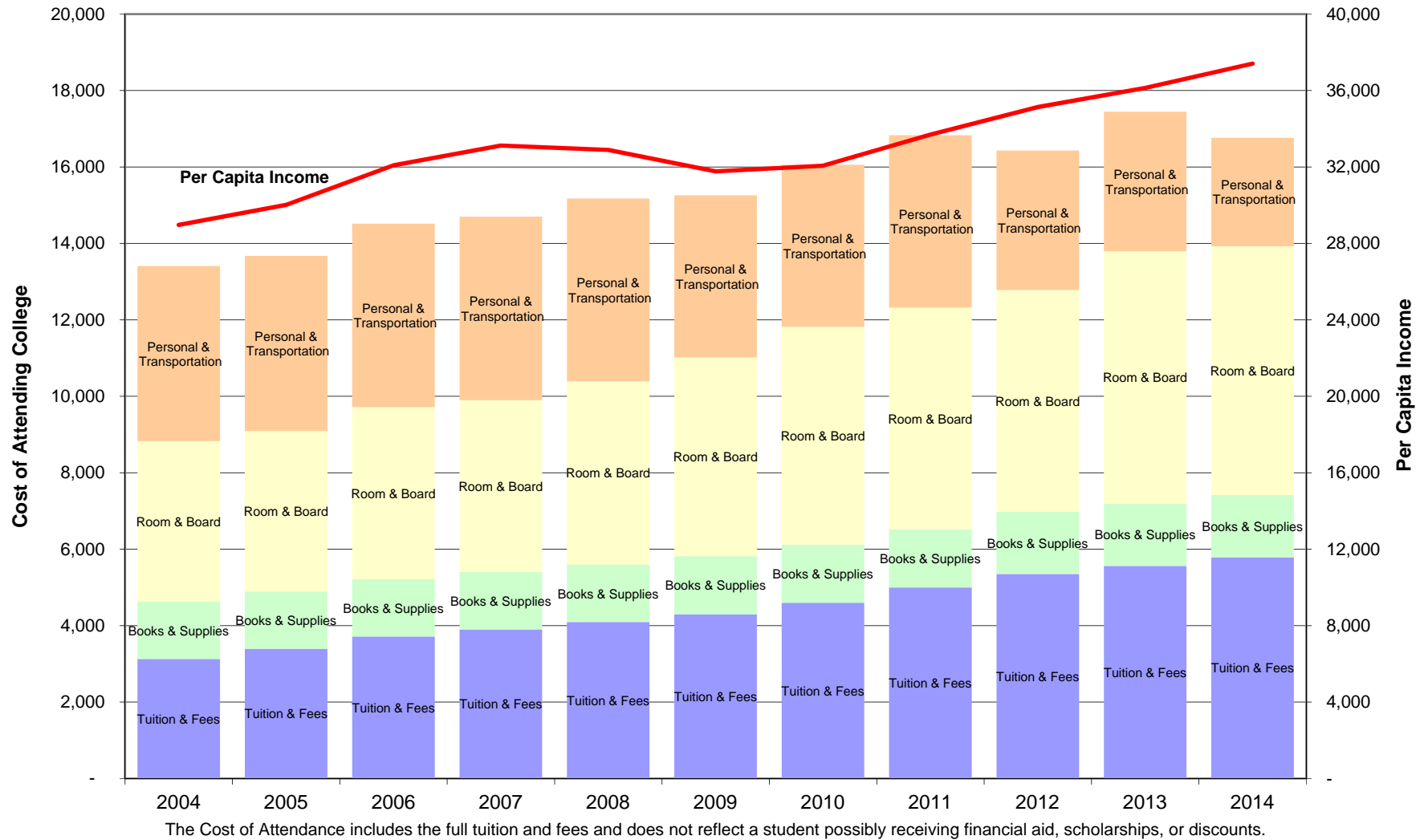
\$ 900,800	Total needs/tuition
------------	---------------------

LEWIS-CLARK STATE COLLEGE

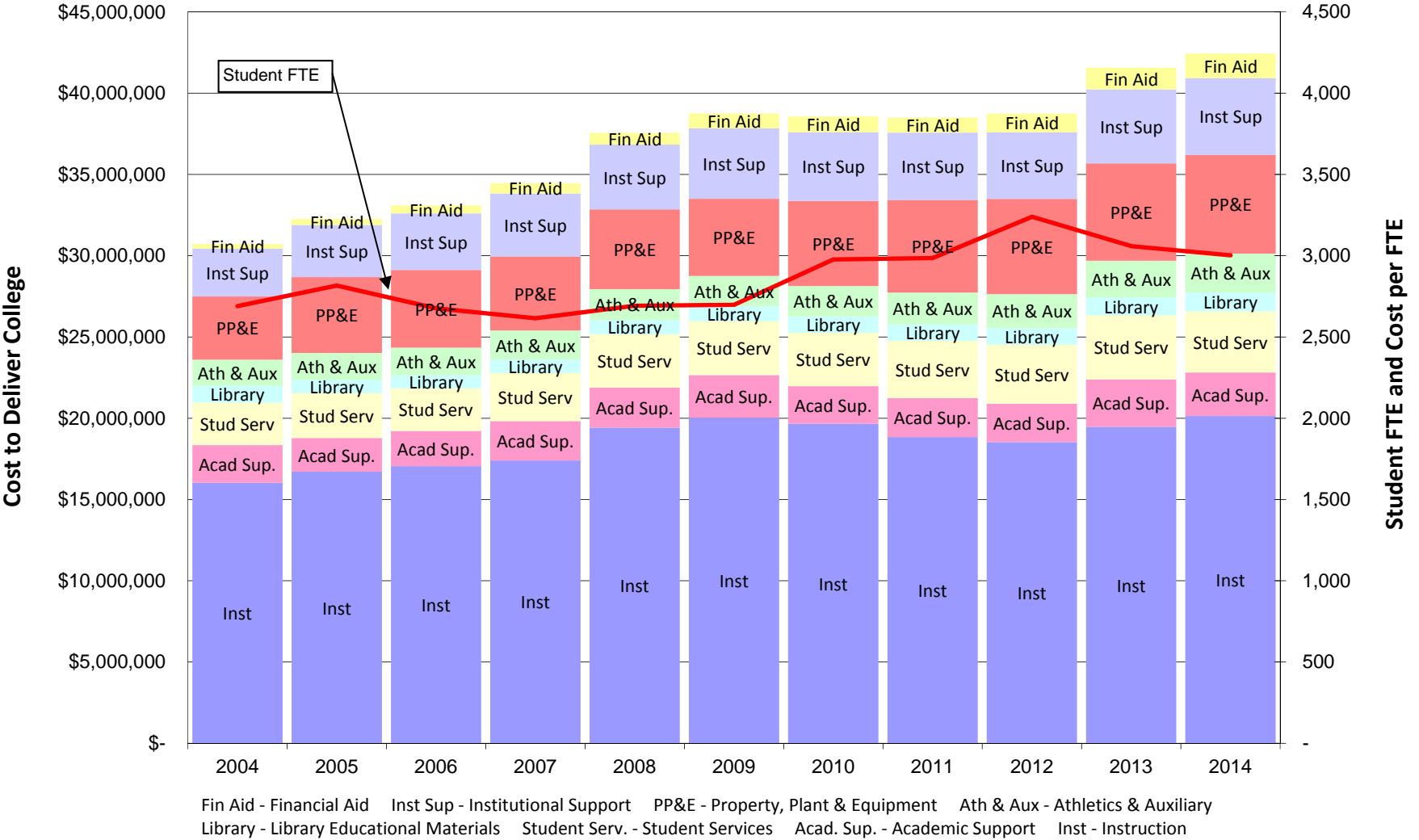
4-year History of Board Approved Fees plus FY16 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:		FY 2012	FY 2013	FY 2014	FY 2015	Request FY 2016	4-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$ 4,144.00	\$ 4,338.00	\$ 4,560.00	\$ 4,676.00	\$ 4,776.00	\$ 632.00	15.3%
3	Technology Fee	70.00	70.00	70.00	70.00	70.00	-	0.0%
4	Facilities Fees	468.00	468.00	468.00	468.00	468.00	-	0.0%
5	Student Activity Fees	666.00	686.00	686.00	686.00	686.00	20.00	3.0%
6	Total Full-time Fees	<u>\$ 5,348.00</u>	<u>\$ 5,562.00</u>	<u>\$ 5,784.00</u>	<u>\$ 5,900.00</u>	<u>\$ 6,000.00</u>	<u>\$ 652.00</u>	<u>12.2%</u>
7	Percentage Increase	7.0%	4.0%	4.0%	2.0%	1.7%		
8								
9	Part-time Credit Hour Fees							
10	Education Fee	\$ 228.00	\$ 240.00	\$ 251.00	\$ 257.00	\$ 262.00	\$ 34.00	14.9%
11	Technology Fee	4.25	4.25	4.25	4.25	4.25	-	0.0%
12	Facilities Fees	13.75	13.75	13.75	13.75	13.75	-	0.0%
13	Student Activity Fees	27.00	27.00	27.00	27.00	27.00	-	0.0%
14	Total Part-time Cr Hr Fees	<u>\$ 273.00</u>	<u>\$ 285.00</u>	<u>\$ 296.00</u>	<u>\$ 302.00</u>	<u>\$ 307.00</u>	<u>\$ 34.00</u>	<u>12.5%</u>
15								
16	Summer Credit Hour Fees							
17	Education Fee	\$ 180.99	\$ 190.65	\$ 200.00	\$ 205.10	\$ 210.10	\$ 29.11	16.1%
18	Technology Fee	4.25	4.25	4.25	4.25	4.25	-	0.0%
19	Facilities Fees	13.75	13.75	13.75	13.75	13.75	-	0.0%
20	Student Activity Fees	74.01	76.35	78.00	78.90	78.90	4.89	6.6%
21	Total Summer Cr Hr Fees	<u>\$ 273.00</u>	<u>\$ 285.00</u>	<u>\$ 296.00</u>	<u>\$ 302.00</u>	<u>\$ 307.00</u>	<u>\$ 34.00</u>	<u>12.5%</u>
22								
23	Other Student Fees							
24	Nonresident Tuition:							
25	Nonres Tuition	\$ 9,532.00	\$ 9,914.00	\$ 10,312.00	\$ 10,518.00	\$ 11,000.00	\$ 1,468.00	15.4%
26	Nonres Tuition-Asotin County	\$ 3,168.00	\$ 3,168.00	\$ 3,168.00	\$ 3,232.00	\$ 3,380.00	\$ 212.00	6.7%
27	Other Fees:							
28	Western Undergrad Exchge	\$ 2,674.00	\$ 2,781.00	\$ 2,892.00	\$ 2,950.00	\$ 3,000.00	\$ 326.00	12.2%
29	In-service Fees/Cr Hr - Undergrad	\$ 92.00	\$ 96.00	\$ 100.00	\$ 103.00	\$ 106.00	\$ 14.00	15.2%
30	Overload (20 cr. or more)	\$ 273.00	\$ 285.00	\$ 296.00	\$ 302.00	\$ 307.00	\$ 34.00	12.5%

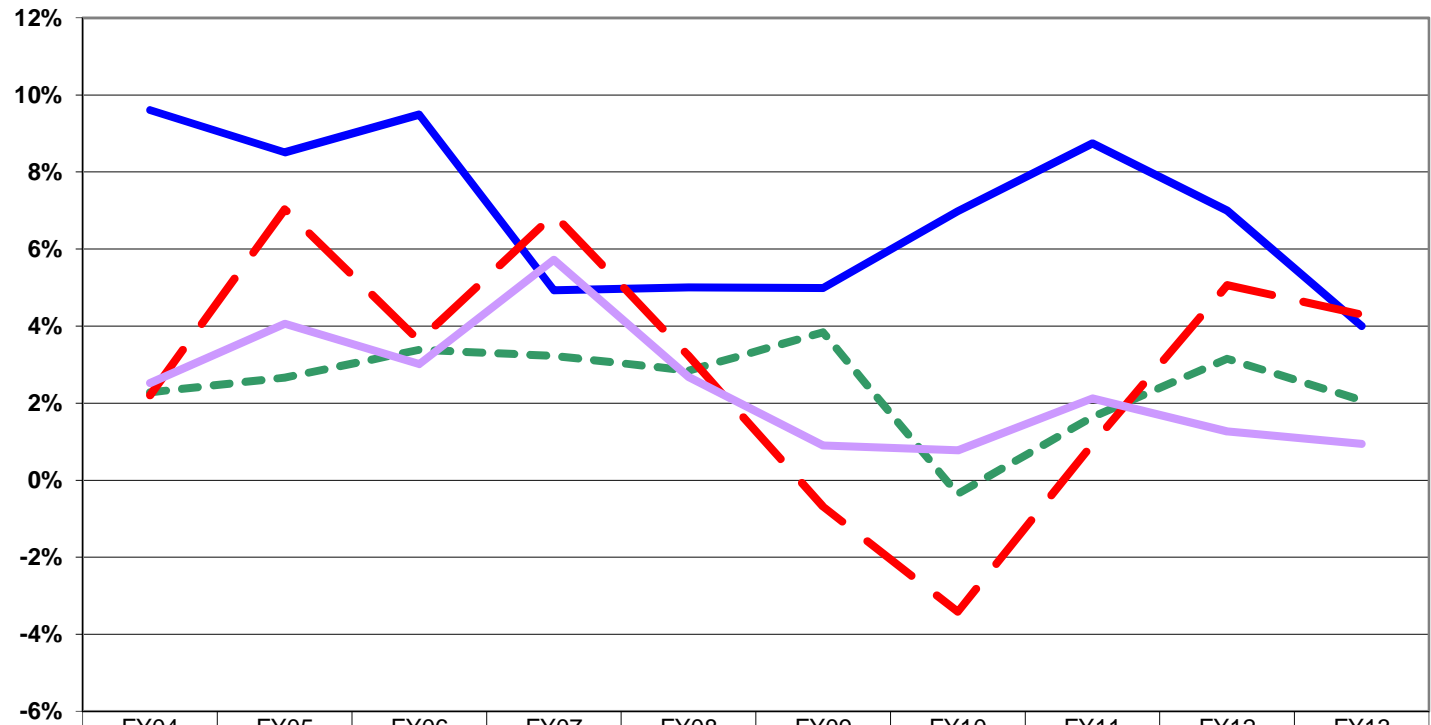
Cost of Attending College vs. Per Capita Income Lewis-Clark State College



Cost to Deliver College Lewis-Clark State College



Lewis-Clark State College
Resident Fees, CPI, Per Capita Income, Average Annual Wage
 % Increase from Prior Year



	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13
Resident Fees	9.61%	8.51%	9.49%	4.93%	5.00%	4.99%	6.98%	8.75%	7.00%	4.00%
Consumer Price Index	2.28%	2.66%	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%
Idaho Per Capita Income	2.21%	7.03%	3.61%	6.90%	3.23%	-0.69%	-3.42%	0.93%	5.06%	4.30%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.94%

Source: Idaho Commerce and Labor; Bureau of Economic Analysis, U.S. Department of Commerce; Division of Financial Management Economic Forecast, January 2014

UNIVERSITY OF IDAHO

FY 2016 TUITION & FEES INFORMATION

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 - Potential (T&F) Revenue Changes for FY 2016 Page 51
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**University of Idaho
Student Fee Hearing Summary**

The Fee Process

The University of Idaho collaborative fee process started in the fall with preliminary discussions between executive and student leadership about the financial prospects for the coming year and how student activity fees fit into that overall financial picture. The process resumed in January with active participation throughout the remainder of the process by the Associated Student Fee Committee (ASFC). This representative committee included student leaders from the Associated Student of the University of Idaho, the Graduate and Professional Students Association (GSPA) and the Student Bar Association representing the law school. All units currently receiving dedicated fees or requesting a new dedicated fee submitted narrative and financial data to the ASFC and a public meeting of the ASFC was held on January 29, 2015, wherein each unit requesting an increased or new fee presented their fee request. Auxiliary units and others requesting dedicated fee support presented requests for program maintenance and expansion and new programs and activities. The meeting was attended by students and university community members.

The ASFC committee met several times in February to discuss the fee requests from each unit as well as to review existing activity fees. A comprehensive activity fee proposal was developed by student leaders and presented to executive leadership on February 20th. This fee proposal was incorporated into the overall proposed tuition and fee package and published for public review via the formal University Notice of Intent to Adopt Student Tuition and Fee Changes which was issued on March 4th as required by Board Policy. The period of public comment is open until April 14th and will include a public presentation and open forum on proposed student fees on April 1st. During this period, students and interested citizens may provide comment, in writing, regarding the proposed fee increases. Written comments will be forwarded to the Regents and a recording of the April 1st open forum will be available.

Fee Request Overview

The University of Idaho respectfully requests an increase in full-time student tuition and fees of \$236 from \$6,784 per year in FY15 to \$7,020 per year in FY16 combined with an increase to the additional full-time non-resident tuition from \$13,530 to \$14,004 per year. This will bring the total full-time non-resident tuition and fee package to \$21,024 per year. It is the University's intent to hold the total full-time non-resident tuition and fee package at \$21,024 for FY16. Therefore if the full-time tuition and fees are approved at an amount less than the above \$7,020 the University requests approval to increase the additional non-resident tuition to keep the total package amount at \$21,024. The undergraduate part-time credit hour fee for academic year participation would increase from \$339 in FY15 to \$351 per credit in FY16, while summer rates (summer 2016) would increase from \$339 to \$351 per credit. This general student fee

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2015

increase is a critical part of a bundle of fee increases aimed at meeting our essential missions of education, research and outreach as well as implementing the institution's strategic plan. In addition the University plans to increase the additional graduate tuition from \$1,098 to \$1,202 thereby increasing the total resident graduate package from \$7,882 in FY15 to \$8,222 in FY16 (an increase of 4.3%).

The Associated Student Fee Committee has recommended a small increase in student activity fees. In their deliberations they considered several principles in order to arrive at a final recommendation. These principles included maintaining an affordable cost of attendance at the University of Idaho, funding mandatory cost increases to maintain the current level of student services and recognizing tuition as the most flexible revenue resource available to meet critical financial needs, to maintain program quality and to move the institution toward its goals.

The University of Idaho general tuition increase request is structured to provide a reasonable likelihood of covering obligated cost increases that exceed the level of new state support and enable the institution and its students to continue some movement forward in achieving strategic goals – particularly a goal of becoming more competitive with respect to faculty and staff salaries which are falling dangerously far from peer and local market averages. In making this overall tuition increase, the University has been mindful of the comparative costs of attending peer institutions; the overall rate of tuition increases at those comparable institutions and the impact any such tuition increase might have on access to institutional programs. University and student leadership have also given thought to the negative financial consequences of a smaller tuition and fee increase, which would result in being stalled at current operational levels and eliminate the ability to move the institution forward to provide improved instruction and student retention.

In that context, the specific components of the tuition and fee increase are as follows:

Undergraduate Tuition

The University of Idaho is requesting an increase to the undergraduate tuition of \$218.54 per full-time student per year.

Facilities Fee

The University of Idaho is not requesting an increase in the facility fee for FY16. This is consistent with our continuing overall strategy of focusing our resources on tuition revenue which provides the flexibility necessary to meet any and all of the operating issues in the General Education budget, including critical needs in the area of facility maintenance. The current Facility fee is \$790.50 per fulltime student per year and the revenue from this fee primarily goes towards debt service obligations.

Technology Fee

The University of Idaho is not requesting an increase in the technology fee for FY16. Once again, this is consistent with our strategy of focusing our resources on tuition which provides us the flexibility necessary to meet any and all of the operating issues in the General Education budget, including any critical needs in the area of technology support. The current Technology fee is \$125.40 per fulltime student per year and the revenue from this fee goes towards covering four major technology service areas:

- Student Technologies,
- Internet Bandwidth,
- Wireless Networking and
- Internet Security.

Activities Fees

The University of Idaho is requesting an increase of \$17.46 per full-time student per year in activities fees for FY16. The Associated Student Fee Committee recommended \$13.98 to cover the impact of the potential 3% Change in Employee Compensation and benefit rate changes for ASUI, Campus Recreation, Idaho Commons/Pitman Center, Office of Multicultural Affairs, Counseling and Testing Center, Early Childhood Center, Women's Center and University Support Services (unit responsible for the ASUI Kibbie Dome, Memorial Gym and the Swim Center). In addition \$3.48 was recommended for Marching Band and University Support Services for repair and replacement needs.

New Student Orientation

The University of Idaho has transitioned from a per semester activity fee charged to all full-time students to a separate one-time new student orientation fee of \$100 to first time undergraduate students. This structure aligns the fee with the students receiving the services covered by the fee and reduces the administrative costs associated with the program. The university is not requesting an increase to this fee for FY16.

UNIVERSITY OF IDAHO

Changes to Student Fees for FY 2016 Annual Full-Time Fees and Part-Time Credit Hours Fees

		Bd	FY15	FY16	Requested		
Student Fees:		Appv	Fees	Initial Notice	FY16 Fees	Change	% Chg.
1	Full-time Fees:						
2	Tuition	**	\$4,784.06	\$5,002.60	\$5,002.60	\$218.54	4.6%
3	Technology Fee	**	125.40	125.40	125.40	0.00	0.0%
4	Facilities Fees	**	790.50	790.50	790.50	0.00	0.0%
5	Student Activity Fees	**	1,084.04	1,101.50	1,101.50	17.46	1.6%
6	Total Full-time Fees (See Note A)		<u>6,784.00</u>	<u>7,020.00</u>	<u>7,020.00</u>	<u>236.00</u>	<u>3.5%</u>
7							
8	Part-time Credit Hour Fees:						
9	Undergraduate Tuition and Fees	**	\$280.50	\$292.50	\$292.50	\$12.00	4.3%
10	Undergraduate Fees	**	58.50	58.50	58.50	0.00	0.0%
11	Total Part-time Cr Hr Fees: *		<u>\$339.00</u>	<u>\$351.00</u>	<u>\$351.00</u>	<u>\$12.00</u>	<u>3.5%</u>
12							
13	Other Student Fees:						
14	Academic Year Graduate Fees:						
15	Full-Time Tuition	**	\$4,784.06	\$5,002.60	\$5,002.60	\$218.54	4.6%
16	Full-Time Grad Fee	**	1,098.00	1,202.00	1,202.00	\$104.00	9.5%
17	Full-Time Other Fees	**	1,999.94	2,017.40	2,017.40	17.46	0.9%
18	Part-Time Tuition	**	318.50	331.50	331.50	\$13.00	4.1%
19	Part-Time Grad Fee	**	61.00	67.00	67.00	\$6.00	9.8%
20	Part-Time Other Fees	**	58.50	58.50	58.50	0.00	0.0%
21	Academic Year Outreach Programs:						
22	Full-Time Undergrad Tuition	**	\$6,134.00	\$6,370.00	\$6,370.00	\$236.00	3.8%
23	Full-Time Grad Tuition	**	6,134.00	6,370.00	6,370.00	\$236.00	3.8%
24	Full-Time Grad Fee	**	1,098.00	1,202.00	1,202.00	\$104.00	9.5%
25	Full-Time Other Fees (UG & GR)	**	650.00	650.00	650.00	0.00	0.0%
26	Part-Time Undergrad Tuition	**	306.50	318.50	318.50	\$12.00	3.9%
27	Part-Time Grad Tuition	**	344.50	357.50	357.50	\$13.00	3.8%
28	Part-Time Grad Fee	**	61.00	67.00	67.00	\$6.00	9.8%
29	Part-Time Other Fees (UG & GR)	**	32.50	32.50	32.50	0.00	0.0%
30	Nonresident Tuition (See Notes A & B)						
31	Full-Time Undergrad Tuition	**	\$13,530.00	\$14,004.00	\$14,004.00	\$474.00	3.5%
32	Part-Time Undergrad Tuition	**	677.00	700.00	700.00	\$23.00	3.4%
33	Full-Time Grad Tuition	**	13,530.00	14,004.00	14,004.00	\$474.00	3.5%
34	Part-Time Grad Tuition	**	752.00	778.00	778.00	\$26.00	3.5%
35	Other Fees:						
36	Overload Fee (>20 credits)	**	\$280.50	\$292.50	\$292.50	\$12.00	4.3%
37	Western Undergrad Exchge	**	3,392.00	3,510.00	3,510.00	\$118.00	3.5%
38	In-service Fees/Cr Hr - UG	**	\$103.00	\$106.00	\$106.00	\$3.00	2.9%
39	In-service Fees/Cr Hr - UG Summe	**	\$103.00	\$106.00	\$106.00	\$3.00	2.9%
40	In-service Fees/Cr Hr - Grad	**	\$125.00	\$131.00	\$131.00	\$6.00	4.8%
41	In-service Fees/Cr Hr - Grad Sumn	**	\$125.00	\$131.00	\$131.00	\$6.00	4.8%
42	Professional Fees:						
43	Law College FT	**	\$8,598.00	\$9,008.00	\$9,008.00	\$410.00	4.8%
44	Law College PT	**	478.00	500.00	500.00	\$22.00	4.6%
45	Law College PT Summer	**	478.00	500.00	500.00	\$22.00	4.6%
46	Art & Architecture FT UG & GR	**	1,068.00	1,106.00	1,106.00	\$38.00	3.6%
47	Art & Architecture PT Undergrad	**	53.00	55.00	55.00	\$2.00	3.8%
48	Art & Architecture PT Summer UG	**	53.00	55.00	55.00	\$2.00	3.8%
49	Art & Architecture PT Grad	**	59.00	61.00	61.00	\$2.00	3.4%
50	Art & Architecture PT Summer GR	**	59.00	61.00	61.00	\$2.00	3.4%
51	Bioregional Planning FT	**	1,050.00	1,106.00	1,106.00	\$56.00	5.3%
52	Bioregional Planning PT	**	53.00	61.00	61.00	\$8.00	15.1%
53	Bioregional Planning PT Summer	**	53.00	61.00	61.00	\$8.00	15.1%
54	Summer Session (2016)						
55	On-Campus						
56	Part-Time Undergrad Tuition	**	\$280.50	\$292.50	\$292.50	\$12.00	4.3%
57	Part-Time Grad Tuition	**	318.50	331.50	331.50	\$13.00	4.1%
58	Part-Time Grad Fee	**	61.00	67.00	67.00	\$6.00	9.8%
59	Part-Time Other Fees (UG & GR)	**	58.50	58.50	58.50	0.00	0.0%
60	Outreach/Off-Campus:						
61	Part-Time Undergrad Tuition	**	\$306.50	\$318.50	\$318.50	\$12.00	3.9%
62	Part-Time Grad Tuition	**	344.50	357.50	357.50	13.00	3.8%
63	Part-Time Grad Fee	**	61.00	67.00	67.00	6.00	9.8%
64	Part-Time Other Fees (UG & GR)	**	32.50	32.50	32.50	0.00	0.0%
65	Self-Support Program Fees:						
66	Executive MBA (2 years)		\$37,000.00	\$42,000.00	\$42,000.00	\$5,000.00	13.5%
67	Professional Practices Doctorate (3 yrs)		30,000.00	30,000.00	30,000.00	0.00	0.0%
68	Masters of Science Athletic Training (1 yr)		20,394.00	20,394.00	20,394.00	0.00	0.0%
69	Doctorate Athletic Training (1 yr)		18,128.00	18,128.00	18,128.00	0.00	0.0%
70	MOSS Environmental Ed Grad Pgm (sem)		5,986.00	7,238.00	7,238.00	1,252.00	20.9%
71	New Student Orientation (See Note C)		\$100.00	\$100.00	\$100.00	\$100.00	100.0%

Note A: The university is requesting a total package for non-resident undergraduate students of \$21,024 per academic year. Therefore if the tuition and fee package is approved at lower than \$7,020 the non-resident fee will be increased to maintain the \$21,024 total package.

Note B: The University is exploring the ability to charge increased tuition to Non-Residents for Summer Session but not to exceed full Non-Resident Tuition.

Note C: The university charges a separate one-time \$100 fee charged only to first time undergraduate students.

UNIVERSITY OF IDAHO

Potential Student Fee Revenue Changes for FY 15 Due to Enrollment and Fee Changes

Student Fees:	Projected		Potential Revenue Generated			
	HC/SCH Count		Changes due to Count		Fee Changes	
	FY15	FY16	Gen Educ	Local	Gen Educ	Local
Full-time Fees:						
Tuition	6,826	6,584	(\$1,157,700)		\$1,438,800	
Technology Fee	6,826	6,584		(30,300)		0
Facilities Fees	6,826	6,584		(191,300)		0
Student Activity Fees	6,826	6,584		(262,300)		114,900
Total Full-time Fees			(\$1,157,700)	(\$483,900)	\$1,438,800	\$114,900
Part-time Credit Hour Fees:						
Undergraduate Tuition and Fees	2,264	2,214	(\$14,000)		\$26,600	\$0
Undergraduate Fees	2,264	2,214		(2,900)		0
Total Part-time Cr Hr Fees:			(\$14,000)	(\$2,900)	\$26,600	\$0
Other Student Fees:						
Academic Year Graduate Fees:						
Full-Time Tuition	673	640	(\$157,900)		\$139,900	
Full-Time Grad Fee	673	640	(36,200)		66,600	
Full-Time Other Fees	673	640		(66,000)		11,200
Part-Time Tuition	1,447	1,226	(70,400)		15,900	
Part-Time Grad Fee	1,447	1,226	(13,500)		7,400	
Part-Time Other Fees	1,447	1,226		(12,900)		0
Academic Year Outreach Programs:						
Full-Time Undergrad Tuition	301	303	\$12,300		\$71,500	
Full-Time Grad Tuition	127	200	447,800		47,200	
Full-Time Grad Fee	127	200	80,200		20,800	
Full-Time Other Fees (UG & GR)	428	503		48,800		0
Part-Time Undergrad Tuition	2,084	2,054	(9,200)		24,600	
Part-Time Grad Tuition	3,197	3,268	24,500		42,500	
Part-Time Grad Fee	3,197	3,268	4,300		19,600	
Part-Time Other Fees (UG & GR)	5,281	5,322		1,300		0
Nonresident Tuition						
Full-Time Undergrad Tuition	1,242	1,308	\$886,200		\$619,800	
Part-Time Undergrad Tuition	658	618	(27,100)		14,200	
Full-Time Grad Tuition	267	279	169,100		132,200	
Part-Time Grad Tuition	1,191	1,177	(10,500)		30,600	
Other Fees:						
Overload Fee (>18 credits)	75	90	\$4,200		\$1,100	
Western Undergrad Exchge	383	234	(505,400)		27,600	
In-service Fees/Cr Hr - UG	437	36	(41,300)		100	
In-service Fees/Cr Hr - UG Summe	133	62	(7,300)		200	
In-service Fees/Cr Hr - Grad	967	885	(10,300)		5,300	
In-service Fees/Cr Hr - Grad Summ	682	1,463	97,600		8,800	
Professional Fees:						
Law College FT	302	334		\$279,400		\$136,900
Law College PT	56	41		(7,200)		900
Law College PT Summer	384	396		5,700		8,700
Art & Architecture FT UG & GR	562	544		(18,700)		20,700
Art & Architecture PT Undergrad	220	242		1,200		500
Art & Architecture PT Summer UG	381	410		1,500		800
Art & Architecture PT Grad	155	193		2,200		400
Art & Architecture PT Summer GR	300	177		(7,300)		400
Bioregional Planning FT	9	6		(2,600)		300
Bioregional Planning PT	15	23		400		200
Bioregional Planning PT Summer	16	12		(200)		100
Summer Session:						
On-Campus						
Part-Time Undergrad Tuition	5,013	5,013	\$0		\$60,200	
Part-Time Grad Tuition	1,385	1,385	0		18,000	
Part-Time Grad Fee	1,385	1,385	0		8,300	
Part-Time Other Fees (UG & GR)	6,398	6,398		0		0
Outreach/Off-Campus:						
Part-Time Undergrad Tuition	5,020	5,020	\$0		\$60,200	
Part-Time Grad Tuition	2,034	2,034	0		26,400	
Part-Time Grad Fee	2,034	2,034	0		12,200	
Part-Time Other Fees (UG & GR)	7,054	7,054		0		0
Total Other Student Fees			\$837,100	\$225,600	\$1,481,200	\$181,100
Total Additional Student Fee Revenue			(\$334,600)	(\$261,200)	\$2,946,600	\$296,000
Total Revenue Increase/(Decrease)			2,612,000	34,800		

The count figures indicate changes between FY15 budget and FY16 projections and therefore take into consideration the impact of FY15 actuals as well as anticipated changes for FY16. The revenues shown under Changes Due to Count and Fee Changes reflect net revenues.

University of Idaho

Schedule of tuition and fees or budget reallocations needed to cover FY 2016 itemized expenses

	Total	Tuition and Fee Request	Reallocation of Budget	Notes
NON-CEC DECISION UNITS				
10.11 Change in Health Benefit Costs	\$ 477,000	477,000		
10.12 Change in Variable Benefit Costs	(34,500)	(34,500)		
10.21 General Inflation Adjustment	249,500	249,500		
10.25 Inflationary Adjustment - Library	354,200	354,200		
10.31 Repair, Replacement	-			
10.71 EWA (Reduction to Revenue)	894,500		894,500	
10.xx Endowments (Increase to Revenue)	(814,800)		(814,800)	
CEC DECISION UNITS				
10.61 Salary Multiplier Regular Employees	1,114,600	1,114,600		
10.62 Salary Multiplier Group and Temporary	105,200	105,200		
OTHER ITEMS				
Faculty Promotions	169,000	169,000		
Estimated Cost to Raise Athletics to the Cap	300,000		300,000	
Enrollment Management Initiatives	422,000	71,500	350,500	
Critical Positions	362,000		362,000	
TOTAL NEED	\$ 3,598,700	\$ 2,506,500	\$ 1,092,200	

ESTIMATED REVENUE:

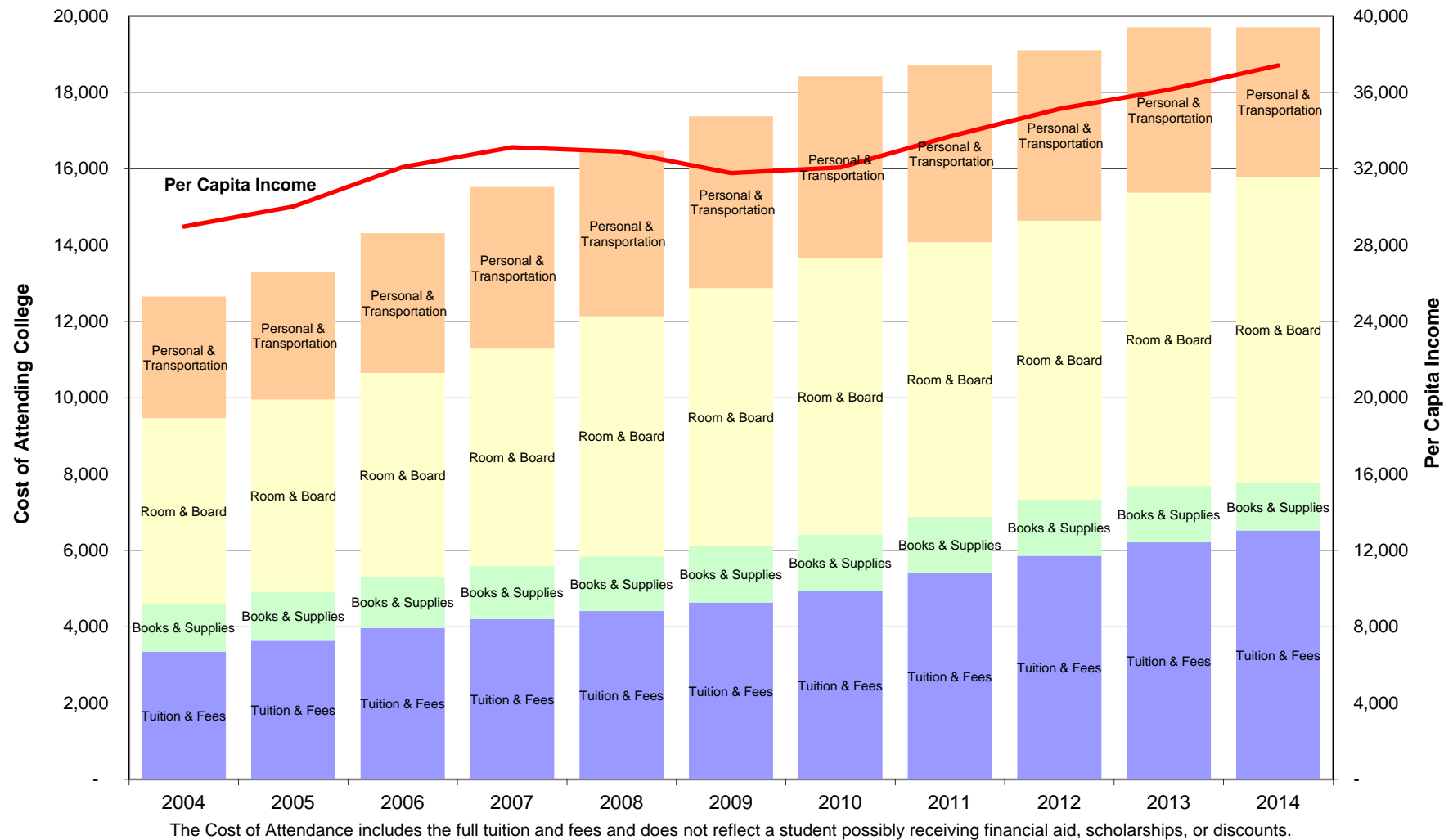
Undergraduate Tuition	398,200
Graduate Tuition	638,700
Non-Resident Tuition (additional NR fee for Undergrad and Graduate)	1,336,700
Summer Session Tuition - FY2016 (rates approved April 2014)	132,900
	<u>\$ 2,506,500</u>

UNIVERSITY OF IDAHO

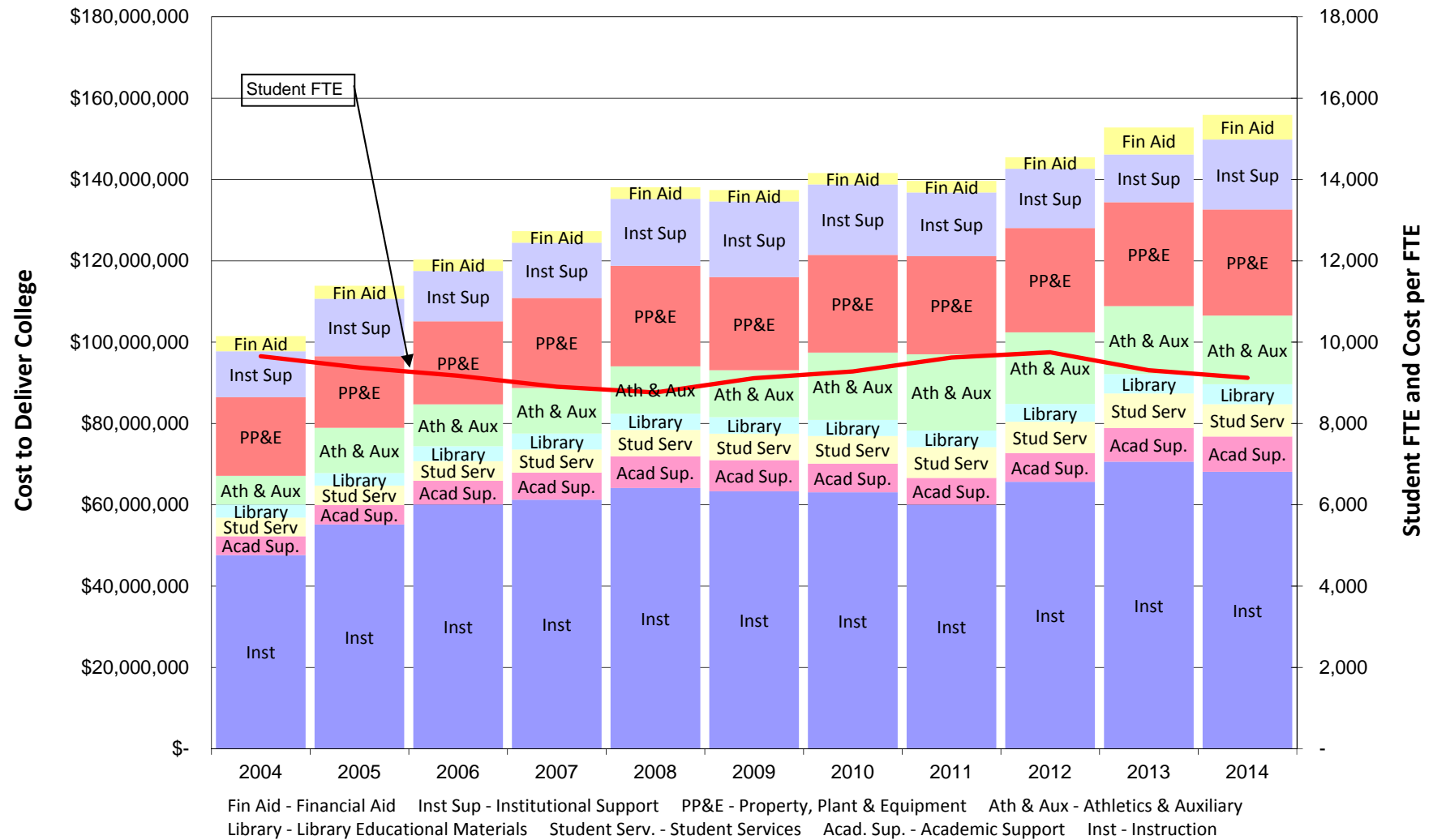
4-year History of Board Approved Fees plus FY16 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:		FY 2012	FY 2013	FY 2014	FY 2015	Request FY 2016	4-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$3,874.18	\$4,230.18	\$4,534.30	\$4,784.06	\$5,002.60	\$1,128.42	29.13%
3	Technology Fee	125.40	125.40	125.40	125.40	125.40	0.00	0.00%
4	Facilities Fees	790.50	790.50	790.50	790.50	790.50	0.00	0.00%
5	Student Activity Fees	1,065.92	1,065.92	1,073.80	1,084.04	1,101.50	35.58	3.34%
6	Total Full-time Fees	5,856.00	6,212.00	6,524.00	6,784.00	7,020.00	1,164.00	19.88%
7	Percentage Increase	8.4%	6.1%	5.0%	4.0%	3.5%		
8								
9	Part-time Credit Hour Fees							
10	Undergraduate Tuition and Fees	\$234.50	\$252.50	\$267.50	\$280.50	\$292.50	\$58.00	24.73%
11	Undergraduate Fees	\$58.50	\$58.50	\$58.50	\$58.50	\$58.50	\$0.00	0.00%
12	Total Part-time Cr Hr Fees	\$293.00	\$311.00	\$326.00	\$339.00	\$351.00	\$58.00	19.80%
13								
14	Other Student Fees							
15	Academic Year Graduate Fees:							
16	Full-Time Tuition/Fees	\$5,856.00	\$6,212.00	\$6,524.00	\$6,784.00	\$7,020.00	\$1,164.00	19.88%
17	Full-Time Grad/Prof Fee	\$826.00	\$950.00	\$1,062.00	\$1,098.00	\$1,202.00	\$376.00	45.52%
18	Part-Time Grad Tuition/Fees	\$293.00	\$311.00	\$362.50	\$377.00	\$390.00	\$97.00	33.11%
19	Part-Time Grad/Prof Fee	\$41.00	\$48.00	\$59.00	\$61.00	\$67.00	\$26.00	63.41%
20	Academic Year Outreach Programs:							
21	Full-Time Undergrad Tuition/Fees	\$5,856.00	\$6,212.00	\$6,524.00	\$6,784.00	\$7,020.00	\$1,164.00	19.88%
22	Part-Time Undergrad Tuition/Fees	\$293.00	\$311.00	\$326.00	\$339.00	\$351.00	\$58.00	19.80%
23	Full-Time Graduate Tuition/Fees	\$5,856.00	\$6,212.00	\$6,524.00	\$6,784.00	\$7,020.00	\$1,164.00	19.88%
24	Full-Time Grad/Prof Fee	\$826.00	\$950.00	\$1,062.00	\$1,098.00	\$1,202.00	\$376.00	45.52%
25	Part-Time Graduate Tuition/Fees	\$293.00	\$311.00	\$362.50	\$377.00	\$390.00	\$97.00	33.11%
26	Part-Time Grad/Prof Fee	\$41.00	\$48.00	\$59.00	\$61.00	\$67.00	\$26.00	63.41%
27	Summer Session (2015)							
28	Part-Time Undergrad Tuition/Fees	\$293.00	\$311.00	\$326.00	\$339.00	\$351.00	\$58.00	19.80%
29	Part-Time Undergrad Outreach	\$293.00	\$311.00	\$326.00	\$339.00	\$351.00	\$58.00	19.80%
30	Part-Time Graduate Tuition/Fees	\$293.00	\$311.00	\$362.50	\$377.00	\$390.00	\$97.00	33.11%
31	Part-Time Graduate Outreach	\$293.00	\$311.00	\$362.50	\$377.00	\$390.00	\$97.00	33.11%
32	Part-Time Grad/Prof Fee	\$41.00	\$48.00	\$59.00	\$61.00	\$67.00	\$26.00	63.41%
33	Nonresident Tuition (See Notes A & B)							
34	Nonres Tuition FT Undergrad	\$12,520.00	\$12,788.00	\$13,076.00	\$13,530.00	\$14,004.00	\$1,484.00	11.85%
35	Nonres Tuition PT Undergrad	\$626.00	\$639.00	\$654.00	\$677.00	\$700.00	\$74.00	11.82%
36	Nonres Tuition FT Grad	\$12,520.00	\$12,788.00	\$13,076.00	\$13,530.00	\$14,004.00	\$1,484.00	11.85%
37	Nonres Tuition PT Grad	\$626.00	\$639.00	\$726.00	\$752.00	\$778.00	\$152.00	24.28%
38	Professional Fees:							
39	Law College FT	\$7,358.00	\$7,874.00	\$8,188.00	\$8,598.00	\$9,008.00	\$1,650.00	22.42%
40	Law College PT	\$368.00	\$394.00	\$455.00	\$478.00	\$500.00	\$132.00	35.87%
41	Law College PT Summer	\$368.00	\$394.00	\$455.00	\$478.00	\$500.00	\$132.00	35.87%
42	Art & Architecture FT UG & GR	\$986.00	\$986.00	\$1,026.00	\$1,068.00	\$1,106.00	\$120.00	12.17%
43	Art & Architecture PT Undergrad	\$49.00	\$49.00	\$51.00	\$53.00	\$55.00	\$6.00	12.24%
44	Art & Architecture PT Summer UG	\$49.00	\$49.00	\$51.00	\$53.00	\$55.00	\$6.00	12.24%
45	Art & Architecture PT Grad	\$49.00	\$49.00	\$57.00	\$59.00	\$61.00	\$12.00	24.49%
46	Art & Architecture PT Summer GR	\$49.00	\$49.00	\$57.00	\$59.00	\$61.00	\$12.00	24.49%
47	Bioregional Planning FT	\$1,050.00	\$1,050.00	\$1,050.00	\$1,050.00	\$1,106.00	\$56.00	5.33%
48	Bioregional Planning PT	\$53.00	\$53.00	\$53.00	\$53.00	\$61.00	\$8.00	15.09%
49	Bioregional Planning PT Summer	\$53.00	\$53.00	\$53.00	\$53.00	\$61.00	\$8.00	15.09%
50	Self-Support Program Fees:							
51	Executive MBA (2 years)	\$37,000.00	\$37,000.00	\$37,000.00	\$37,000.00	\$42,000.00	\$5,000.00	13.51%
52	Professional Practices Doctorate (3 yrs)	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$0.00	0.00%
53	Masters of Science Athletic Training (1 yr)	\$0.00	\$18,000.00	\$18,540.00	\$20,394.00	\$20,394.00	\$20,394.00	New
54	Doctorate Athletic Training (1 yr)	\$16,000.00	\$16,000.00	\$16,480.00	\$18,128.00	\$18,128.00	\$2,128.00	13.30%
55	MOSS Environmental Education	\$5,986.00	\$5,986.00	\$5,986.00	\$5,986.00	\$7,238.00	\$1,252.00	20.92%
56	Other Fees:							
57	Overload Fee	\$234.50	\$252.50	\$267.50	\$280.50	\$292.50	\$58.00	24.73%
58	Western Undergrad Exchge	\$2,928.00	\$3,106.00	\$3,262.00	\$3,392.00	\$3,510.00	\$582.00	19.88%
59	In-service Fees/Cr Hr - UG	\$92.00	\$96.00	\$100.00	\$103.00	\$106.00	\$14.00	15.22%
60	In-service Fees/Cr Hr - UG Summer	\$92.00	\$96.00	\$100.00	\$103.00	\$106.00	\$14.00	15.22%
61	In-service Fees/Cr Hr - Grad	\$108.00	\$115.00	\$121.00	\$125.00	\$131.00	\$23.00	21.30%
62	In-service Fees/Cr Hr - Grad Summer	\$108.00	\$115.00	\$121.00	\$125.00	\$131.00	\$23.00	21.30%

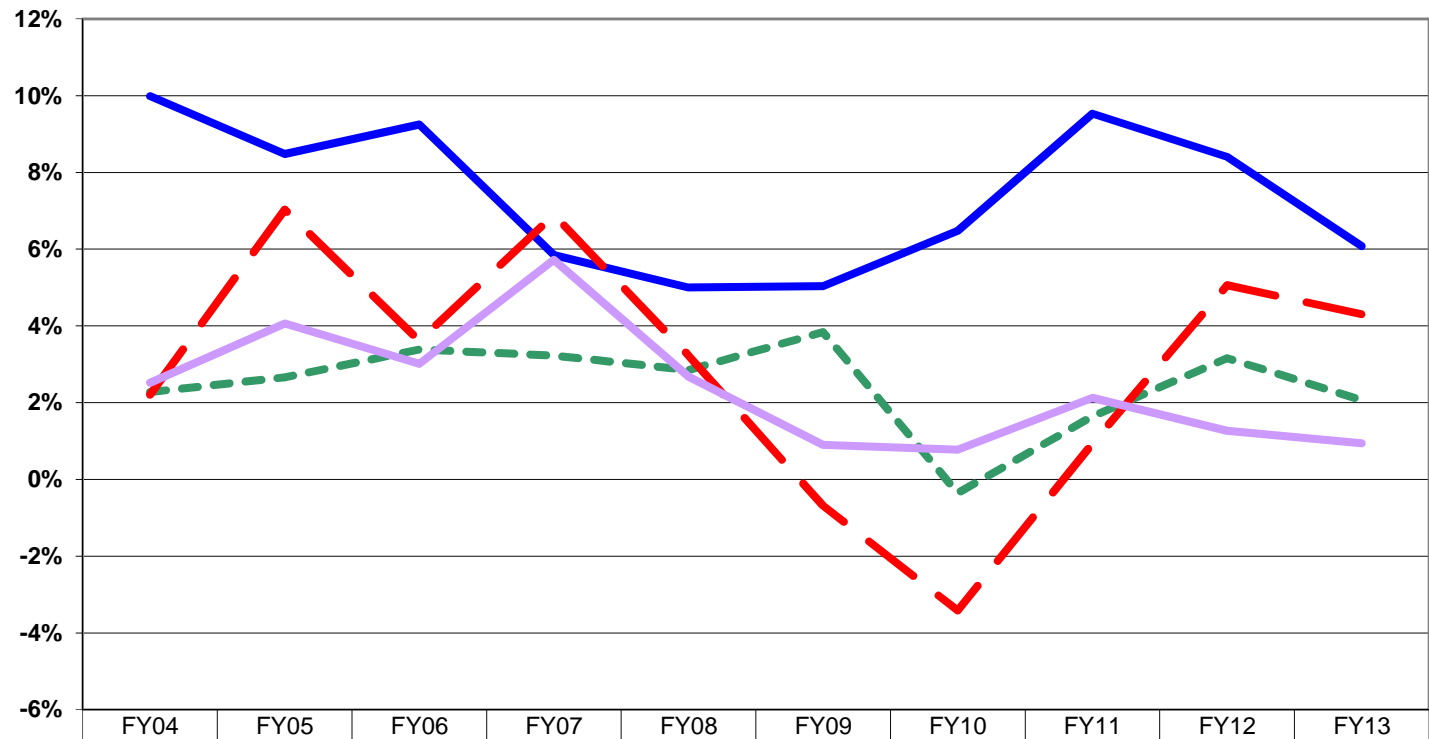
Cost of Attending College vs. Per Capita Income University of Idaho



Cost to Deliver College University of Idaho



University of Idaho
Resident Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13
Resident Fees	9.99%	8.48%	9.25%	5.85%	5.00%	5.03%	6.48%	9.53%	8.40%	6.08%
Consumer Price Index	2.28%	2.66%	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%
Idaho Per Capita Income	2.21%	7.03%	3.61%	6.90%	3.23%	-0.69%	-3.42%	0.93%	5.06%	4.30%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.94%

Source: Idaho Commerce and Labor; Bureau of Economic Analysis, U.S. Department of Commerce; Division of Financial Management Economic Forecast, January 2014

COLLEGE OF LAW

UNIVERSITY OF IDAHO

Office of the Dean
Moscow, ID 83844-2321
(208) 885-4977
FAX: 885-5709

Memorandum

Date: February 18, 2015

To: Katherine G. Aiken, Provost & Executive Vice President
Ron Smith, Vice President for Finance & Administration
Keith Ickes, Executive Director, Planning & Budget
Trina Mahoney, Director, Budget Office

From: Mark L. Adams, Dean, College of Law

Re: Law Student Dedicated Professional Fee Request for FY 2016

As described in this memorandum, the College of Law requests an increase in the Law School Dedicated Professional fee of \$410 per year in the law student dedicated professional fee in Fiscal Year 2016. This dollar amount represents an increase of 4.8% over the current level of \$8,598.00 per year to \$9,008.00 per year. The FY 2016 charge per credit hour will be \$500, which reflects the 4.8% tuition increase, or almost \$23 per credit hour.

This requested increase is the same dollar amount increase approved by the Board of Regents for FY 2015, but is less than the 7.0% and 7.9% increases in prior years. Additionally, this year's requested fee increase is significantly below the annual increases approved by the Board pursuant to requests made under a five-year plan for Fiscal Years 2007 through 2011.

Although Fiscal Years 2007-2011 fee increases were associated with a strategic five year plan, the College of Law presently engages in a process to identify critical areas of funding needs, in consultation with student leaders, in order to develop appropriately targeted fee increases. The professional fee component of total fees and tuition paid by law students is dedicated to the College of Law. This fee is not, nor should it be perceived as, a substitute for other funding for the University or from any other source as that perception will lead to the ultimate privatization of the College of Law, which would be exceptionally detrimental to legal education in the State of Idaho. Out of necessity, the fee has been used by the College of Law to preserve the quality of legal education under the enormous pressures of the recent period of financial difficulty. The fee is an additional investment by law students themselves in the legal education which is the foundation of their future success as professionals.

The current FY 2016 requested increase will be used in the following areas: 1) Investment in Academic Success and Bar Preparation support; 2) student scholarships; and 3) support for experiential education, including Moot Court, Mock Trial and other advocacy competitions and

programs, Semester-In-Residence, and Jurist in Residence. These areas, in addition to directly impacting the quality of education for our students and positioning the College of Law to excel as an institution of legal education, are areas that have been identified by our accrediting body, the American Bar Association, as requiring additional planning and investment by law schools due to the passage of new standards.

These proposed uses for the fee increase are supported by the law student leadership. It is important to the students that the College of Law remain competitively priced while still taking reasonable steps to ensure that needed programming and other fiscal requirements are met. The 4.8% fee increase reflects this balancing of interests, though the College's overall funding needs are greater.

History of recent law school professional fee increases:

FY 08 \$450

FY 09 \$500 (Adjusted by the State Board downward to \$420 because the requested purpose had not yet been approved)

FY 10 \$550

FY 11 \$600

FY 12 \$538

FY 13 \$516

FY 14 \$314

FY 15 \$410

FY 16 \$410

Conclusion:

The FY 2016 fee increase of 4.8%, or \$410, reflects a continuation of the more modest approach started in FY2014. It is designed to address critical needs at the College of Law while remaining mindful of maintaining our College's cost-competitive edge in American legal education and to assist our students in controlling their educational debts.



Mark L. Adams

Dean, College of Law

Mahoney, Trina (tmahoney@uidaho.edu)

From: Nugen, Michael (mnugen@uidaho.edu)
Sent: Monday, March 16, 2015 12:10 PM
To: Mahoney, Trina (tmahoney@uidaho.edu)
Subject: FW: College of Law Professional Fees

Student letter of intent for College of Law Professional Fee Request.

Mike Nugen
Director of Admin. & Financial Ops.
University of Idaho College of Law
(208) 885-6208

From: Ollennu, Nii-Amaa (olle9831@vandals.uidaho.edu)
Sent: Friday, March 13, 2015 8:35 PM
To: Adams, Mark (marka@uidaho.edu)
Cc: Nugen, Michael (mnugen@uidaho.edu)
Subject: College of Law Professional Fees

Good Evening Dean Adams,

After much thought following discussions I had with you, as well as other students and SBA executive board members, I feel that an increase to the College of Law's Dedicated Professional Fee of \$410 (4.8%) is very reasonable and necessary. In my opinion, the three uses for these additional funds will not only help the College of Law provide even better academic programing, but will also increase the experience of students, all while keeping a legal education here at U of I affordable.

The SBA would also like to request that we be allowed to offer a helping hand when it comes to the implementation of these plans, primarily in the areas of academic success and experiential education.

Best Regards,

Nii-Amaa Ollennu, M.P.A.
J.D. Candidate, 2015—University of Idaho
President—Student Bar Association
12th Circuit Lt. Governor of Membership and Communications—ABA Law Student Division
(469) 525-9167

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University of Idaho

College of Art and Architecture

Office of the Dean

875 Perimeter Drive MS 2461
Moscow, ID 83844-2461

Phone: 208-885-4409
Fax: 208-885-9428
caa@uidaho.edu
www.uidaho.edu/caa

February 3, 2015

Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Re: Student Professional Fees
College of Art & Architecture- UI
University of Idaho

To Members of the Board:

With this memo I am requesting the College of Art & Architecture (CAA) professional fee percentage increase be equal to (but not to exceed 6%) the overall tuition and fee increase for the University of Idaho as approved by the SBOE. In addition as the Bioregional Planning program is now an integral part of CAA, we request to bring their professional fee (currently \$525/semester) at par with the CAA professional fee (currently \$534/semester) and further request that it too be increased at the same percentage (but not to exceed 6%) as the overall tuition and fee increase for the University. This increase will help defray the rising costs of equipment in the computer studios and technical shop (model shop). In addition, I have added current information about professional fee distribution to programs and their uses.

In October, 2005, the State Board of Education reinstated the College of Art & Architecture under the premise that student professional fees would support the College infrastructure. The academic year 2013/2014 marks the 7th year since that time. In 6 of those years, students have agreed to a 5% increase in this fee. We did not request an increase in the fee for academic year 2011/2012.

In spring 2010, the SBOE voted to incrementally include art and design students in payment of the professional fees. Since fall, 2014 semester, all students in the College of Art & Architecture have paid 100% of the professional fee. With this implementation, we are affecting a more equitable assessment and use of fees, additionally supported by our reorganization into one department/one College and subsequent steps to more fully integrate our disciplines. This was a major step forward for the College of Art & Architecture.

I am happy to respond to any questions regarding this information. Thank you for your consideration.

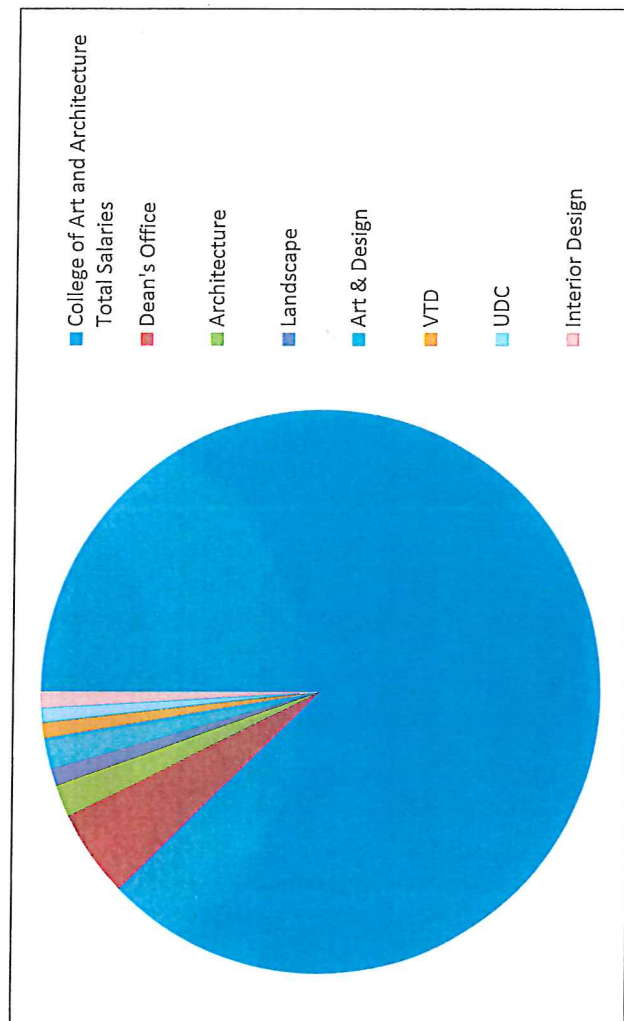
Sincerely,



Mark Elison Hoversten, PhD
Dean

College of Art & Architecture
Professional Fees for Fiscal Year 2015
For the Period ending 02-03-15 and Estimated for Spring Semester ending May, 2015

College of Art and Architecture Total Salaries	3,050,098.00	87%
Dean's Office	174,077.00	5%
Architecture	65,000.00	2%
Landscape	35,000.00	1%
Art & Design	62,500.00	2%
VTD	30,000.00	1%
UDC	30,000.00	1%
Interior Design	30,000.00	1%
Bio Regional Planning	2,500.00	0%
Total General Education Budget	3,479,175.00	100%

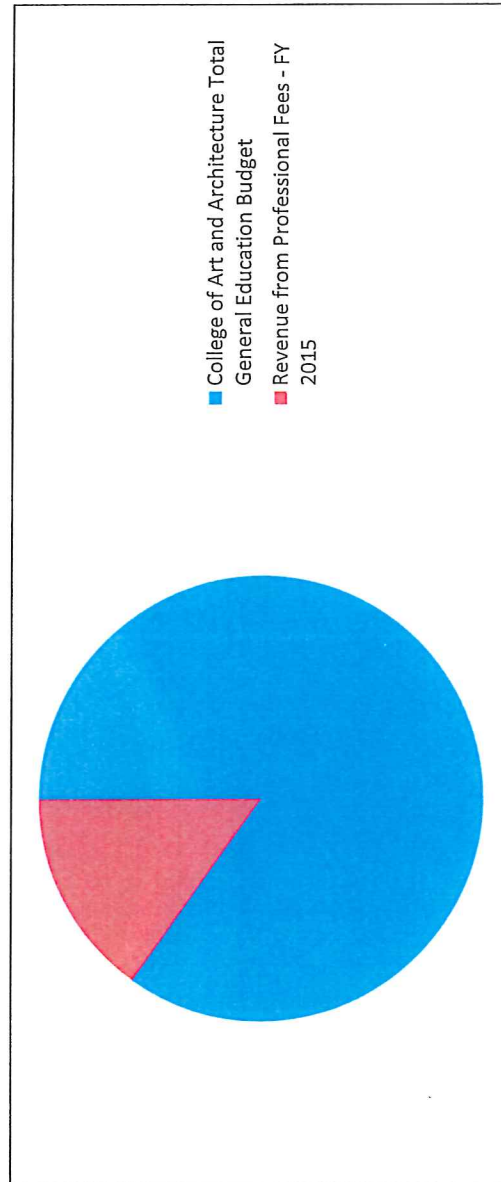


Note: Blue shaded area is the College's permanently budgeted salaries
Professional fees cover essential CAA operations

College of Art & Architecture
Professional Fees for Fiscal Year 2015
For the Period ending 02-03-15 and Estimated for Spring Semester ending May, 2015

College of Art and Architecture Total General Education Budget	3,479,175.00
Revenue from Professional Fees - FY 2015	620,487.00

Professional Fees Percentage of Total Budget 17.83%



College of Art & Architecture
Professional Fees History
For FY05, FY06, FY07, FY08, FY09, FY10, FY11, FY12, FY13, FY14, FY15

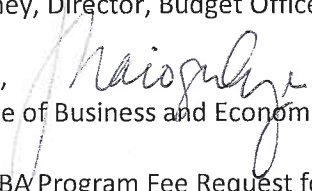
Budgeted Revenue	FY 05	FY06	FY07	FY08	FY09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	Proposed FY 16
Original Budget	\$ 278,285.00	\$ 285,800.00	\$ 372,000.00	\$ 360,316.00	\$ 391,488.00	\$ 415,700.00	\$ 543,140.00	\$ 574,710.00	\$ 671,018.60	\$ 655,922.00	\$ 620,487.00	\$ -
Budget Carryforward	\$ (284.87)	\$ 222,749.52	\$ 11,663.14	\$ 17,493.49	\$ 12,028.11	\$ 42,507.51	\$ 10,340.52	\$ 12,400.66	\$ 26,849.94	\$ 3,941.32	\$ (59,812.69)	\$ -
Budget Carryforward	\$ (6,543.91)											
Budget Carryforward	\$ 237,708.10	\$ 508,549.52	\$ 383,663.14	\$ 377,809.49	\$ 403,516.11	\$ 458,207.51	\$ 553,480.52	\$ 587,110.66	\$ 697,868.54	\$ 659,863.32	\$ 560,674.31	\$ -
Actual Received	UNK	UNK	\$ 224,160.16	\$ 241,487.70	\$ 256,990.10	\$ 268,410.15	\$ 331,675.94	\$ 349,589.61	\$ 328,740.25	\$ 316,429.25	\$ 328,868.60	
Fall			\$ 216,128.70	\$ 229,170.60	\$ 242,121.00	\$ 247,527.15	\$ 311,862.75	\$ 318,762.13	\$ 301,316.75	\$ 279,649.50	\$ 286,070.00	
Spring			\$ 440,288.86	\$ 470,658.30	\$ 499,111.10	\$ 515,937.30	\$ 643,538.69	\$ 668,351.74	\$ 630,057.00	\$ 596,078.75	\$ 614,938.60	\$ -
				\$ 30,369.55	\$ 28,452.80	\$ 16,826.20	\$ 127,601.39	\$ 24,813.05	\$ (38,294.74)	\$ (33,978.25)	\$ 18,859.85	
Increase in Fees												
Fee Amount Assessed	\$ 352.00	\$ 352.00	\$ 387.00	\$ 406.00	\$ 426.00	\$ 447.00	\$ 469.00	\$ 493.00	\$ 493.00	\$ 513.00	\$ 534.00	\$ 561.00

*Decrease in fees
FY13, and FY14

February 17, 2015

Memorandum

To: Katherine Aiken, Provost & Executive Vice President
Ron Smith, Vice President, Finance & Administration
Keith Ickes, Executive Director, Planning & Budget
Trina Mahoney, Director, Budget Office

From: Mario Reyes, 
Dean, College of Business and Economics

Subject: Executive MBA Program Fee Request for FY 2016

Mario G. Reyes, Dean
PO Box 443161
Moscow, ID 83844-3161
Phone: 208-885-6478
Fax: 208-885-5087
mreyes@uidaho.edu

This memorandum requests a fee increase of 13.5%, or \$5,000, for all University of Idaho Executive MBA Program (Idaho EMBA) participants in order to retain mission-essential personnel, respond to best practices in professional business education, and support the integrated curriculum, technology upgrades, operations, and activities essential to the successful delivery of the program. This is the first request for a program fee increase since its inception in 2007.

Over the past eight years, we have made numerous enhancements to the Idaho EMBA that were not included in the original \$37,000 price. A fee increase would address current program delivery costs and position the Idaho EMBA for growth while supporting the University of Idaho's strategic goals and maintaining the College of Business and Economics' (CBE) commitment to stakeholder-centered, high-value graduate education. Essential components of this multifaceted program unique to the region that make it worth augmented investment include:

- Maintaining a high-quality, nationally competitive program
- Retaining and recruiting qualified faculty
- Developing high-impact engagement opportunities with the statewide and regional business community
- Executive coaching and mentoring
- Skills based professional development
- Enhancing the use of technology in the program for knowledge delivery and practice
- Preprogram workshops (Excel, accounting, writing)
- Incorporating a hands-on international component

Nationally Competitive Program

From the start, we have positioned the Idaho EMBA to be competitive in a national context, and our program has developed a reputation for being high quality. According to the Executive MBA Council 2014 Membership Program Survey, the age and work experience of our participants are consistent with national and international student demographics. Our strategically integrated curriculum more fully prepares business professionals for career growth as well as successful leadership.

The Idaho EMBA continues to be the only face-to-face Executive MBA program within a 200 mile-radius of Coeur d'Alene. Our cohort-based, monthly schedule allows highly motivated business executives,

mid-level managers, and professionals to earn their MBA in 22 months while continuing to work full time. Organizations get new ideas, best practices, and cutting-edge processes and knowledge from sponsoring their employees in the Idaho EMBA.

Strategically Integrated Curriculum

The CBE's commitment to stakeholder responsiveness and continuous improvement has led to a dynamic and evolving curriculum. CBE faculty members delivering the program have increased 44% and have been joined by faculty from Law, Philosophy, and Communications, in addition to other subject matter experts. We partner with 10-15 industry leaders 3-5 times per year to integrate their expertise into the EMBA learning experience through the Inside the C-Suite Series. August Campus Week launches the series that features a CEO speaker. We organize a CFO panel in the fall and another executive panel in the spring (CIO, COO). These guest speakers bring real-world business experience into the classroom, promote the Idaho EMBA program, and expand the professional network of our students and faculty.

Stakeholder Engagement

We have made numerous enhancements to the Idaho EMBA in response to feedback from participants and sponsoring organizations. Because Executive MBA programs are designed for experienced managers and senior professionals, the delivery format and curriculum must be relevant to both individuals and their sponsoring organizations. Providing administrative support to students as well as books, materials, and meals is essential. Programs must also facilitate engagement with outside business executives and provide executive coaching and skills-based professional development.

Our Idaho EMBA is successfully delivering all essential services while helping our students and their organizations leverage their experience within the framework of a formal business education. In addition, we have identified several EMBA best practices including an international immersion experience (93.5% of EMBA programs offer an international trip), pre-program business preparatory courses, iPads and electronic materials, and career services (92% of EMBA programs offer career services) as areas of strategic investment.

Conclusion

Based on the program enhancements described above, Idaho EMBA operating costs have increased at least 15% per year since its inception. From faculty and students to sponsoring organizations and the broader business community, demonstrating true commitment to continuous improvement means being responsive to constituent and stakeholder feedback. Dedication to best practice required critical program enhancements in order to continue and to build the Idaho EMBA.

The unique structure of Executive MBA programs, and the accompanying high expectations of both students and sponsoring organizations, require a higher price point to deliver. Here are price comparisons with peer institutions:

Tuition Comparison of Western EMBA Programs

- \$78,000 Arizona State
- \$48,600 Boise State
- \$45,000 Brigham Young
- \$44,000 University of Nevada Las Vegas
- \$94,500 University of Washington
- \$50,000 Washington State

Clearly, maintenance and growth of the Idaho EMBA program requires investment. An overall fee of \$42,000 aligns with the cost of delivering and growing the program and is essential to remaining competitive with regional and national markets.

Benefits to the University of Idaho

As the State's land-grant institution, the University of Idaho's role and mission includes focused excellence in teaching, outreach, and engagement. The Idaho EMBA is a leading example of the University's outreach and engagement with the state, as well as the CBE's history of commitment to and partnership with industry.

Since 2007, EMBA sponsorship has grown 1,700%, from 3 inaugural sponsors to 54 sponsoring organizations today spanning diverse industries and organizations (see Appendix A). Each year, we add an average of 7 new sponsors with our EMBA graduates joining the effort and becoming sponsors themselves and future donors.

The Idaho EMBA program allows the CBE to leverage its core competencies in delivering integrated curricula and stakeholder engagement while meeting all of the university's strategic goals. The Idaho EMBA provides a bridge to the professional community. Every EMBA cohort strengthens this foundation and builds the university's reputation as the preeminent educational institute in the state.

Investment in the Idaho EMBA is a strategic investment in the university.

Idaho Executive MBA

Appendix A—Sponsoring Organizations

- Idaho EMBA sponsoring organizations represent 54 national and international organizations from Alabama, Idaho, Illinois, Washington, and Canada representing 14 diverse industries.

Airline and Transportation Services

- Empire
- Pullman-Moscow Regional Airport
- Unit Rail Division of Amsted Rail Company, Inc.

Communication Services

- Verizon Wireless

Construction

- Coastal Forest Products (Alabama)
- Interstate Concrete Asphalt
- Stimson Lumber
- Tamarack Mill, LLC

Education

- Lake Pend Oreille School District
- University of Idaho

Engineering Services and Manufacturing

- CH2MHILL (Idaho Falls)
- Esterline
- SEL
- Strata
- Translation Technologies Inc.
- Triumph Group, Inc.

Financial Services

- Idaho Independent Bank
- BlodgettPlumb CPAs
- Hoyt, Lewis & Associates, LLC
- Numerica Credit Union
- Panhandle State Bank
- US Bank
- Wells Fargo

Food Services and Manufacturing

- Litehouse
- Pita Pit USA
- WinCo Foods

Government

- City of Coeur d'Alene
 - Coeur d'Alene Fire Department
- Coeur d'Alene Tribe
- Idaho National Lab (Idaho Falls)
- Idaho State Police
- Nez Perce Tribe
- Washington State Patrol

Hospitality

- Clearwater River Casino
- The Coeur d'Alene Resort
- Coeur d'Alene Casino Resort-Hotel

Insurance

- AMA Insurance (Canada)

Medical and Health Services and Related Manufacturing

- ALK
- Bonner General Hospital
- Ecco Medical
- GE Health Services
- Northwest Specialty Hospital
- Pioneer Human Services
- Public Health, Panhandle Health District
- The Regence Group
- St. Luke's Rehabilitation Institute
- Willamette Dental

Specialty Manufacturing

- ATK
- Plant Marvel Laboratories (Chicago)

Specialty Retail

- Archer Photography
- Coldwater Creek
- Lucky Monkey Trading Company

Technology Solutions

- Imprezzio, Inc.
- NUVODIA
- SAP (Boise)

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February 17, 2015

Office of the Dean

875 Perimeter Drive MS 1138
Moscow, Idaho 83844-1138

Phone: 208-885-6442

Fax: 208-885-5534

www.uidaho.edu/cnr

Re: College of Natural Resources/McCall Outdoor Science School (MOSS) Environmental Education Graduate Program Fee

Dear Members of the Board,

In 2011, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful graduate residency program at the McCall Field Campus, home of the award winning McCall Outdoor Science School (MOSS). The program culminates first in a graduate certificate in Environmental Education (board approved 2005) received after the first academic year of students living in residence at the McCall Field Campus. With one additional semester of further study at the UI main campus, students receive a Master of Science in Natural Resources.

The original program fee has not increased since its inception in 2011. The purpose of this memo is to bring this program fee in line with current expenses, by requesting a 21% increase in the program fee for FY16. Specifically, this requested increase:

- 1) Will defray the increased cost of faculty teaching the program, staff providing administrative support, costs of technology and scientific equipment needed for teaching, travel, and field study;
- 2) Will partially cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein, in keeping with a comprehensive new Campus Master Plan completed in 2014 as a result of the University of Idaho taking titled ownership of the Field Campus. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
- 3) Represents an increase of \$1,252 per semester (from the current rate of \$5,986¹ to the proposed rate of \$7,238). This requested increase of 21% is equivalent to what would have been a 4.86% annual increase compounded over 4 years had the program fees not stayed flat since their inception in 2011. We intend to request annual updates to our program fee so as to avoid the need for large stepwise increases in the future.

¹ Please note that the original program fee approved in 2011 indicated a total of \$7,111 per semester or \$14,222 per year; however this included \$1,125 per semester for room and board, which is separate from the program fee. The original program fee component was \$5,986 per semester (or \$11,972 per year) and the current request is to increase this to \$7,238 per semester (or \$14,476 per year).

- 4) Is in line with on-campus tuition and fee rates. The requested FY16 CNR/MOSS program fee rate of \$7,238 per semester is slightly lower than the current average FY15 graduate student tuition and fee rate for regular UI graduate students (which is \$7,324, averaged between the Idaho Resident rate of \$3,941 and Non-Idaho Resident rate of \$10,706).
- 5) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2015.

This popular graduate program has grown to be one of the largest in the College of Natural Resources. The 2014-15 academic year saw our largest class yet, with 20 students. These talented students come to the University of Idaho/CNR from within the state as well as from across the entire U.S. and Canada, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually who will one day become the innovators and problem solvers that our state needs to compete in the 21st century economy.

The attached page includes financial details relating to this request. I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

With kindest regards,



Kurt S. Pregitzer
Dean and Thomas Reveley Professor

Self-support Program Fee Budget - CNR Graduate Residency Program at the McCall Field Campus		
I. Expenditures		
	FY16	
	FTE	Cost
A. Personnel Costs		
1. Faculty	2.83	\$ 123,520
2. Administrative Support	1.00	\$ 42,449
3. Fringe Benefits	3.83	\$ 63,642
4. Other		\$ -
Total Personnel	3.83	\$ 229,611
B. Operating		
1. Travel		\$ 20,000
2. Professional Services		\$ 5,000
3. Materials/Supplies		\$ 7,500
4. Misc. (Facility fee)		\$ 27,400
Total Operating		\$ 59,900
C. Capital Outlay		\$ -
Grand Total Expenditures		\$ 289,511
II. Revenues		
A. Source of Funds		
1. Appropriated Funds - Reallocation-MCO		\$ -
2. Appropriated Funds - New - MCO		\$ -
3. Federal Funds		\$ -
4. Other grants		\$ -
5. Fees		\$ -
6. Other: Program Fee		\$ 289,511
Grand Total Revenues		\$ 289,511
B. Nature of Funds		
1. Recurring		\$ -
2. Non-recurring		\$ 289,511
Grand Total Revenues		\$ 289,511
Cost per student for 2 semesters at MOSS (calculated on basis of 20 students per year)		\$ 14,475.55
Current MOSS program fee, and percentage increase over current fee	\$ 11,972.00	21%
	Resident	Non-resident
Full-time tuition and fees for UI on-campus graduate students (two semesters)	\$ 7,882	\$ 21,412

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BOISE STATE UNIVERSITY

FY 2016 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Page 77
- Provided by Board Staff:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2016 Page 80
 - Potential T&F Revenue Changes for FY 2016 Page 81
 - Schedule of non-state revenues needed to cover FY 2016 itemized expenses Page 82
 - 4-year History: Board Approved T&F plus FY 2016 Recommended T&F Page 83
 - Chart: Cost of Attending College vs. Per Capita Income Page 84
 - Chart: Cost to Deliver College Page 85
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Page 86
- Request for Increase to Self-Support Fees..... Page 87

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**Boise State University
Tuition & Fee Hearing Summary**

Proposed Changes to Student Fees

Boise State University is requesting the lowest increase to undergraduate resident tuition and fees in over 20 years. Under this proposal, full time students enrolling in 12 or more credits will pay \$3,437, or an additional \$117 per semester, a 3.5 percent increase. Part time students will pay \$273 per credit which is a 3.4 percent increase of \$9 per credit. A breakdown of the individual increases to full and part time tuition, facilities fees, technology fees and activity fees are included in the attachment.

The proposed increase is estimated to generate an additional \$402,700 in revenue to cover a portion of the fund shift for a 3 percent CEC and health benefits increase for personnel costs funded by tuition revenue. This revenue projection is based on budgeting for a 1 percent enrollment decline for undergraduate resident students based on current undergraduate resident enrollments.

The University has also proposed an increase in full time nonresident tuition of 9.3 percent or \$1,198 per semester and an increase of 9.3 percent in full time graduate tuition of \$106. The projected additional revenue from these increases is estimated at \$3.2 million based on a budgeted 1 percent enrollment growth of nonresident students and flat enrollments for graduate students. This total projected revenue of \$3,622,300 will be used to cover the remainder of the fund shift, library and general inflation costs and provide permanent funding for the FY2016 faculty promotions and stipends. The revenue will also cover some of the staff reclassification salary adjustments and for new security personnel and costs.

The University has projected funding commitments of \$7.69 million as well as the need to reduce the operating budget to improve financial ratios. While the new revenues projected from the proposed tuition increases are not sufficient to cover all of these costs, the remainder will be funded from reallocation of the current University appropriated budget and in some cases reserves. Actions taken as a result of program prioritization and the implementation of cost efficiencies will continue to be used to both reduce expenditures and to provide some reallocated funding for strategic needs. For FY2016, the University has announced that the academic appropriated budget be reduced by \$1 million, managed by the Provost. All other areas are asked to identify up to a 3 percent reduction to be utilized for both reallocation and a permanent reduction.

The FY2016 legislative appropriation appears promising to fund the state general account portion of a 3 percent CEC and increase in the cost of health benefits. In addition, Boise State will receive additional funding for Complete College Idaho in the amount of \$546,500 and for investment in the Computer Science Initiative in the amount that was requested, or \$1.26 million. Finally, the University has a positive EWA of \$83,000.

While the University sought to move toward linear tuition, this proposal does not make progress toward that goal. Given the lower amount of state funding per resident student, the University seeks to provide the necessary courses by charging instructional costs per credit that students register for and to encourage students to complete these courses. This cost structure would also allow for greater flexibility and a cost-based methodology as we develop alternative programs and courses with unique terms that do not fall within the traditional semester.

The tuition and fee proposals were presented to the Executive Budget Committee (EBC) at a public hearing on February 23rd and some testimony was heard, both in support and in opposition to a few of the proposals. The EBC includes four student leaders, a representative from the faculty, professional staff and classified staff and the University vice presidents. The EBC met after the tuition and fee hearing on February 27th and deliberated both the merits of each proposed increase and the acceptable amount of the total increase. The EBC recommended a 6.9 percent increase for students enrolling in 13 or more credits in order to make the tuition and fees linear to 13 credits and keep the increase below 7 percent. The part-time rates were recommended to increase at 6.2 percent. These amounts were adjusted downward after discussions with the BAHR committee and this lower amount was approved by President Kustra.

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BOISE STATE UNIVERSITY

Changes to Student Fees for FY 2016 Annual Full-Time Fees and Part-Time Credit Hours Fees

		Bd	FY15	FY16	Requested		
Student Fees:	Apprv	Fees	Initial Notice	FY16 Fees	Change	% Chg.	
1	Full-time Fees:						
2	Tuition	**	\$4,620.50	\$4,766.20	\$4,766.20	\$145.70	3.2%
3	Technology Fee	**	\$198.50	\$217.68	\$217.68	19.18	9.7%
4	Facilities Fees	**	\$1,066.00	\$1,123.58	\$1,123.58	57.58	5.4%
5	Student Activity Fees	**	\$755.00	\$766.54	\$766.54	11.54	1.5%
6	Total Full-time Fees		\$6,640.00	\$6,874.00	\$6,874.00	\$234.00	3.5%
7		**					
8	Part-time Credit Hour Fees:						
9	Education Fee	**	\$169.25	\$176.83	\$176.83	\$7.58	4.5%
10	Technology Fee	**	9.45	9.65	9.65	0.20	2.1%
11	Facilities Fees	**	49.60	49.60	49.60	0.00	0.0%
12	Student Activity Fees	**	35.70	36.92	36.92	1.22	3.4%
13	Total Part-time Cr Hr Fees:		\$264.00	\$273.00	\$273.00	\$9.00	3.4%
14							
15	Summer Fees: (eff. Summer 2016)						
16	Education Fee	**	\$177.60	\$186.83	\$186.83	\$9.23	5.2%
17	Technology Fee	**	9.65	9.65	9.65	0.00	0%
18	Facilities Fees	**	48.40	48.40	48.40	0.00	0.0%
19	Student Activity Fees	**	24.35	24.12	24.12	(0.23)	-0.9%
20	Total Summer Fees:		\$260.00	\$269.00	\$269.00	\$9.00	3.5%
21							
22	Other Student Fees:						
23	Graduate Fees:						
24	Full-time Grad/Prof	**	\$1,184.00	\$1,290.00	\$1,290.00	\$106.00	9.0%
25	Part-time Graduate/Hour	**	\$67.00	\$85.00	\$85.00	\$18.00	26.9%
26	Nonresident Tuition:						
27	Nonres Tuition - full time	**	\$12,852.00	\$14,050.00	\$14,050.00	\$1,198.00	9.3%
28	Nonres Fees - part-time		\$200.00	\$250.00	\$250.00	\$50.00	25.0%
29							
30	Professional Fee:						
31	Undergrad. Nursing - Con't Students	**	\$200.00	\$200.00	\$200.00	\$0.00	0.0%
32	Undergrad. Nursing - New Students	**	\$850.00	\$850.00	\$850.00	\$0.00	0.0%
33	Other Fees:						
34	Western Undergrad Exchange	**	\$3,320.00	\$3,500.00	\$3,500.00	\$180.00	5.4%
35	Overload fee		\$170.00	\$184.00	\$184.00	\$14.00	8.2%
36	In-service Fees/Cr Hr - Undergrad	**	\$103.00	\$106.00	\$106.00	\$3.00	2.9%
37	In-service Fees/Cr Hr - Grad	**	\$125.00	\$131.00	\$131.00	\$6.00	4.8%
38	New Student Orientation Fee	**	\$175.00	\$175.00	\$175.00	\$0.00	0.0%
39							
40	Self-Support Program Fees:						
41	Business and Accountancy: Twin Falls		\$286.00	\$297.00	\$297.00	\$11.00	3.8%
42	Master of Bilingual Ed/ESL: Canyon Cty		\$329.00	\$375.00	\$375.00	\$46.00	14.0%
43	Graduate Certificate in Conflict Management		\$328.00	\$341.00	\$341.00	\$13.00	4.0%
44							

NOTES:

FY 2015 budgeted for:

1. Flat overall enrollment number - budget to budget
2. A change in the plateau from 12-17 credits to 13-17 credits, actual was not linear to 13 cr
3. An anticipated change in students behavior to enroll in the plateau range rather than staying @ 12 credits -- **no change in behavior occurred.**

FY 2016 notes

4. Non Resident enrollment adjusted --- NR FT waivers are included as the HC is a net fee paying students
5. Does not include any adjustment for linear as it is not feasible based on the increase limitations and need to cover fund shift
6. Projecting a 1% decline in resident UG students, 1 percent increase in nonresident and flat for summer as compared to 2014 actual summer enrollments

BOISE STATE UNIVERSITY

Potential Student Fee Revenue Changes for FY 2016 Due to Enrollment and Fee Changes

	Projected		Potential Revenue Generated					
	HC/SCH Count		Changes due to Count		Fee Changes		Total Rev Chge	
	FY15	FY16	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Student Fees:								
1 Full-time Fees:		<i>* 1% less than Fall 14 Actual</i>						
2 Tuition (Unrestricted)	8,931	8,824	(\$494,400)		\$1,285,700		\$791,300	
3 Technology Fee	8,931	8,824		(21,200)		169,200		\$148,000
4 Facilities Fees	8,931	8,824		(114,100)		508,100		\$394,000
5 Student Activity Fees	8,931	8,824		(80,800)		101,800		\$21,000
6 Total Full-time Fees			(494,400)	(216,100)	1,285,700	779,100	791,300	563,000
7								
8 Part-time Credit Hour Fees:		<i>* 1% less than Fall 14 Actual</i>						
9 Education Fee	139,580	132,428	(\$1,210,500)		\$1,003,800		(\$206,700)	
10 Technology Fee	139,580	132,428		(67,600)		26,500		(\$41,100)
11 Facilities Fees	139,580	132,428		(354,700)		-		(\$354,700)
12 Student Activity Fees	139,580	132,428		(255,300)		161,600		(\$93,700)
13 Total Part-time Cr Hr Fees:			(1,210,500)	(677,600)	1,003,800	188,100	(206,700)	(489,500)
14								
15 Summer Fees:		<i>* Flat from Summer 14 Actual</i>						
16 Education Fee	30,795	28,300	(\$443,100)		\$261,200		(\$181,900)	
17 Technology Fee	30,795	28,300		(24,100)		-		(\$24,100)
18 Facilities Fees	30,795	28,300		(120,800)		-		(\$120,800)
19 Student Activity Fees	30,795	28,300		(60,800)		(6,500)		(\$67,300)
20 Total Summer Fees:			(443,100)	(205,700)	261,200	(6,500)	(181,900)	(212,200)
21								
22 Other Student Fees:								
23 Graduate Fees:								
24 Full-time Grad/Prof	580	580	\$0		\$61,500		\$61,500	
25 Part-time Graduate/Hour	5,600	5,600	-		100,800		100,800	
26 Nonresident Tuition:		<i>* 1% increase in enrollment</i>						
27 Nonres Tuition - full-time	3,405	3,439	437,600		2,386,600		2,824,200	
28 Nonres Fees - part-time	5,390	5,444	10,800		164,500		175,300	
29								
30 Professional Fees:								
31 Undergrad. Nursing - Con't Students	265	265	-			-		
32 Undergrad. Nursing - New Students	65	65	-			-		
33 Other Fees:								
34 Western Undergrad Exchge	185	185	-		33,300		33,300	
35 Overload Fee	1,750	1,750	-		24,500		24,500	
36 In-service Fees/Cr Hr - Undergrad			-				-	
37 In-service Fees/Cr Hr - Grad	2,050	2,009	(5,100)		12,100		7,000	
38 New Student Orientation Fee	2,880	2,880		-		-	-	
39 Total Other Student Fees			\$443,300	-	\$2,783,300	-	3,226,600	-
40								
41 Total Additional Student Fee Revenue			(\$1,704,700)	(\$1,099,400)	\$5,334,000	\$960,700	\$3,629,300	(\$138,700)
42								
43								
44								
							Tuition revs needed, from next tab	\$3,629,300

Boise State Univiersity

Schedule of tuition and fees or budget reallocations needed to cover FY 2016 itemized expenses

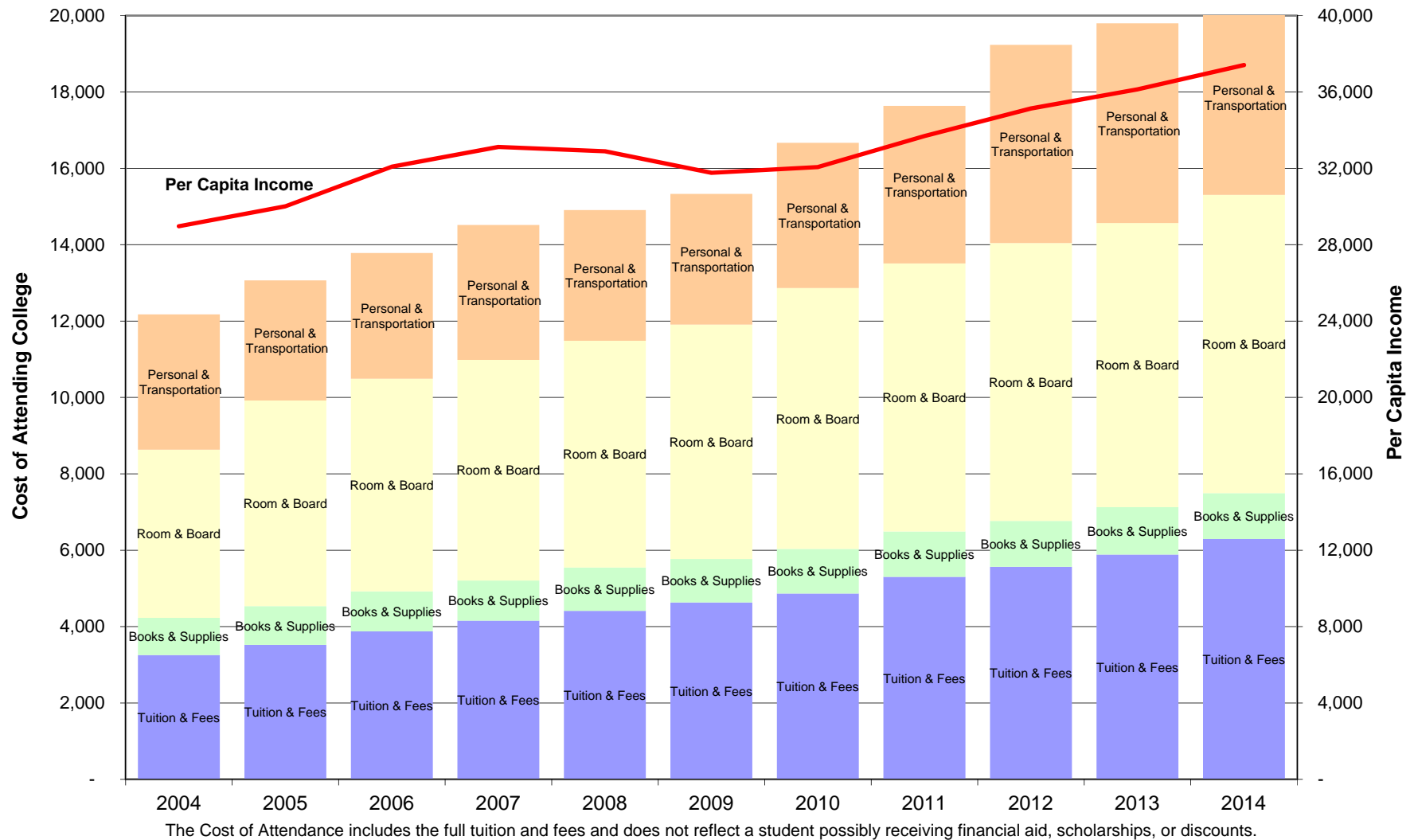
	Total	UG Resident Tuition Only Request	Non-Res, Grad, etc Request	Reallocation of University Budget	One time funding from reserves
NON-CEC DECISION UNITS					
10.11 Change in Health Benefit Costs	\$ 475,700	475,700			
10.12 Change in Variable Benefit Costs	(37,500)	(37,500)			
10.21 General Inflation Adjustment	529,800		529,800		
10.25 Inflationary Adjustment - Library	193,000		193,000		
10.31 Repair, Replacement	-				
CEC DECISION UNITS					
10.61 Salary Multiplier Regular Employees	1,726,500	1,726,500			
10.71 EWA	(83,000)	(83,000)			
OTHER ITEMS					
FY15 Campus Security Supplemental	407,800		138,000	180,000	89,800
FY16 Faculty Promotions	254,400		254,400		
FY16 faculty stipends/staff promotions, salary adjustments and reclassifications	806,070		432,400	373,670	
Faculty and staff positions coming off of grant funding	1,543,576			1,643,576	
Other expenses related to MSE and CS program	1,311,838			711,838	600,000
Other New Initiatives-- CCI, Bridge to Career and COID	563,273			563,273	
TOTAL NEED	\$ 7,691,457	\$ 2,081,700	\$ 1,547,600	\$ 3,472,357	\$ 689,800
			3,629,300	2.0% of FY2015 appropriated budget	
Revenue Generated 1% decline in UG Resident - Tuition Only		402,700			
Revenue Generated 0 to 1% increase - Non-Res, Grad, etc			3,226,600		
			3,629,300		

BOISE STATE UNIVERSITY

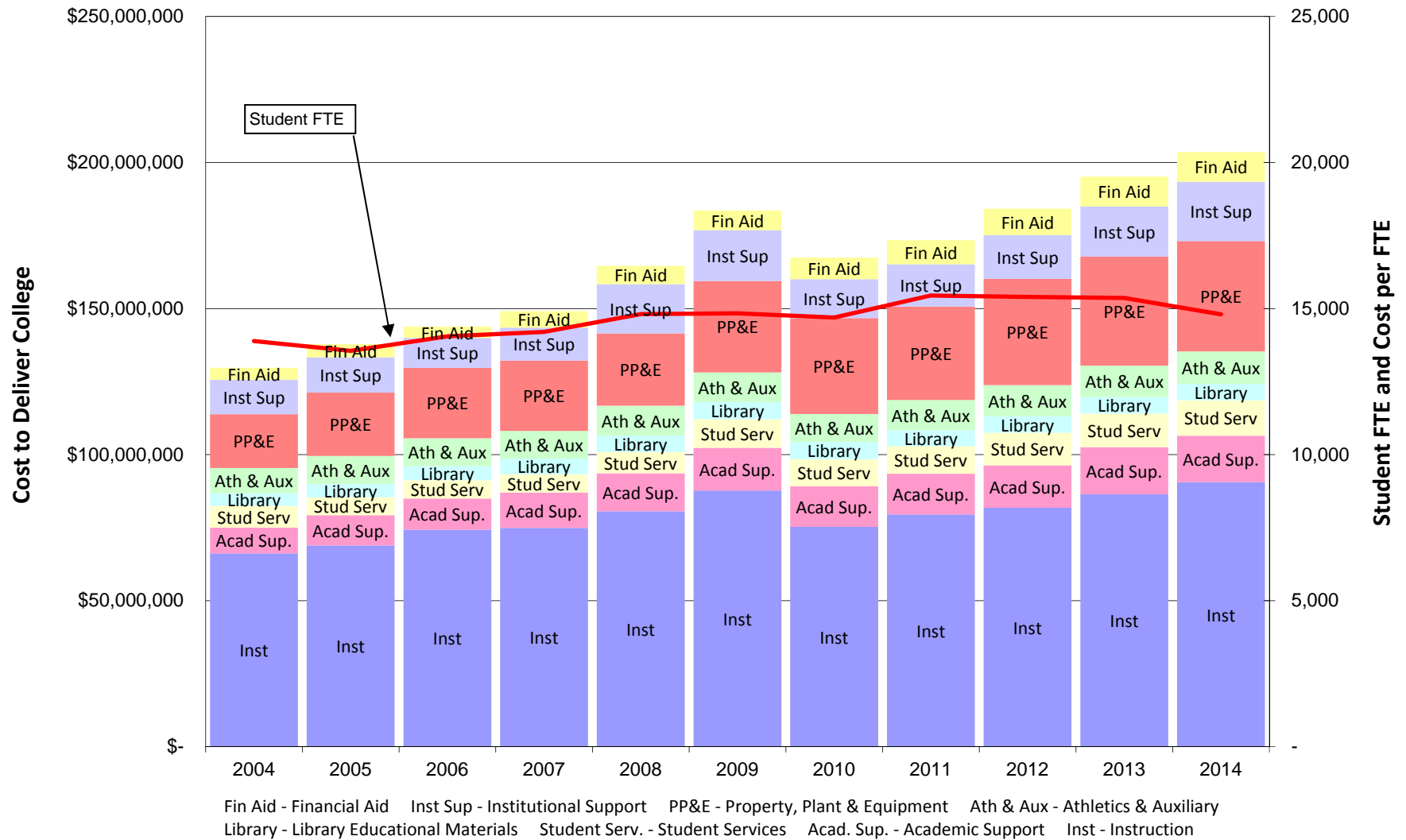
4-year History of Board Approved Fees plus FY16 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:		FY 2012	FY 2013	FY 2014	FY 2015	Request FY 2016	4-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$3,724.10	\$3,990.60	\$4,309.20	\$4,620.50	\$4,766.20	\$1,042.10	28.0%
3	Technology Fee	134.50	149.50	185.50	198.50	217.68	83.18	61.8%
4	Facilities Fees	1,010.00	1,030.00	1,066.00	1,066.00	1,123.58	113.58	11.2%
5	Student Activity Fees	697.40	713.90	731.30	755.00	766.54	69.14	9.9%
6	Total Full-time Fees	<u>\$5,566.00</u>	<u>\$5,884.00</u>	<u>\$6,292.00</u>	<u>\$6,640.00</u>	<u>\$6,874.00</u>	<u>\$1,308.00</u>	<u>23.5%</u>
7	Percentage Increase	5.0%	5.7%	6.9%	5.5%	3.5%		
8								
9	Part-time Credit Hour Fees							
10	Education Fee	\$151.22	\$160.47	\$166.25	\$169.25	\$176.83	\$25.61	16.9%
11	Technology Fee	6.65	8.65	9.45	9.45	9.65	3.00	0.0%
12	Facilities Fees	50.40	49.40	49.60	49.60	49.60	(0.80)	0.0%
13	Student Activity Fees	30.73	33.48	34.70	35.70	36.92	6.19	20.1%
14	Total Part-time Cr Hr Fees	<u>\$239.00</u>	<u>\$252.00</u>	<u>\$260.00</u>	<u>\$264.00</u>	<u>\$273.00</u>	<u>\$34.00</u>	<u>14.2%</u>
15								
16	Summer Fees							
17	Education Fee	\$160.07	\$164.97	\$170.60	\$177.60	\$186.83	\$26.76	16.7%
18	Technology Fee	6.90	8.65	9.45	9.65	9.65	2.75	39.9%
19	Facilities Fees	50.40	49.50	49.70	48.40	48.40	(2.00)	-4.0%
20	Student Activity Fees	21.63	21.88	22.25	24.35	24.12	2.49	11.5%
21	Total Summer Fees	<u>\$239.00</u>	<u>\$245.00</u>	<u>\$252.00</u>	<u>\$260.00</u>	<u>\$269.00</u>	<u>\$30.00</u>	<u>12.6%</u>
22								
23	Other Student Fees							
24	Graduate Fees:							
25	Full-time Grad/Prof	\$990.00	\$1,089.00	\$1,140.00	\$1,184.00	\$1,290.00	\$300.00	30.3%
26	Part-time Graduate/Hour	\$55.00	\$60.50	\$64.00	\$67.00	\$85.00	\$30.00	54.5%
27	Nonresident Tuition:							
28	Nonres Tuition - Full Time	\$10,400.00	\$11,440.00	\$12,600.00	\$12,852.00	\$14,050.00	\$3,650.00	35.1%
29	Nonres Tuition - Part Time	\$92.00	\$101.20	\$112.00	\$200.00	\$250.00	\$158.00	171.7%
30	Professional Fees:							
31	Undergrad. Nursing - Con't Students	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$0.00	0.0%
32	Undergrad. Nursing - New Students	\$850.00	\$850.00	\$850.00	\$850.00	\$850.00	\$0.00	0.0%
33	Self-Support Program Fees:							
34	Business & Accountancy: Twin Falls	\$275.00	\$275.00	\$275.00	\$286.00	\$297.00	\$22.00	8.0%
35	Master of Social Work: Twin Falls & N.I.	\$330.00	\$330.00	\$330.00	\$380.00	\$330.00	\$0.00	0.0%
36	Bachelor of Criminal Justice: Twin Falls	\$265.00	\$265.00	\$265.00	\$275.00	\$265.00	\$0.00	0.0%
37	Bachelor of Social Work: Twin Falls	\$265.00	\$265.00	\$265.00	\$275.00	\$265.00	\$0.00	0.0%
38	Executive MBA	\$1,117.50	\$1,117.50	\$1,117.50	\$1,215.00	\$1,117.50	\$0.00	0.0%
39	Master of Bilingual Ed/ESL: Canyon Cty	\$0.00	\$0.00	\$0.00	\$329.00	\$375.00	\$0.00	New
40	Graduate Certificate in Conflict Mgmt.	\$0.00	\$0.00	\$0.00	\$328.00	\$341.00	\$0.00	New
41	Other Fees:							
42	Western Undergrad Exchge	\$2,650.00	\$2,942.00	\$3,146.00	\$3,320.00	\$3,500.00	\$850.00	32.1%
43	Overload fee	\$232.00	\$252.00	\$166.00	\$170.00	\$184.00	(\$48.00)	-20.7%
44	In-service Fees/Cr Hr - Undergrad	\$86.00	\$96.00	\$100.00	\$103.00	\$106.00	\$20.00	23.3%
45	In-service Fees/Cr Hr - Grad	\$101.00	\$115.00	\$121.00	\$125.00	\$131.00	\$30.00	29.7%
46	New Student Orientation Fee	\$0.00	\$160.00	\$160.00	\$175.00	\$175.00	New	New

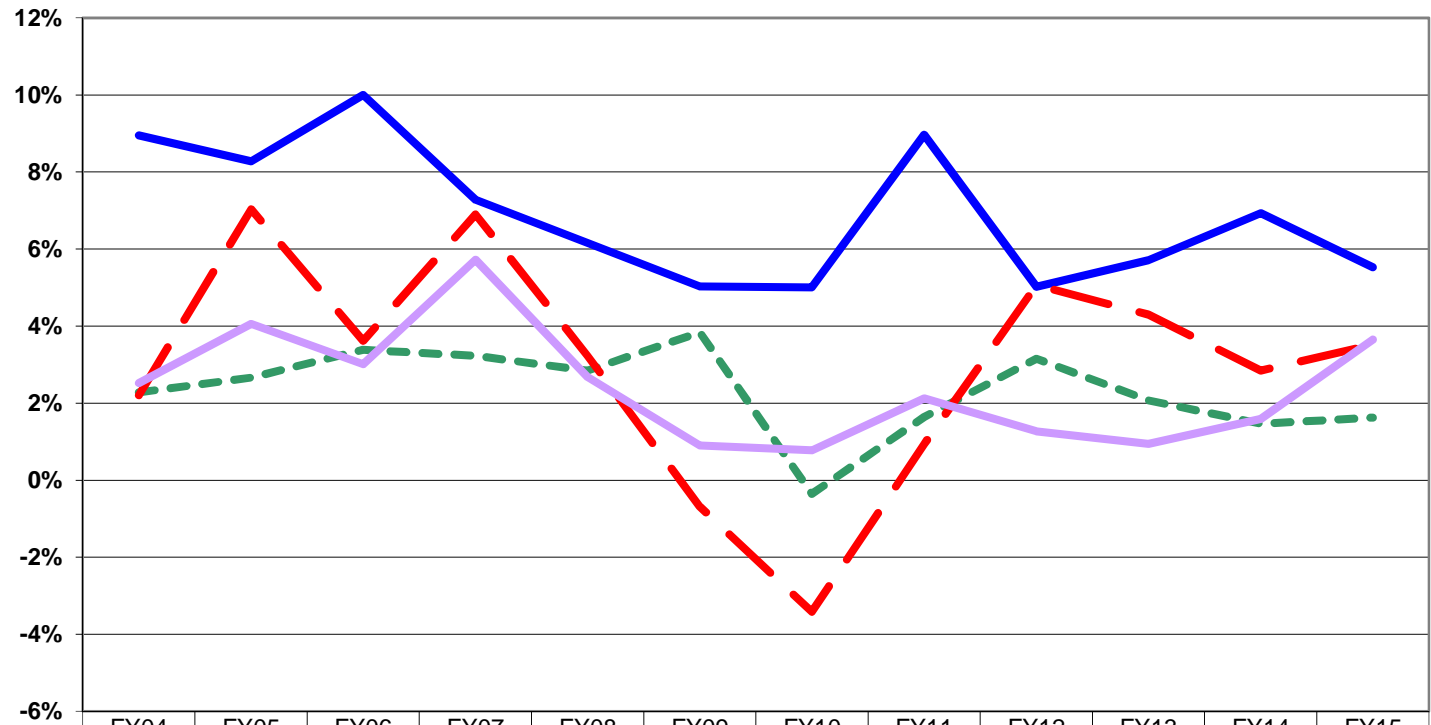
Cost of Attending College vs. Per Capita Income Boise State University



Cost to Deliver College Boise State University



Boise State University
Resident Fees, CPI, Per Capita Income, Average Annual Wage
 % Increase from Prior Year



Resident Fees	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Consumer Price Index	8.95%	8.27%	10.00%	7.28%	6.16%	5.03%	5.01%	8.96%	5.02%	5.71%	6.93%	5.53%
Idaho Per Capita Income	2.28%	2.66%	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%
Idaho Average Annual Wage	2.21%	7.03%	3.61%	6.90%	3.23%	-0.69%	-3.42%	0.93%	5.06%	4.30%	2.84%	3.52%
	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.94%	1.59%	3.65%

Source: Idaho Commerce and Labor; Bureau of Economic Analysis, U.S. Department of Commerce; Division of Financial Management Economic Forecast, January 2014

Self-Support Programs

The following are the Boise State University Self-Support programs requesting increases to existing rates. All self-support programs are required to cover the 3 percent CEC and increase in health benefits, as well as overhead rates charged by the University.

Bachelor Business and Accountancy – Twin Falls

This program currently charges \$286 per credit and is proposing an increase of 4 percent to bring the per credit fee to \$297. In addition to CEC costs, the program seeks to provide more support for the students and the program. Under the current delivery model, they seek to hire a lecturer in the Twin Falls area to provide consistent faculty presence and to help meet accreditation standards. The program would also like to provide more career advising related to opportunities in the Magic Valley area.

Master of Education in Bilingual/ESL – Canyon County

The Bilingual Department was merged into the Literacy, Language and Culture Department. The program seeks to increase the current fee per credit from \$329 to \$375 (13 percent increase) to match the current fee for current literacy courses and to cover salary and benefit increases.

Graduate Certificate in Conflict Management

The Conflict Management Certificate Program requests a \$13 increase to the current \$328 fee per credit for a new fee of \$341 per credit. The purpose is to cover the additional program costs.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 15, 2015

SUBJECT

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 and June Board meetings. This timeline allows the Board to review the plans and ask questions in April, and then 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 consideration. 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 further states 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. Board approval of the performance measure is accomplished through the approval of the strategic plans and the performance measures contain there in.

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). 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.

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* **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 2015 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.

The Division of Professional-Technical Education (PTE) is currently finalizing a comprehensive review and rewrite of their strategic plan. PTE has provided the draft of their new strategic plan. Additional changes to the plan that are expected are wording changes and establishment of performance measure benchmarks. The final version of the plan will be provided to the Board for their consideration at the June Board meeting. Review of the draft plan will provide the Board with the opportunity to provide specific direction to PTE if there are any additional areas they would like PTE to include.

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 prior to approval of the plans in June.

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Agencies

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Community Colleges

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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.*

Through the planning process working with Board staff, the system-wide performance measures have been refined to make sure there is a common understanding of the measures and they are being reported consistently between the institutions. The performance measures have been refined as follows:

- **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.
- **Retention Rate:**
Total full-time first-time and transfer students that are retained or graduate the following year (excluding death, military service, and mission).
- **Dual Credit:**
Total credit hours earned and the unduplicated headcount of participating students.

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- **Certificates and Degrees Conferred:**
 - a) Total degree production (as reported in IPEDS).
 - b) Unduplicated graduates over the rolling 3-yr average degree seeking FTE.
- **Cost of College (to determine financials):**
 - a) Cost per credit hour – Financials divided by total weighted undergraduate credit hours from the EWA report (including PTE credits).
 - b) Efficiency – Certificates (of at least 1-year or more) and degree completions per \$100,000 of financials.

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” and is not an indicator of the institutions performance.

The performance measures are approved as part of the strategic plan approval process. 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 June Board meeting.

BOARD ACTION

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

Idaho State Department of Education
Public Schools Strategic Plan
FY2016-FY2020

Vision Statement

Supporting Schools and Students to Achieve.

Mission Statement

The Idaho State Department of Education is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

Indicators of a High-Quality Education System

- High student achievement
- Low dropout rate
- Closed achievement gap
- All decisions based on needs of children
- Efficient use of all resources
- Individualized and decentralized education

Guiding Principles

- Every student can learn and must have a highly effective teacher in every classroom.
- Needs of children must drive any necessary change.
- Current and new resources must focus on the demands of the 21st Century.

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:

- 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 tools.

- Increasing options for students including charter, magnet, and alternative schools as well as course offerings through digital learning.

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

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

Objective One: 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 Two. Review standards in English Language Arts and Mathematics.

Performance Measures: Percentage of students who pass the new SBAC test based on higher English Language Arts and Mathematics standards.

Benchmark: Forty 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 Three: Improve access to postsecondary education while in high school.

Performance Measures: Percentage of students completing an advanced opportunity.

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

Objective Four: 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 Two: Assist districts to Implement their own instructional management system (IMS).

Objective One: Development of aggregate-level longitudinal data for individualized student growth expectations.

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



Idaho Division of
Vocational Rehabilitation

2016 - 2020

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) 2016 through 2020.

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 2016 to meet or exceed FFY 2015 performance.

Benchmark: The average hourly wage of all successful rehabilitations in FFY 2016 will exceed FFY2015 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 2016 will exceed FFY 2015 performance.

Benchmark: The number of applications for transition aged youth entering the IDVR program in FFY 2016 will exceed FFY 2015 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 2016 will exceed FFY2015.

Benchmark: The rehabilitation rate of individuals exiting the IDVR program in FFY 2016 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 2016 from FFY 2015 performance.

Benchmark: Increase the number of referrals to the WIPA program for benefits counseling in FFY 2016 from FFY 2015 referrals.

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

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

Performance Measure: Provide all customers a satisfaction survey when exiting the IDVR program.

Benchmark: Maintain a customer satisfaction rate of at least 90% as demonstrated by “agree” and “strongly agree” ratings on customer surveys in FFY2016.

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 2016.

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:** Develop strategies to work effectively with employers and community business organizations.

Benchmark: Increase the number of successful rehabilitations in FFY 2016 to meet or exceed FFY 2015 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 Specialists will continue to work toward and/or achieve meeting CSPD standards in FFY 2016.

Goal #3 - To have strong relationships with our stakeholders 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 2016 that will be a resource to employers and staff statewide.

- B. **Performance Measure:** To enhance business networks 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 categories hiring IDVR customers in FFY 2016 from FFY 2015.

- C. **Performance Measure:** To enhance relationships with the Regional Business Specialists from the Department of Labor.

Benchmark: Increase the number of different occupational categories hiring IDVR customers in FFY 2016 from FFY 2015.

2. **Objective:** Continue to provide partners and stakeholders on-going opportunities to receive information and allow for input into the IDVR process.

- A. **Performance Measure:** Continue to meet with stakeholders and partners to facilitate communication and understanding of each programs system.

Benchmark: Increase the number of applicants entering the IDVR process in FFY 2016 from FFY 2015 performance.

- B. **Performance Measure:** Continue outreach strategies and information provided to partners and stakeholders.

Benchmark: Increase the number of successful rehabilitations in FFY 2016 to meet or exceed FFY 2015 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 services available to eligible Idahoans.

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

Performance Measure: Provide appropriate levels of long-term support to maximize individual's independence in employment.

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 CDHH

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 several 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, veterans groups, 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 local, state, and federal (if requested) 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 will continue to monitor the recommendations of the Mental Health Task Force and Findings and Recommendations for Provision of Mental Health Services from the Idaho Council for the Deaf and Hard of Hearing Report 2014, as issued by the Division of Behavioral Health Analysis and Response to ensure compliance.

Benchmark: The Council will support the Legislative process for the Licensure of Sign Language Interpreters.

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 continue to facilitate meetings with different agencies including Health and Welfare, corrections, schools, veteran's groups, 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. In addition, the Council will partner with the Northwest ADA Center – Idaho to provide accurate information and guidance, on disability, rehabilitation, business, rehabilitation engineering, special education, the build environment, accessibility to buildings, website accessibility, civil rights law, and the role of the ADA Coordinator

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 will continue to create and provide periodic reports to the Governor's office. The Council will continue to 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 one of the highest percentages per capita of workers 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. Significant changes impacting the Vocational Rehabilitation program came into light on July 22, 2014, with the enactment of the Workforce Innovation and Opportunity Act (WIOA). This law replaces the Workforce Investment Act (WIA), which formerly governed the Vocational Rehabilitation program. WIOA includes many substantial changes aimed to improve the nation's workforce development system to help states and local areas better align workforce programs with each other and with the needs of employers for a skilled workforce

While all of the implications to WIOA are still unclear, IDVR is taking steps to strategize and incorporate those changes that can be implemented now. IDVR is also working with the core WIOA partners to develop strategies on initiatives that require joint collaboration, such as the combined plan and common performance measures.

WIOA will require IDVR to implement substantial programmatic changes. These changes will impact policy development, staff training, and compliance reporting requirements. Fiscal and programmatic requirements to increase and expand services to students and youth with disabilities will be challenges the division will need to prioritize and strategically evaluate.

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 IDVR to use nonfederal funds to match federal dollars, therefore increasing the amount of dollars available to IDVR.

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.

SFY 2016-2020 STRATEGIC PLAN SUPPLEMENT

The following is a supplement to the SFY 2016-2020 Strategic Plan. It highlights the Vocational Rehabilitation and Extended Employment Service performance measures 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 only funded program; 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 2016 to meet or exceed FFY 2015 performance.

FFY 2014 = 1978 successfully rehabilitated individuals

Benchmark: The average hourly wage of all successful rehabilitations in FFY 2016 will exceed FFY 2015 year's average hourly wage.

FFY 2014 average hourly wage for VR customers (post services) = \$11.16 per 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 FFY 2013, it was identified that employers specifically want workers to have strong "soft skills" coming into employment. IDVR began delivering *WorkStrides* workshops to customers around the state in FFY2014. This strengths and empowerment based workshop has soft skills development woven throughout the curriculum.

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.

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Benchmark: The number of transition age youth exiting the IDVR program who achieved an employment outcome in FFY 2016 will exceed FFY 2015 performance.

546 transition age youth achieved an employment outcome in FFY 2014.

Benchmark: The number of applications for transition aged youth entering the IDVR program in FFY 2016 will exceed FFY 2015 performance.

Number of applications for transition aged youth in FFY2014: 1629

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.

With the enactment of the Workforce Innovation and Opportunity Act (WIOA), IDVR is working with partners to increase and develop more opportunities for students and youth with disabilities pre-employment transition related services, which include internship and employment experiences.

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 2016 will exceed FFY 2015.

Number of first time approved plans in FFY 2014: 3523

Benchmark: The rehabilitation rate of individuals exiting the IDVR program in FFY 2016 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 (successful closures after plan divided by the total of successful and nonsuccessful closures after plan). This percentage will meet or exceed 55.8%.

FFY 2014 rate = 58.19%

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 2016 from FFY 2015 performance.

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FFY 2014 Reimbursements = \$310,456.00

Benchmark: Increase the number of referrals to the WIPA program for benefits counseling in FFY 2016 from FFY 2015 referrals.

In FFY 2014, 372 referrals were identified as WIPA referrals in the IDVR case management system.

Performance Measure: Provide all customers a satisfaction survey when exiting the IDVR program.

Benchmark: Maintain a customer satisfaction rate of at least 90% as demonstrated by “agree” and “strongly agree” ratings on customer surveys in FFY 2016.

IDVR significantly modified and enhanced the process of querying customer satisfaction in an effort to better understand our customer’s overall satisfaction of the program, regardless of their point of exit from the VR program. IDVR centralized survey distribution and also moved to providing more electronic surveys, except for customers without an e-mail address or who do not wish to participate in the electronic survey. Because of the magnitude of the changes, IDVR is not able to accurately report on customer satisfaction results for this fiscal year. Streamlined results will be available for fiscal year 2015.

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 2016.

IDVR experienced two fiscal audit findings related to federal reporting procedures and maintenance of effort in FY2014. No findings were reported in the field services component of the VR program.

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 2016.

IDVR experienced two fiscal audit findings related to federal reporting and maintenance of effort in FY2014. No findings were reported in the field services component of the VR program.

Performance Measure: Develop strategies to work effectively with employers and community business organizations.

Benchmark: Increase the number of successful rehabilitations in FFY 2016 to meet or exceed FFY 2015 performance.

FFY 2014 = 1978 individuals were successfully rehabilitated.

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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 2016.

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

Performance Measure: To develop a Business Relations position.

Benchmark: Implement a Business Relations position in FFY 2016 that will be a resource to employers statewide.

This was identified as a need from IDVR's Comprehensive Statewide Needs Assessment and input from our public forums in FFY2013. IDVR began initial evaluation for the implementation of this position, with more work to follow in the next state FY.

Performance Measure: To enhance business networks 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 categories hiring IDVR customers in FFY 2016 from FFY 2015.

FFY2014 Occupational Category Data:

<u>Occupation Category</u>	<u># Employed</u>	<u>Percentage (%)</u>
Service Occupations	925	47%
Prod, Const., Operating, Maint. & Material Handling	477	24%
Professional, Paraprofessional and Technical	290	15%
Clerical and Administrative Support	104	5%
Sales and Related Occupations	79	4%
Managerial and Administrative	57	3%
Agricultural, Forestry, Fishing and Related	36	2%
Healthcare Practitioners	3	.15%
Healthcare Support Occupations	2	.10%
Education, Training, and Library Occupations	2	.10%
Computer and Mathematical Occupations	2	.10%
RSA Special Occupations and Miscellaneous	1	.05%
Protective Service Occupations	1	.05%
Production Occupations	1	.05%
Personal Care and Service	1	.05%

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Community and Social Service Occupations

1

.05%

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

Benchmark: Increase the number of different occupational categories hiring IDVR customers in FFY 2016 from FFY 2015.

See the above benchmark

Performance Measure: Continue to meet with stakeholders and partners to facilitate communication and understanding of each programs system.

Benchmark: Increase the number of applicants entering the IDVR process in FFY 2016 from FFY 2015 performance.

Number of applicants entering VR in FFY2015: 5584

Extended Employment Services

Performance Measure: Provide appropriate levels of long-term support to maximize individual's independence in employment.

Through collaboration and fostering close working relationships with our Extended Employment Services customers, Community Rehabilitation Partners, employers, and by developing methods of tailoring services to customers' needs we are providing appropriate employment supports.

Benchmark: Five percent reduction in program waitlisted customers.

SFY 2014 = 746 individuals were waitlisted

Benchmark: Increase customer choice.

Through continuation of program protocols that allows money to "Follow the Customer" rather than assessing program allocations to Community Rehabilitation Programs, EES customers' choice is strengthened by ensuring they have the ability to change providers if their needs could be better served elsewhere.

Benchmark: Transparency in customer centered allocations.

Evaluate and implement case management services to meet EES customers' needs in order to provide appropriate employment supports, maximizing independence.



*Idaho Public
Television*
STRATEGIC PLAN
FY 2016-2020

Idaho Public Television STRATEGIC PLAN FY 2016-2020

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.

(3/12/15)
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 2016-2020

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: FY16 – 48 of 49
 - Benchmark: FY20 – 48 of 49
(established by industry standard)
 - Number of cable companies carrying our prime digital channel.
 - Benchmark: FY16 – 28
 - Benchmark: FY20 – 28
(established by industry standard)
 - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
 - Benchmark: FY16 – 8
 - Benchmark: FY20 – 8
(established by industry standard)
 - Percentage of Idaho's population within our DTV signal coverage area.
 - Benchmark: FY16 – 98.5%
 - Benchmark: FY20 – 98.5%
(established by industry standard)
- 2) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
 - Performance Measure:
 - Number of partnerships with other Idaho state entities and educational institutions.
 - Benchmark: FY16 – 21
 - Benchmark: FY20 – 26
(established by agency research)
- 3) Operate an efficient statewide delivery/distribution system.
 - Performance Measure:
 - Total FTE in content delivery and distribution.
 - Benchmark: FY16 – less than 29
 - Benchmark: FY20 – less than 24
(established by industry standard)

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- 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: FY16 – 97.5%
 - Benchmark: FY20 – 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: FY16 – 15%
 - Benchmark: FY20 – 75%
 - (established by industry standard)
- 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: FY16 – 1,500,000
 - Benchmark: FY20 – 1,750,000
 - (established by agency research)
 - Number of visitors to IdahoPTV/PBS video player.
 - Benchmark: FY16 – 30,000
 - Benchmark: FY20 – 50,000
 - (established by agency research)
 - Number of alternative delivery platforms and applications on which our content is delivered.
 - Benchmark: FY16 – 4
 - Benchmark: FY20 – 12
- 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: FY16 – 28,000
 - Benchmark: FY20 – 29,000
 - (established by agency research)
- 7) Contribute to a well-informed citizenry.
 - Performance Measure:
 - Number of broadcast hours of news, public affairs and documentaries.
 - Benchmark: FY16 – 12,500
 - Benchmark: FY20 – 12,500
 - (established by agency research)

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APRIL 15, 2015

- 8) Provide relevant Idaho-specific information.
 - Performance Measure:
 - Number of broadcast hours of Idaho-specific educational and informational programming.
 - Benchmark: FY16 – 2,000
 - Benchmark: FY20 – 2,000
(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: FY16 – 40
 - Benchmark: FY20 – 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: FY16 – 21.3%
 - Benchmark: FY20 – 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: FY16 – Yes/Yes/Yes
 - Benchmark: FY20 – Yes/Yes/Yes
(established by industry standard)

SBoE GOAL 2: CRITICAL THINKING AND INNOVATION

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

IdahoPTV Objectives:

- 1) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
 - Performance Measure:
 - Number of partnerships with other Idaho state entities and educational institutions.
 - Benchmark: FY16 – 21
 - Benchmark: FY20 – 26
(established by agency research)

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- 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: FY16 – 1,500,000
 - Benchmark: FY20 – 1,750,000
(established by agency research)
 - Number of visitors to IdahoPTV/PBS video player.
 - Benchmark: FY16 – 30,000
 - Benchmark: FY20 – 50,000
(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: FY16 – 28,000
 - Benchmark: FY20 – 29,000
(established by agency research)
- 4) Contribute to a well-informed citizenry.
 - Performance Measure:
 - Number of broadcast hours of news, public affairs and documentaries.
 - Benchmark: FY16 – 12,500
 - Benchmark: FY20 – 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: FY16 – 2,000
 - Benchmark: FY20 – 2,000
(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: FY16 – 40
 - Benchmark: FY20 – 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: FY16 – 21.3%
 - Benchmark: FY20 – 21.3%
(established by industry standard)

- 8) Operate an effective and efficient organization.
 - Performance Measure:
 - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
 - Benchmark: FY16 – Yes/Yes/Yes
 - Benchmark: FY20 – 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: FY16 – 48 of 49
 - Benchmark: FY20 – 48 of 49 (established by industry standard)
 - Number of cable companies carrying our prime digital channel.
 - Benchmark: FY16 – 28
 - Benchmark: FY20 – 28 (established by industry standard)
 - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
 - Benchmark: FY16 – 8
 - Benchmark: FY20 – 8 (established by industry standard)
 - Percentage of Idaho's population within our DTV signal coverage area.
 - Benchmark: FY16 – 98.5%
 - Benchmark: FY20 – 98.5% (established by industry standard)
- 2) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
 - Performance Measure:
 - Number of partnerships with other Idaho state entities and educational institutions.
 - Benchmark: FY16 – 21
 - Benchmark: FY20 – 26 (established by agency research)
- 3) Operate an efficient statewide delivery/distribution system.
 - Performance Measure:
 - Total FTE in content delivery and distribution.
 - Benchmark: FY16 – less than 29
 - Benchmark: FY20 – less than 24 (established by industry standard)

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- 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: FY16 – 1,500,000
 - Benchmark: FY20 – 1,750,000
(established by agency research)
 - Number of visitors to IdahoPTV/PBS video player.
 - Benchmark: FY16 – 30,000
 - Benchmark: FY20 – 50,000
(established by agency research)
 - Number of alternative delivery platforms and applications on which our content is delivered.
 - Benchmark: FY16 – 4
 - Benchmark: FY20 – 12
- 5) Provide high-quality, educational television programming and new media content.
 - Performance Measure:
 - Number of awards for IdahoPTV media and services.
 - Benchmark: FY16 – 40
 - Benchmark: FY20 – 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: FY16 – 21.3%
 - Benchmark: FY20 – 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: FY16 – Yes/Yes/Yes
 - Benchmark: FY20 – 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.

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Idaho Public Television
FY 2016 – 2020 Strategic Plan Supplemental

Performance Measure	FY 2014 Data	FY 2016 Benchmark	FY 2020 Benchmark
Number of DTV translators.	47 of 49	48 of 49	48 of 49
Number of cable companies carrying our prime digital channel.	28	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.	98.4%	98.5%	98.5%
Number of partnerships with other Idaho state entities and educational institutions.	*	21	26
Total FTE in content delivery and distribution.	18.58	Less than 29	Less than 24
Percentage of broadcast hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	97.6%	97.5%	100%
Percentage of online hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	16%	15%	75%
Number of visitors to our websites.	1,520,814	1,500,000	1,750,000
Number of visitors to IdahoPTV/PBS video player.	48,836	30,000	50,000
Number of alternative delivery platforms and applications on which our content is delivered.	**	4	12
Number of broadcast hours of educational programming.	28,107	28,000	29,000
Number of broadcast hours of news, public affairs and documentaries.	12,654	12,500	12,500
Number of broadcast hours of Idaho-specific educational and informational programming.	2,074	2,000	2,000
Number of awards for IdahoPTV media and services.	61	40	50
Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.	*	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 measures beginning FY 2015.

**New performance measure beginning FY 2016.



Strategic Plan

FY2016-2020

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 prepare Idaho youth and adults for high skill, in-demand careers.

Vision

The vision of the Division of Professional-Technical Education is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

Core Functions

- Administration
- Programs
- Technical assistance
- Fiscal oversight
- Research, planning, and performance management

External Factors

- Labor market and general economic conditions
- Lack of knowledge, perceptions, and stigma regarding career opportunities available through professional-technical education
- Availability of funds
- Policies, practices, legislation, and governance external to the Division
- Ability to attract and retain qualified instructors
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions

* Federal reporting requirement

Initiatives

1. Career Advising – Assist PTE students with their post high school education and career planning.
2. Program Standards Alignment – Align program standards to industry requirements. Serves as a foundational component to the long-term objective of seamless secondary to postsecondary transitions and SkillStack implementation.
3. PTE Digital – Expand the availability of identified PTE programs to students using an on-line or distance learning model, as appropriate.
4. Workplace Readiness – Assure work place readiness skills are an integral component of all PTE programs and student technical skill sets.
5. Limited Occupational Specialists – Identify recruitment and retention issues among limited occupational specialists, including opportunities for the Division to promote more mentorship and support

Definitions

For the purposes of this document, terms and phrases are defined as follows:

- Completer: A college student who has graduated from a PTE program of study.
- Concentrator: A high school junior or senior in their final course of a sequence or pathway.
- ISEE: Idaho System for Educational Excellence
- Level gain: Measures skill improvement between a pre and post-test, using a state-approved assessment.
- NCHEMS: The National Center for Higher Education Management Systems
- Positive Placement: Transition to additional education, military, or job placement.
- Postsecondary: A credit bearing program beyond high school.
- PTE (Professional-Technical Education, sometimes referred to as Career and Technical Education): Cutting edge, rigorous and relevant education that prepares youth and adults for a wide range of high-wage, high-skill, in-demand careers.
- Secondary: Grades 9-12

* Federal reporting requirement

- SkillStack: SkillStack is competency-based, online platform that will provide micro-certifications that lead to nationally recognized industry certifications and credentials. This will enhance the ability of students to effectively gain college credit while in high school and receive.
- SLDS: Statewide Longitudinal Data System
- TSA (Technical Skill Assessment): An end of program assessment, often administered by a third party organization that provides a summative assessment of the student's technical knowledge and skills.
- Work force training: Non-credit bearing training for workers who have lost their jobs, customized training for business and industry, upgrade training, related instruction for apprentices, and emergency services training for first responders.

* Federal reporting requirement

Goals and Objectives

This plan is divided into three sections according to each of the Idaho State Board of Education's goals. The Division has crafted objectives, performance measures, and benchmarks that align with each of the Board's three goals.

Board Goal 1: A Well Educated Citizenry – Idaho's P-20 system will provide opportunities for individual advancement across Idaho's diverse population.

1. **PTE Objective: Image** – Improve statewide perceptions and understanding of professional-technical education to ensure that both professional-technical programs and careers will be valued by Idaho's students, parents and educators, leading to a talent pipeline that supports Idaho's business & industry.

Performance Measure: Improvement in the image of professional-technical education and careers.

FY 2016 Benchmark: A marketing plan is developed, including benchmarks to evaluate success in improving PTE image.

2. **PTE Objective: Student Success** – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

Performance Measure*: Secondary and postsecondary student pass rate for Technical Skill Assessment (TSA).

FY 2016 Benchmarks:
To be determined

Performance Measure: Positive placement rate of secondary concentrators and postsecondary program completers.

FY 2020 Benchmarks:
To be determined

Sub-Performance Measure: Placement rate of postsecondary program completers in jobs related to their training.

FY 2020 Benchmark: To be determined

Sub-Performance Measure: Rate of secondary concentrators who transition to postsecondary education.

Annual Benchmark: To be determined

Performance Measure: The total enrollment of postsecondary students in a PTE program.

Annual Benchmark: To be determined

* Federal reporting requirement

3. PTE Objective: Advanced Opportunities – Support State Board Policy III.Y by aligning similar first semester PTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

Performance Measure: Number of postsecondary programs that have aligned their first semester.

FY 2017 Benchmark: 10 programs are aligned

Performance Measure: The percent of secondary PTE concentrators who transition to postsecondary PTE programs.

Annual Benchmark: To be determined

4. PTE Objective: Academic Equivalency – Increase the number high school students who earn academic credits that meet graduation requirements through applied PTE courses.

Performance Measure: The number of high school students who incorporate PTE courses as part of their state non-elective graduation requirements.

FY 2016 Benchmark: Identify baseline data

Performance Measure: The number of PTE courses that are offered statewide as an option for meeting state non-elective graduation requirements.

FY 2016 Benchmark: Identify baseline data

Board Goal 2: Innovation and Economic Development – The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

5. PTE Objective: Leadership and Advocacy – Provide leadership and collaboration among state agencies, education and workforce partners to benefit the economic growth of Idaho's businesses.

Performance Measure: Number of PTE partnerships that address workforce development challenges faced by Idaho's businesses.

FY 2016 Benchmarks:

- i. PTE is the co-applicant for a Department of Labor (USDOL) Registered Apprenticeship grant (the grant is with the USDOL to create 300 new apprenticeships over 5 years)
- ii. Develop a standardized test among the technical colleges for the journeyman electrical apprenticeship program

* Federal reporting requirement

- iii. Number of successful Workforce Development Training Fund Sector grants, including application, award, and implementation
- iv. Utilize a “Team Idaho” approach that coordinates the efforts of state agencies, local economic development entities, and education partners to develop workforce solutions for targeted industry sectors.

Performance Measure: Number of PTE presentations that advocate for alignment between education and the workforce through speaking events targeted to industry, education, students and the media.

FY 2016 Benchmark: PTE staff present at 15 events

6. PTE Objective: Talent Pipelines/Career Pathways – PTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model. Workforce training will provide additional support in delivering skilled talent to Idaho’s employers.

Performance Measure: Implementation of competency-based SkillStack microcertifications (created using program standards).

FY 2016 Benchmarks:

- i. SkillStack is formally launched, supporting 5 secondary PTE programs of study.
- ii. The process for Workforce Training and other non-credit instruction to utilize the SkillStack platform will be finalized.
- iii. Establish a baseline of the Number of recognized credentials obtained by students.

FY 2017 Benchmark: Additional 5 programs will be added to SkillStack

FY 2018 Benchmark: The remaining programs for which standards are available will be added to SkillStack

Performance Measure: Number of postsecondary technical credits earned via Advanced Learning Opportunity that satisfy graduation requirements for postsecondary technical programs.

FY 2016 Benchmark: Determine baseline and data collection methodology

Performance Measure: Number of program standards and outcomes that have industry endorsement and align with industry standards.

FY 2020 Benchmark: 100% of programs align to industry standards

Performance Measure: Percent of students who enter an occupation-related to their workforce training (non-credit bearing training).

* Federal reporting requirement

FY 2016 Benchmark: Establish baseline

7. PTE Objective: Adult Basic Education (ABE) – ABE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

Performance Measure:* The percent of ABE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English Language, and workplace readiness).

FY 2020 Benchmark: 51% of reportable ABE students will demonstrate a level gain

Performance Measure:* The percent of low-skilled adults provided with a viable alternative “entry point” for the workforce and Career Pathway system, who have a positive student placement after program exit.

FY 2020 Benchmarks:

- i. 50% of qualifying ABE students who were unemployed when they enrolled are employed by the second quarter after exiting the program
- ii. 35% of qualifying ABE students will enter a postsecondary college or training program within one year after exiting the program

8. PTE Objective: Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

Performance Measure: Percent of positive outcomes/retention that lead to completing a PTE program of study, enter employment or continued their training.

Annual Benchmark: Maintain a 90% positive outcome rate or greater

- a. **Performance Measure:** Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.

Annual Benchmark: Maintain 5,000 contact hours of institutional and community event/workshops

Board Goal 3: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

* Federal reporting requirement

9. PTE Objective: Technical assistance and support for PTE programs – Provide timely, accurate, and comprehensive support to PTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.

Performance Measure: The overall satisfaction levels of administrators and instructors with the support and assistance provided by PTE.

FY 2016 Benchmark: Develop a customer-satisfaction survey

10. PTE Objective: Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

Performance Measure: Full implementation of Professional-Technical Education Management System (P-TEMS).

FY 2016 Benchmark: Launch P-TEMS

Performance Measure: Data accuracy and automation of the SLDS (postsecondary) and ISEE (secondary) data systems as it pertains to PTE.

FY 2016 Benchmark: Determine baseline of schools and institutions populating data fields accurately in these systems

Performance Measure: Incorporation of PTE Postsecondary teacher certifications into the Secondary database system to increase automation, accuracy, and standardization.

FY 2016 Benchmark: Begin transfer of postsecondary certifications and documents to the secondary SDE database

Performance Measure: Through on-site reviews, technical assistance, or other oversight mechanisms, the percent of secondary programs reviewed for quality and performance on an annual basis.

Annual Benchmark: 20% of programs

11. PTE Objective: Program Funding – Funding at the secondary and postsecondary levels will provide the necessary resources for high quality programs and be responsive to the needs of business and industry.

Performance Measure: A secondary funding model that includes performance-based funding.

FY 2017 Benchmark: Develop a plan for secondary funding that will be presented to the Board

Performance Measure: A postsecondary funding model that includes performance-based funding.

FY 2017 Benchmark: Develop a plan for postsecondary funding will be presented to the Board

* Federal reporting requirement

12. PTE Objective: Highly Qualified Staff – The teacher preparation and certification process will provide for the recruitment and retention of quality PTE teachers.

Performance Measure: Number of qualified teachers in every program

FY 2020 Benchmark: Ensure all employed teachers in secondary/postsecondary PTE programs meet the appropriate endorsement standards

13. PTE Objective: Health Matters – Health Matters will result in a better educated citizenry and more efficient and positive service delivery to Idaho's citizens by increasing their access to credible health resources, which include healthy lifestyle and behavior opportunities.

Performance Measure: Annual website hits

FY 2020 Benchmark: Increase total number of website hits by 10% from FY2016

14. PTE Objective: Certified Public Manager® (CPM) Program – The program will provide public employees with the skills and abilities to serve as effective leaders and managers at all levels of the public sector.

Performance Measure: Enrollment from non-participating state agencies .

FY 2020 Benchmark: Increase by a minimum of 10% from FY2016

Performance Measure: Enrollment of non-state government entities.

FY 2020 Benchmark: Increase by one participant for each new cohort track through 2020

* Federal reporting requirement



Eastern Idaho Technical College

Strategic Plan 2016-2020

Revised March 2015

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 champion's student success and regional workforce needs.

GOAL 1: PROVIDE OPPORTUNITIES IN LEARNING FOR WORK AND LIFE

Objective A: Eastern Idaho Technical College will provide industry-driven Professional Technical Education (PTE).

Method 1: Program Reporting

- **Performance Measure:** Number of program advisory committee meetings annually
- **Benchmark:** One meeting per year for each full-time program

Results:

FY 2012	Benchmark Attained	
FY 2013	Benchmark Attained	
FY 2014	Benchmark Attained	
FY 2015		

Method 2: IPEDS 150% Graduation Rate Report (SBOE Goal 1 Objective B)

- **Performance Measure:** Graduation Rates 150%
- **Benchmark:** Attain a minimum 50% graduation rate

Results:

FY 2012	64% - Benchmark Attained	
FY 2013	53% - Benchmark Attained	
FY 2014	58% - Benchmark Attained	
FY 2015	51% - Benchmark Attained	

- **Performance Measure:** Credentials: certificates/degrees awarded (SBOE Goal 1 Objective B) (PTE Objective D ii.)
- **Benchmark:** Unduplicated awards as a percentage of student headcount greater than 20%
Results:

FY 2012	26% - Benchmark Attained	
FY 2013	27% - Benchmark Attained	
FY 2014	30% - Benchmark Attained	
FY 2015		

- **Performance Measure:** Pass rates on Technical Skills Assessments (SBOE Goal 2 Objective B) (PTE Objective D ii.)
- **Benchmark:** Students will meet 90% of the state performance level (Perkins measures)
Benchmark Attained yes/no
Results:

FY 2012	Yes - Benchmark Attained	
FY 2013	Yes - Benchmark Attained	
FY 2014	Yes - Benchmark Attained	
FY 2015		

Method 3: EITC Placement Office Report

- **Performance Measure:** Training Related Placement Rates (SBOE Goal 1 Objective D) (PTE Objective D vii.)
- **Benchmark:** Maintain 85% placement rate
Results:

FY 2011	73% - Benchmark Not Attained	
FY 2012	70% - Benchmark Not Attained	
FY 2013	79% - Benchmark Not Attained	
FY 2014	76% - Benchmark Not Attained	

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

Method 1: A designed pathway to transition students from ABE into EITC without further remediation

- **Performance Measure:** Number of students continuing education at EITC from ABE (SBOE Goal 1 Objective C) (PTE Objective D iii.)
- **Benchmark:** 60% of ABE students entering into EITC

Results:

FY 2012		
FY 2013	45% - Benchmark Not Attained	
FY 2014	45% - Benchmark Not Attained	
FY 2015		

- **Performance Measure:** Academic gains of ABE students (SBOE Goal 1 Objective C)
- **Benchmark:** Meets state targets for academic gains for all levels

Results:

FY 2012	Benchmark Attained	
FY 2013	Benchmark Attained	
FY 2014	Benchmark Attained	
FY 2015	Benchmark Attained	

- **Performance Measure:** Number of students successfully completing English and Math plus classes (Complete College Initiative) (SBOE Goal 1 Objective C)
- **Benchmark:** 70% of students successfully complete plus classes

Results:

FY 2012	74% Benchmark Attained	
FY 2013	70% Benchmark Attained	
FY 2014	72% Benchmark Attained	
FY 2015		

Objective C: Workforce Training division will provide on-demand customized training.

Method 1: Respond to industry requests or identified needs. (SBOE Goal 1 Objective B) (PTE Objective C iii.)

- **Performance Measure:** Provide customized training to local industries
- **Benchmark:** Increase Workforce Training headcount annually

Results:

FY 2012	14,143	
FY 2013	11,789 - Benchmark Not Attained	
FY 2014	11,446 - Benchmark Not Attained	
FY 2015		

Objective D: Services will be efficient and cost effective.

Method 1: Monitor cost to deliver educational resources

- **Performance Measure:** Cost per credit hour –Non-weighted (SBOE Goal 3 Objective A)
- **Benchmark:** Maintain within 20% of IPEDS Peers

Results:

FY 2012	\$599 - Benchmark Not Attained	
FY 2013	\$671 - Benchmark Not Attained	
FY 2014	\$663 - Benchmark Not Attained	
FY 2015		

Method 2: Controller’s Office Report

- **Performance Measure:** Institutional reserves comparable to best practice
- **Benchmark:** 5% of operating expenditures (SBOE Goal 3 Objective A)

Results:

FY 2012	4.801% - Benchmark Not Attained	*New Measure
FY 2013	4.116% - Benchmark Not Attained	
FY 2014	4.625% - Benchmark Not Attained	
FY 2015		

GOAL 2: EITC FACULTY AND STAFF ARE COMMITTED TO STUDENTS AND THEIR SUCCESS.

Objective A: EITC Faculty Provides Effective and Student Centered Instruction. (SBOE Goal 1 Objective B for all under objective A)

Method 1: Faculty utilization of the Learning Management System (LMS) to communicate with students efficiently.

- **Performance Measure:** Percentage of faculty using the LMS (SBOE Goal 3 Objective B)
- **Benchmark:** 100%

Results:

FY 2012	90% -Benchmark Not Attained	
FY 2013	100% -Benchmark Attained	
FY 2014	100% -Benchmark Attained	
FY 2015		

Method 2: Utilization of results of annual Student Satisfaction Survey of student centeredness (Noel Levitz Annual Survey)

- **Performance Measure:** Student Satisfaction Survey scale report for student centeredness
- **Benchmark:** Performance gap less than our peer comparisons

Results:

FY 2012	24% less than peers -Benchmark Attained	Annual survey administered in the Fall
FY 2013	3% above peers - Benchmark Not Attained	
FY 2014	3% less than peers - Benchmark Attained	
FY2015	27% less than peers - Benchmark Attained	

Method 3: Utilization of results of annual survey of instructional effectiveness (Noel Levitz Annual Survey).

- **Performance Measure:** Noel Levitz scale report for instructional effectiveness
- **Benchmark:** Less than our peer comparisons

Results:

FY 2012	27% less than peers -Benchmark Attained	Annual survey administered in the Fall
FY 2013	7% less than peers -Benchmark Attained	
FY 2014	8% less than peers -Benchmark Attained	
FY 2015	29% less than peers -Benchmark Attained	

Method 4: Institutional Research Report (SBOE Goal 1 Objective B)

- **Performance Measure:** Fall to Fall full-time student retention
- **Benchmark:** At or above 70%

Results:

FY 2012	66% -Benchmark Not Attained	
FY 2013	68% -Benchmark Not Attained	
FY 2014	66% -Benchmark Not Attained	
FY 2015	67% - Benchmark Not Attained	

Objective B: EITC Staff Provides Effective and Student Centered Support Services. (SBOE Goal 1 Objective B for all listed under this objective)

Method 1: Utilization of results of Student Satisfaction Survey (Noel Levitz Annual Survey)

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

Results:

FY 2012	.51 (below gap) -Benchmark Attained	Annual survey administered in the Fall
FY 2013	.66 (below gap) -Benchmark Attained	
FY 2014	.64 (below gap) -Benchmark Attained	
FY 2015	.64 (below gap) -Benchmark Attained	

Method 2: Utilization of results of Student Satisfaction Survey (Noel Levitz Annual Survey)

- **Performance Measure:** Financial Aid services meets the expectations of students
- **Benchmark:** Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement

Results:

FY 2012	.78 (below gap) -Benchmark Attained	Annual survey administered in the Fall
FY 2013	.85 (below gap) -Benchmark Attained	
FY 2014	.74 (below gap) -Benchmark Attained	
FY 2015	.73 (below gap) -Benchmark Attained	

Objective C: Tutoring center provides services to support education success (SBOE Goal 1 Objective B for all of objective C)

Method 1: End of semester student evaluations of effectiveness

- **Performance Measure:** Percentage of students satisfied
- **Benchmark:** 80 % satisfaction

Results:

FY 2012	96% -Benchmark Attained	
FY 2013	94% -Benchmark Attained	
FY 2014	94% -Benchmark Attained	
FY 2015		

Method 2: Tutoring contact hours to support student needs.

- **Performance Measure:** Number of contact hours annually per unduplicated headcount
- **Benchmark:** 6 hours

Results:

FY 2012	4 -Benchmark Not Attained	
FY 2013	6 -Benchmark Attained	
FY 2014	5 -Benchmark Attained	
FY 2015		

Objective D: EITC Technology Services meet the expectations of students (SBOE Goal 1 Objective B for all in this objective)

Method 1: Student Satisfaction Survey (Noel Levitz Annual Survey)

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

Results:

FY 2012		* New measure for 2014FA
FY 2013		
FY 2014		
FY 2015	.15 (below gap) – Benchmark Attained	

Method 2: EITC helpdesk satisfaction surveys.

- **Performance Measure:** Measure: Information technology services meet the expectations of students, faculty, and staff
- **Benchmark:** Customer satisfaction levels at or above 90%

Results:

FY 2012		* New measure
FY 2013		
FY 2014		
FY 2015	99% average for January and February 2015 – Benchmark Attained	

Objective E: EITC library services meets the expectation of students. (SBOE Goal 1 Objective B)

Method 1: Noel Levitz Survey

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

Results:

FY 2012	1.09 (above gap) - Benchmark Not Attained	Annual survey administered in the Fall
FY 2013	.82 (below gap) - Benchmark Attained	
FY 2014	.97 (below gap) - Benchmark Attained	
FY 2015	.43 (below gap) - Benchmark Attained	

Objective F: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes. (SBOE Goal 1 Objective B for all in Objective F)

Method 1: CND Reporting

- **Performance Measure:** Number of applicants/students receiving CND services.
- **Benchmark:** Number of clients served per year, increase by at least one percent (1%).

FY 2012	686 - Benchmark Attained	
FY 2013	518 - Benchmark Not Attained	
FY 2014	411 - Benchmark Not Attained	
FY 2015	258 - Benchmark Not Attained	

- **Performance Measure:** Number of client contact hours
- **Benchmark:** Number of contact hours per year, increase by at least one percent (1%).

FY 2012		* New measure
FY 2013		
FY 2014		
FY 2015	New Measure No Data Available	

GOAL 3: COMMUNITY ENGAGEMENT

Objective A: On Campus Community provides a safe interactive professional learning environment

Method 1: Comply with federal safety reporting.

- **Performance Measure:** Annual safety reporting (Title IX, Clerey Act)
- **Benchmark:** 100% compliance
- Results:

FY 2012	100% - Benchmark Attained	* New measure
FY 2013	100% - Benchmark Attained	
FY 2014	100% - Benchmark Attained	
FY 2015		

Method 2: Maintain active EITC safety committee

- **Performance Measure:** Regular meetings to review and improve safety
- **Benchmark:** 10 meetings annually, 10 reports
- Results:

FY 2012		* New measure
FY 2013		
FY 2014		
FY 2015	New Measure No Data Available	

Method 3: Noel Levitz Survey Safety and Security

- **Performance Measure:** On Campus safety and security
- **Benchmark:** Student Satisfaction Survey ratings report less than a 1.0 gap between importance of safety and security and level of agreement
- Results:

FY 2012	1.11(above gap) - Benchmark Not Attained	Annual survey administered in the Fall
FY 2013	.84 (below gap) - Benchmark Attained	
FY 2014	.78 (below gap) - Benchmark Attained	
FY 2015	.66 (below gap) - Benchmark Attained	

Method 4: On-Campus Communication

- **Performance Measure:** Publish and distribute college newsletter
- **Benchmark:** 6 issues annually

Results:

FY 2012	Benchmark Attained	
FY 2013	Benchmark Attained	
FY 2014	Benchmark Attained	
FY 2015	Benchmark Attained	

Method 5: On-Campus Communication

- **Performance Measure:** President forums
- **Benchmark:** 2 forums annually

Results:

FY 2012	Benchmark Attained	
FY 2013	Benchmark Attained	
FY 2014	Benchmark Attained	
FY 2015		

Method 6: Professional Development

- **Performance Measure:** Provide funds for faculty and staff professional development
- **Benchmark:** 10K Annually

Results:

FY 2012	New Measure No Data Available	* New measure
FY 2013	New Measure No Data Available	
FY 2014	Benchmark Attained	
FY 2015	Benchmark Attained	

Method 7: Professional Development (SBOE Goal 2 Objective B)

- **Performance Measure:** Faculty and staff that participate in professional development
- **Benchmark:** 80% participation

Results:

FY 2012		* New measure
FY 2013		
FY 2014	New Measure No Data Available	
FY 2015		

Objective C: Regional Community Engagement - EITC will seek input and will provide regional community members educational opportunities (SBOE Goal 1 Objective A)

Method 1: Enrollment reports of credit and non-credit courses (SBOE Goal 1 Objective B)

- **Performance Measure:** Headcount (Unduplicated) in regional centers
- **Benchmark:** Increase headcount 1% annually at off-campus sites

Results:

FY 2012	612 – (increase) Benchmark Attained	
FY 2013	533 (decrease)- Benchmark Not Attained	
FY 2014	347 (decrease) - Benchmark Not Attained	
FY 2015		

Method 2: Annual Report from the Eastern Idaho Technical College Foundation (EITCF) (SBOE Goal 1 Objective A)

- Performance Measure: Percentage of students receiving EITCF scholarships
- Benchmark: 25%

Results

FY 2012	18% - Benchmark Attained	
FY 2013	25% - Benchmark Attained	
FY 2014	26% - Benchmark Attained	
FY 2015		

Method 3: Eastern Idaho Technical College Advisory Council Meetings

- Performance Measure: Council will meet at least three times per calendar year.
- Benchmark: Measure Attained

Results

FY 2012	New Measure No Data Available	* New measure
FY 2013	New Measure No Data Available	
FY 2014	Benchmark Attained	
FY 2015		

Objective C: EITC supports statewide educational initiatives (SBOE Goal 1 Objective C for all listed in EITC Objective C)

Method 1: State Board of Education (SBOE) confirmation of participation

- Performance Measure: Participate in SBOE statewide initiatives (i.e. Complete College Idaho, General Education Reform, GEM stamping, etc.)
- Benchmark: College participation

Results

FY 2012	Benchmark Attained	* New measure
FY 2013	Benchmark Attained	
FY 2014	Benchmark Attained	
FY 2015		

Method 2: Idaho Division for Professional Technical Education (PTE) confirmation of participation

- Performance Measure: Participate in PTE statewide initiatives (i.e. TCLC Meetings, Advanced Placement Opportunities, Host Institution Delivery, etc.)
- Benchmark: College participation

Results

FY 2012	Benchmark Attained	* New measure
FY 2013	Benchmark Attained	
FY 2014	Benchmark Attained	
FY 2015		

Key External Factors

(Beyond the control of Eastern Idaho Technical College)

Funding:

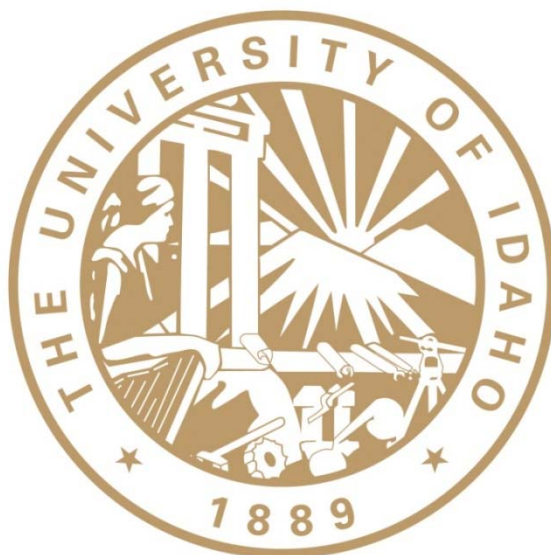
Most State Board of Education strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Availability of state revenues (for appropriation), gubernatorial, and legislative support for some Board initiatives can be uncertain.

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.



Leading Idaho:

The University of Idaho
Strategic Plan

FY2016-FY2020

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 2016-20 Strategic Plan fulfills the promise of a 21st century land-grant institution to lead and inspire Idaho, the nation, and the world. To achieve this, all units will develop strategic actions that advance the overall strategic direction, vision, and values of the institution.

MISSION

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

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

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

VISION

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.

WORK SESSION
APRIL 15, 2015

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.

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).

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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.

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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.

Key External Factors

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

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



BOISE STATE UNIVERSITY

UPDATED FOR FY2016 THROUGH FY2020

**MISSION STATEMENT
CORE THEMES
VISION
STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC
PLAN
MAPPING OF STRATEGIC PLAN TO THE COMPLETE
COLLEGE IDAHO PLAN
KEY EXTERNAL FACTORS**

Focus on Effectiveness

Mission Statement

Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, 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

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

Focus on Effectiveness: A Strategic Plan for Boise State University

Initially developed for the years 2012-2017

Updated in this document to cover the fiscal years 2016-2020

(* denotes system-wide measure required by SBOE)

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

Objectives:

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

Goal 1: Key Performance Measures	Recent data				Performance Targets	
					For FY2016	For FY2020
% 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				Initial assessment of ULO's 1, 3, 5, 6 in spring 2015 via ePortfolios	90% of graduates rated as "good" or "exemplary"
	2006	2008	2010	2012	For FY2016	For FY2020
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%

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.

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

Objectives:

- 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 Measures	Recent data				Performance Targets	
	FY 2011	FY 2012	FY 2013	FY 2014	For FY2016	For FY2020
Number degree graduates^{2*}						
>Baccalaureate	2,411	2,584	2,716	2,763	3,125	3,700
(SBOE target for baccalaureate graduates ³)	(2,127)	(2,270)	(2,413)	(2,557)	(2,843)	(3,416)
>Master's	641	651	691	640	700	800
>Doctoral	11	11	11	34	28	38
Baccalaureate graduates per 100 FTE enrolled^{4*}	17.5	18.4	19.4	20.0	21.0	22.5
Graduate level graduates per 100 FTE enrolled^{5*}	59.2	60.3	62.5	58.9	63.0	64.0
Dual enrollment^{6*}						
># credits produced	9,435	10,770	11,607	12,111	14,000	17,000
># students served	2,030	2,410	2,666	2,699	3,100	3,800
eCampus (Distance Education)						
>Student Credit Hours	52,590	55,571	60,146	66,058	76,000	97,000
>Distinct Students Enrolled	9,147	9,381	9,787	10,620	12,200	15,000
	F05 cohort	F2006 cohort	F2007 cohort	F2008 cohort	Fall 2010 Cohort	Fall 2013 Cohort
Success and Progress Rate (at six years)⁷						
>First-time, Full-time Freshmen		64%	70%	70%	72%	75%
>Transfer students		75%	74%	77%	77.5%	81%
6 year graduation of first-time full-time freshman	29.3%	29.5%	38.2%	37.1%	44%	50%
	F2010 cohort	F2011 cohort	F2012 cohort	F2013 cohort	F2015 cohort	F2018 cohort
1-year retention, first-time full-time degree seeking freshmen (10th day)^{8*}	69.1%	71.4%	71.2%	74.7%	77%	80%
1-year retention, degree-seeking transfer students (10th day)^{9*}	69.8%	72.7%	72.8%	70.7%	77%	80%
	2006	2008	2010	2012	For FY2016	For FY2020
NSSE student rating of administrative offices (as % of urban peer average score)	98.4%	94.5%	97.1%	96.9%	100%	100%

² Distinct graduates summed over summer, fall, and spring terms.

³ Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3.

⁴ Student FTE is based on degree seeking undergraduate students. End of term count is used. Calculated as a three year running average of # of FT students plus 1/3 # PT students. Uses baccalaureate graduates only.

⁵ Student FTE same calculation as undergrad. "Graduates" is an unduplicated count of those who graduated with a master's and/or a graduate certificate and/or a doctorate in summer/fall/spring.

⁶ 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.

⁷ "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, or graduated or still enrolled elsewhere.

⁸ 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.

⁹ 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.

WORK SESSION**APRIL 15, 2015**Boise State University Strategic Plan: *Focus on Effectiveness**Submitted to OSBE March 26, 2015***Goal 3: Gain distinction as a doctoral research university.****Objectives:**

- 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 Measures	Recent data				Performance Targets	
	FY 2011	FY 2012	FY 2013	FY 2014	For FY2016	For FY2020
Total Research & Development Expenditures (as reported to the National Science Foundation)	\$24.2M	\$27.9M	\$25.7M	\$26.6M	\$30.0 M	\$38 M
Number of doctoral graduates (PhD and EdD)	11	11	11	34	28	38
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	No new doctoral programs	No new doctoral programs	PhD in Ecology, Evolution, & Behavior; PhD Computing
	CY 2007-11	CY 2008-12	CY 2009-13	CY 2010-14	For CY 2012-16	For CY 2016-20
Number of peer-reviewed publications over 5-year period¹⁰	1,225	1,317	1,411	1,449	1,750	2,300
	CY 2007-11	CY 2008-12	CY 2009-13	CY 2010-14	For CY 2012-16	For CY 2016-20
Citations of publications by Boise State authors over five year span¹¹	4,998	5,351	6,956	9,043	12,000	17,000

¹⁰ # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science.

¹¹ Total citations, during the listed five year span, of peer-reviewed publications published in that same five year span, limited to those publications with Boise State listed as an address for at least one author. From Web of Science.
<http://library.boisestate.edu/researchindicators/index.php>

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

Objectives:

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

Goal 4: Key Performance Measures	Recent data				Performance Targets	
	FY 2011	FY 2012	FY 2013	FY 2014	For FY2016	For FY2020
Number of graduates with high impact on Idaho's college completion rate						
Baccalaureate graduates traditionally underrepresented groups ¹²						
>from rural counties ¹³	153	149	154	154	174	206
>from ethnic minorities	153	170	194	218	275	380
Baccalaureate graduates who are Idaho residents	2,188	2,264	2,317	2298	2,600	3,077
Baccalaureate graduates who started as Idaho community college transfers (in Transfer Cohort)	177	173	234	288	390	600
Number of graduates in high demand disciplines (bachelor's, master's, doctoral) ¹⁴	1,000	1,082	1,020	1,015	1,200	1,450
Number of STEM graduates (bachelor's, STEM education, master's, doctoral) ¹⁵	375	407	452	495	600	800
# of employers listing career-level jobs with BroncoJobs	623	832	834	Not available at this time	950	1,100
Students Participating in Courses with Service Learning Component	2,577	2,648	2,398	2,151	2,775	3,000
# of students requiring remedial coursework ^{16*}	108 8.4%	123 10.4%	102 8.7%	110 9.4%	100 8%	100 8%
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				Boise State's 's Community Engagement Classification was renewed in Spring 2015	

¹² Distinct number of graduates who began college as members of one or more in the following groups traditionally underrepresented as college graduates: (i) from a rural county in Boise State's 10 county service area (Ada and Canyon counties are excluded) and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

¹³ "Rural counties" is defined as the ten service area counties minus Ada and Canyon counties.

¹⁴ 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.

¹⁵ 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.

¹⁶ Includes all new Idaho students who have been out of high school 1 year or less needing to complete remedial coursework.

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

Objectives:

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

Goal 5: Key Performance Measures		Recent data				Performance Targets	
		FY 2011	FY 2012	FY 2013	FY 2014	For FY2016	For FY2020
Cost of education¹⁷ (resident undergrad with 15-cr load per semester; tuition & fees per year)	Boise State>	\$5,300	\$5,566	\$5,884	\$6,292	Remain less than the WICHE state average	Remain less than the WICHE state average
	WICHE avg>	\$6,005	\$6,645	\$7,037	\$7,331		
	BSU as % of W>	88.3%	83.8%	83.6%	85.8%		
		FY 2011	FY 2012	FY 2013	FY 2014	For FY2016	For FY2020
Total Expense per EWA Weighted SCH delivered: Undergraduate Only ^{18*}	In 2011 \$\$> Unadjusted>	\$235.52 \$235.52	\$247.02 \$252.13	\$258.60 \$267.81	\$270.73 \$284.92	No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in CPI adjusted \$\$
Total Expense per EWA Weighted SCH delivered: Undergraduate and Graduate ^{16*}	In 2011 \$\$> Unadjusted>	\$218.56 \$218.56	\$229.95 \$234.71	\$239.40 \$247.92	\$248.98 \$262.03	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
Distinct baccalaureate graduates per \$100k undergraduate expense ^{16*}	In 2011 \$\$> Unadjusted>	1.39 1.39	1.42 1.40	1.44 1.39	1.43 1.36	No decrease in CPI adjusted # per \$100k	No decrease in CPI adjusted # per \$100k
Distinct degree graduates (bacc., master's, doctoral) per \$100k undergraduate + graduate expense ^{16*}	In 2011 \$\$> Unadjusted>	1.53 1.53	1.58 1.55	1.57 1.52	1.53 1.45	No decrease in CPI adjusted # per \$100k	No decrease in CPI adjusted # per \$100k

¹⁷ WICHE average from Table 1a of annual Tuition and Fees report. We use the average without California. A typical report can be found at http://www.wiche.edu/info/publications/Tuition_and_Fees2012-13.pdf

¹⁸ Expense information is from the Cost of College study, which is produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels.

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Boise State University Strategic Plan: *Focus on Effectiveness*
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Mapping of Boise State University's Strategic Plan onto the SBOE Strategic Plan					
Boise State Strategic Goals→ → ↓SBOE Strategic Goals↓	<i>Goal 1: Create a signature, high-quality education experience for all students</i>	<i>Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.</i>	<i>Goal 3: Gain distinction as a doctoral research university</i>	<i>Goal 4: Align university programs and activities with community needs.</i>	<i>Goal 5: Transform our operations to serve the contemporary mission of the university.</i>
Goal 1: A well-educated citizenry					
<i>Objective A: Access- Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.</i>		✓		✓	
<i>Objective B: Higher level of educational attainment - Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.</i>		✓		✓	
<i>Objective C: Adult learner re-Integration - Improve the processes and increase the options for re-integration of adult learners into the education system.</i>		✓		✓	
<i>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.</i>	✓	✓	✓	✓	
Goal 2: Critical Thinking and innovation					
<i>Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.</i>	✓		✓	✓	✓
<i>Objective B: Quality Instruction - Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.</i>			✓	✓	✓
Goal 3: Effective and Efficient Delivery Systems					
<i>Objective A: Cost Effective and Fiscally Prudent - Increased productivity and cost-effectiveness.</i>		✓		✓	✓
<i>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.</i>				✓	✓

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Boise State University Strategic Plan: *Focus on Effectiveness*
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Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan					
Boise State Strategic Goals→ ↓Complete College Idaho Strategic Goals↓	Goal 1: Create a signature, high-quality education experience for all students	Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.	Goal 3: Gain distinction as a doctoral research university	Goal 4: Align university programs and activities with community needs.	Goal 5: Transform our operations to serve the contemporary mission of the university.
STRENGTHEN THE PIPELINE					
Ensure College and Career Readiness		✓		✓	
Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers		✓			
Support Accelerated High School to Postsecondary and Career Pathways		✓			
TRANSFORM REMEDIATION					
Clarify and Implement College and Career Readiness Education and Assessments		✓			
Develop a Statewide Model for Transformation of Remedial Placement and Support		✓			
Provide three options: Co-requisite , Emporium , or Accelerated		✓			
STRUCTURE FOR SUCCESS					
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
REWARD PROGRESS & COMPLETION					
Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
LEVERAGE PARTNERSHIPS					
Strengthen Collaborations Between Education and Business/Industry Partners				✓	
College Access Network				✓	
STEM Education			✓	✓	

Key External Factors

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

Lack of funding of Enrollment Workload Adjustment. Lack of consistent funding for the Enrollment Workload Adjustment, especially during the recession, has resulted in a significant base funding reduction to Boise State University. As a result, Boise State University students receive less appropriated funding compared to other Idaho universities.

Administrative Oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased costs due to additional bureaucracy and in decreased accountability because of less transparency in process. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State's Division of Purchasing. As a result, the university has streamlined policy and procedure and has gained substantial efficiencies in work process and in customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction.

Compliance. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.



Idaho State University Strategic Plan

Mapping Our Future: Leading in Opportunity and Innovation

FY2016-FY2020

Idaho State University Strategic Plan 2016-2020

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.

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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.

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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.

Objective 2.3 Students who require remedial coursework are successful in completing their

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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:

3.1.1 Maintain number of health professions programs offered, and maintain enrollments at or near program capacity.

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- 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.

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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.

**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 and are not under institutional control. Changes to statute desired by the institution are accomplished according to state guidelines. 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.

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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.

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 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.

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 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.

Lewis-Clark State College



STRATEGIC PLAN FY 2016-2020

Lewis-Clark

STATE

C O L L E G E

Connecting Learning to Life

STRATEGIC PLAN FY 2016-2020



March 16, 2015



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 2016-2020**

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 Committees, Division/Unit Assessment Committees

Progress: During FY14, all instructional and non-instructional programs, including auxiliaries and athletics, were reviewed through the program prioritization process. Program changes have been implemented and reported to the State Board at prescribed intervals. Action plans and major reviews are ongoing.

Performance Measure(s):

Assessment submission

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

Performance: 98% of units completed assessment (FY 2014)

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

Benchmark: Meet or exceed national average

Performance: RN: LCSC 95%/National 84%, PN: 75%/85%, ARRT 100%/89% (FY 2014)

Percentage of responding LCSC graduates with positive placement

Benchmark: 95% of responding LCSC graduates will have positive placement

Performance: 95% (FY 2014)

Number of teacher education candidates 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: 83% (FY 2014)

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(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 94, Bachelor 148 (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: Over the course of AY14-15, college faculty have completed the GEM stamping process of all general education coursework and an internal parallel process for the institutionally designated categories. A faculty-designed and developed General Education Core Assessment Plan will be completed by the end of Spring 2015 and implemented in AY15-16. Academic Dean, Mary Flores, was appointed to the State General Education Committee. The ETS Proficiency Profile was administered in 2014 and will be administered again in spring 2017.

Performance Measure(s):

ETS Proficiency Profile critical thinking construct

Benchmark: LCSC will score at the 90th percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct.

Performance: 88th percentile (FY 2014); New performance measures and benchmarks will be set once General Education Assessment Plan is completed.

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.

Timeline: FY 2014-2015

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

Progress: The college moved to managed hosting and outsourced Help Desk functions for the online teaching platform, *Blackboard*. The e-Learning Services department continues to provide online training modules for faculty and one-on-one personalized instruction. Information Technology outfitted three classrooms with touch-screen switching devices, assumed support for Apple technology across campus, expanded Help Desk hours in support of students and faculty, and

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installed a cloud-based simulation control system in the human simulation lab.

Performance Measure(s):

Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses
Benchmark: 8,000
Performance: 8,726 (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 initiated 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. Additional late-afternoon and evening classes were scheduled, beginning in Fall 2014, and the feasibility of offering intense weekend sections of core classes (including English 101 and Communication 204) is being explored. IVC use between the main campus and the Coeur d'Alene Center has expanded. During the 2014-15 academic year, several faculty have been invited to share meals and enjoy gaming and/or conversations with students living in LCSC residence halls.

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: 150
[Faculty: 4; Student oral presentations: 70; Student posters: 40]

The number of presentations at the LCSC Senior Research Symposium

Benchmark: 150
Performance: Total 114 [Faculty: 4; Student oral presentations: 70; Student posters: 40]

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.

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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. The legislature has recommended a 3% ongoing CEC request for FY206. 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: LCSC Classified Staff agency compa-ratio will equal or exceed 100% of State Policy

Performance: (from Dec 2014 DHR State Employee Compensation report): LCSC Classified Staff average salary = 81.2% of policy.

Professional (Exempt) Staff):

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

Benchmark: Average aggregated salaries of LCSC Professional Staff will equal or exceed average of C.U.P.A. average for corresponding job descriptions.

Performance: Average LCSC Professional Staff salary levels estimated at 84% of C.U.P.A. average.

Faculty:

Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report

Benchmark: Average compensation for LCSC Faculty members ("all ranks" measure) will equal or exceed the all-ranks, combined average for LCSC's peer institutions.

Performance: LCSC's 2014 IPEDS DFR all-ranks faculty salary average is 86% of peers' average.

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: Ongoing

Action: Vice President for Finance and Administration

Progress: Access improvements in FY 2013 through FY 2015 included construction projects to increase ADA access for campus users including, *inter alia*, additional sidewalk cuts to accommodate wheelchair access in high traffic areas, sidewalk repairs, installation of external wheel chair ramps, and internal ADA-compliant ramps within the Administration Building as part of the Silverthorne Theatre upgrade project. The LCSC Safety Committee identified 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. Continued 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. Employee participation in the statewide "thrivedaho" program increased. The college's Behavioral Response Team and the Title IX Coordinator conducted specialized training for faculty

who serve on the college's hearing board. This training was focused on helping them understand their roles and responsibilities when hearing cases involving sexual misconduct. In addition, an information campaign about Title IX related matters was initiated during the Fall 2014 student orientation program and has continued with informational posters and emails to LCSC students. Finally, an on-line sexual harassment training was piloted with selected groups of LCSC students including residence hall occupants and student athletes.

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: No significant ADA-related discrepancies were noted during the 2014 DBS inspection. Two minor items (sign placement and rail adjustment) were corrected on the spot.

Wellness Programs

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

Performance: 16 wellness activities conducted in 2014.

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.

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. A marketing committee was formed by the president in August 2014 and, through the fall semester, identified a five-point marketing plan intended to be implemented over the course of the next year. In addition, the college increased the use of billboard and other media in all target markets but especially in Southern Idaho.

Performance Measure(s):

(SBOE system-wide performance measure)

Dual credit hours earned and the unduplicated headcount of participating students

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Benchmark: 3,500; 600
Performance: 2,224; 622 (FY 2014)

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

Benchmark: Annual Enrollment - 1,500* Annual Total Credit Hours – 8,000*

*These values reflect anticipated loss of enrollment due to proposed fee changes for Tech Prep students.

Performance: 1,959; 7,963 (FY 2014)

Scholarship dollars awarded per student FTE

Benchmark: \$1,950

Performance: \$2,142 (FY 2014)

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: 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. Working with faculty leadership, the college established ID 140 – a student success courses required for students who are admitted to the college on a conditional basis or who place into developmental coursework. The courses were offered in Fall 2014 and retention rates will be monitored into Fall 2015. In addition, the college adopted a policy requiring orientation of degree-seeking students. The LCSC Teaching-Learning Center opened January 2015 with numerous formal and informal events held throughout spring semester. Next steps include fuller integration with existing campus departments such as e-Learning Services and regional K-12 partners.

Timeline: FY 2014

Action: Vice President for Student Affairs; Provost

Performance Measures:

(SBOE system-wide performance measure)

Total degree production (undergraduate)

Benchmark: 800

Performance: 739 (FY 2014)

(SBOE system-wide performance measure)

Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).

Benchmark: 700/12%

Performance: 675; 12% (FY 2014)

(SBOE system-wide performance measure)

Unduplicated headcount of graduates over rolling 3-year average degree-seeking FTE (split by undergraduate/graduate).

Benchmark:

Performance: 675/2756; 25%

(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: 70%

Performance: 370/ 575=64% (FY 2014)

First-year/ full-time cohort retention rate

Benchmark: 60%

Performance: 61% (FY 2014)

The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled

Benchmark: 24

Performance: 25 (FY 2014)

First-year/ full-time cohort 150% graduation rate

Benchmark: 35%

Performance: 27% (FY 2014)

LCSC will establish a Center for Teaching and Learning in order to support and share improvements in teaching, assessment, and curriculum development. [Center operations commenced in FY2015.]

Timeline: FY 2015

Action: Provost, Vice President for Student Affairs

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.

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Timeline: FY 2014-2015

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

Progress: A new committee called “Student Support Committee” was formed and consists of Student Affairs directors whose primary role is to provide on-going support to students once they are enrolled at the college. This committee has developed a new student satisfaction survey, which is under review. If approved, the survey should assist college personnel in identifying gaps in the quality and overall delivery of services.

Performance Measure(s):

National Survey of Student Engagement (NSSE)

Benchmark: 90% of LCSC students will be satisfied

Performance: 89% (FY 2014)

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: Every instructional program either requires or provides an optional internship opportunity for students. With the loss of the AmeriCorps grant, funding for coordination of volunteer or service learning services has been greatly reduced. Efforts are underway to realign these activities with existing programming.

Performance Measure:

Number of students participating in internships

Benchmark: 800

Performance: 655 (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

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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: Partnerships with K-12 through the Teacher Education Preparation programs and the new Teaching-Learning Center continues. The annual Research Symposium provides an opportunity to engage with community members and business leaders.

Performance Measure(s):

Number of adults enrolled in customized training (including statewide fire and emergency services training programs).

Benchmark: 4,000

Performance: 3,533 (FY 2014)

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: The LCSC Alumni Association continues to boost program and event participation of alumni and students, regional outreach, volunteer service, and leadership opportunities. The Alumni Mentorship Program launched this year with ten (10) alumni from across the region serving as mentors to current students. The LCSCAA is actively involved in the creation and implementation of L-C's Homecoming event, which is scheduled to take place this fall.

Performance Measure(s):

Number of Alumni Association members

Benchmark: 17,500

Performance: 15,819 (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.

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Timeline: Ongoing

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

Progress: College Advancement has hosted a variety of special events that promote higher education and advance the needs of LCSC. The annual Scholarship Luncheon-attended by 100+ donors, business leaders, community members and students who benefit from scholarships-provides guests an opportunity to engage with students and get involved in giving. Foundation Scholar events are social events that connect students with donors who sponsor scholarships throughout the student's entire college career. Alumni Affairs recently established a mentorship program that connects a business leader to a current LCSC student in need of career advice and support.

The College Advancement team meets with businesses and community members daily to better educate the community on higher education and areas in need of support. College Advancement continues to work diligently to pursue community partners that can assist the college in achieving its mission via volunteer opportunities, mentorship programs, internships, and donations. In 2014, LCSC successfully completed a five year capital campaign generating over \$13.5 million.

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

Progress: LC Athletics continues to advance the College with all constituents through community service and engagement. This year members of the department will exceed 1,000 hours of community service. The NAIA criteria to be a Five Star Champions of character institution changed this year and LCSC expects to meet this benchmark as projected in FY17.

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: Ongoing

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 2014 planning and budgeting cycle to reflect the new LCSC

strategic plan and incorporate Zero-Base Budgeting (ZBB) and Program Prioritization (PP) findings. Unit Action Plan proposals were directly tied to the strategic plan. The Institutional Assessment Plan dovetails with the Strategic Plan. ZBB and PP guidelines are 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 2014 and Spring 2015 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: \$301 (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: Ongoing

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

Progress: In Spring 2014, an expanded Functional Area Committee (FAC) structure was put in place and utilized to focus on the State Board of Education-directed Program Prioritization initiative during the annual assessment cycle. This successful effort enabled a smooth transition into the FAC efforts in the Fall 2014 planning cycle and during budget development for FY2016. Program assessment has been fortified at the division/unit level, and Program Prioritization action plans and follow-up efforts are underway.

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: 1.5 (FY 2014)

Objective 4C.

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

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.

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Timeline: Ongoing

Action: Provost, Vice President for Finance and Administration

Progress Report: An updated Campus Facilities Master Plan went into effect in July 2014. Classroom refurbishing and carpeting projects continued during FY 2014 and FY 2015. A major renovation to the Administration Building (Silverthorne Theatre, and support areas) is nearing completion. A campus-wide Energy Survey and Analysis project is underway. Other major improvements included establishment of a consolidated testing center and a new Teaching and Learning Center (as part of 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: The revised capital replacement process is now in operation. 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 2016 budget (this laid the groundwork for the first significant replacement capital outlay appropriation for LCSC in over five years). Budgeting for high-cost institutional technology equipment and upgrades to classroom technology is in place. 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

Progress: LCSC's General Education appropriation is expected to grow to \$32.3M for FY2016, representing an increase of 11.6% in total funds and 5.7% in ongoing funds over the college's FY2015 funding level. The Professional-Technical budget appropriation is expected to exceed \$4.2M, representing a 6% increase from FY2015 funding levels. Training of new grant writers and unit supervisors continues. At the end of FY 2014, the college had over 85 active grants worth over \$7M, despite the negative impacts of federal sequestration on key LCSC programs and elimination of Congressional earmarks. In the College Advancement arena, the "Campaign LCSC" fund-raising

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initiative concluded in May 2014—and the campaign’s \$12M goal was exceeded by over \$1.5M. The LCSC Foundation’s total assets reached an all-time high of over \$8.24M (as of 1 Mar 2015).

Performance Measure(s):

Institution funding from competitive grants

Benchmark: \$2.0M

Performance: \$2.5M (FY2014 year-end snapshot)

Institutional reserves comparable to best practice.

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

Performance: 6.5% (State Board calculation based on end of year FY2014 financials)

LCSC Capital Campaign

Benchmark: \$12M to be raised by 1 June 2014.

Performance: \$13.5M was raised. Campaign is complete.

Goal 1 - Sustain and enhance excellence in teaching and learning					
Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark
<u>Objective 1A: Strengthen courses, programs and curricula consonant with the mission and core themes of the institution</u>					
Assessment submission	84%	85%	97%	98%	All units of the college will submit assessment documents
First-time licensing/certification exam pass rates	NCLEX RN 95% (National Average=89%)	NCLEX RN 89% (National Average=90%)	NCLEX RN 92% (National Average=91%)	NCLEX RN 95% (National Average=84%)	Meet or Exceed National Average
	NCLEX PN 100% (National Average=87%)	NCLEX PN 86% (National Average=84%)	NCLEX PN 100% (National Average=85%)	NCLEX PN 75% (National Average=85%)	Meet or Exceed National Average
	ARRT 100% (National Average=93%)	ARRT 100% (National Average=93%)	ARRT 92% (National Average=90%)	ARRT 100% (National Average=89%)	Meet or Exceed National Average
Percentage of LCSC graduates with positive placement	88%	87%	92%	95%	95%
Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition	PRAXIS II 92%	PRAXIS II 90%	PRAXIS II 93%	PRAXIS II 83%	90%
Average number of credits earned at completion of certificate or degree program	Associate 108	Associate 107	Associate 102	Associate 94	Associate 70
	Bachelor 148	Bachelor 148	Bachelor 147	Bachelor 148	Bachelor 130
<u>Objective 1B: Ensure the General Education Core achieves its expected outcomes.</u>					
ETS Proficiency Profile Critical Thinking Construct ¹	88%			88%	90% 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	7,431	7,945	7,726	8,726	8,000
<u>Objective 1D: Maximize direct faculty and student interactions inside and outside the classroom.</u>					
Student to teacher ratio	16:1	16:1	16:1	16:1	16:1
Number of students participating in undergraduate research	243	237	268	284	300
Number of presentations at the LCSC Senior Research Symposium	153	200	262	284	300
<u>Objective 1E: Recruit and retain a highly qualified and diverse faculty and staff.</u>					
State of Idaho Classified Staff Pay Schedule	80.3 %	81.7 %	80.9 %	81.2 %	100% of Policy
Instructional Personnel-Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report ²	89%	87%	86%	89%	100% of Average of Peer Institutions all Academic Rank

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Goal 2 - Optimize student enrollment and promote student success					
Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark
<u>Objective 2A: Marketing efforts will focus on clearly identified populations of prospective students.</u>					
Credit hours of high school students participating in dual credit programs*	2,268	2,865	3,328	2,224	3,500
Headcount of high school students participating in dual credit programs*	427	500	554	622	600
Credit hours of high school students participating in concurrent enrollment programs	6,103	6,972	8,312	7,963	8,000
Headcount of high school students participating in concurrent enrollment programs.	1,488	1,805	1,797	1,959	1,500
Scholarship dollars per FTE	\$1,624	\$1,728	\$1,831	\$2,142	\$1,950
<u>Objective 2B: Retain and graduate a diverse student body.</u>					
Total degree production and headcount (undergraduate)*	607/ 573	773/ 712	688/ 652	739/ 675	800
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate and graduate)*	573/ 10%	712/ 12%	652/ 11%	675/12%	700/12%
Unduplicated number of graduates over rolling 3-year average degree-seeking FTE (separated by undergraduate/graduate)	573/ 2643 22%	712/ 2762 26%	652/ 2812 24%	675/ 2756 25%	
Total full-time new and transfer students that are retained or graduate the following year (exclude death, military service, and mission)*	57%	60%	54%	64%	70%
First-time full-time degree-seeking freshman retention rate	54% (N=599)	57% (N=596)	51% (N=577)	61% (N=533)	60%
Total certificates and degrees conferred and number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled.	19	23	22	25	24
First-time/full-time cohort 150% graduation rate	28%	31%	30%	27%	35%
<u>Objective 2C: Maximize student satisfactions and engagement.</u>					
NSSE-National Survey of Student Engagement ³		88%		89%	90% of LCSC Students will be satisfied

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Goal 3 - Strengthen and expand collaborative relationships and partnerships					
Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark
<u>Objective 3A: Increase volunteer, internship, and career placement opportunities.</u>					
Number of students participating in internships	596	698	654	655	800
<u>Objective 3B: Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge.</u>					
Number of adults enrolled in customized training (including statewide fire and emergency services training programs)	2,921	3,627	3,659	3,533	4,000
<u>Objective 3C: Increase cooperation and engagement of alumni for the advancement of the college.</u>					
Number of Alumni Association members	12,176	12,726	13,301	13,904	15,000

Goal 4 - Leverage resources to maximize institutional strengths and efficiency					
<u>Objective 4A: Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.</u>					
Cost per credit hour - Financials divided by total weighted undergraduate credit hours from the EWA report.*	\$289	\$261	\$289	\$301	\$290
<u>Objective 4B: Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.</u>					
Efficiency - Graduates (of at least 1-year or more) and degree completions per \$100,000 of financials*	1.3	1.5	1.4	1.5	2

* 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. LCSC Mean Critical Thinking score for 2014 was 114.55 which places us in the 88 percentile and means that 88% of institutions who used this exam had a mean score lower than LCSC per the ETS Proficiency Profile Comparative Data.
2. 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, based on results of annual IPEDS DFR report.
3. Reflects the overall percentage of students satisfied with LCSC. This survey is administered every 3 years.

Key External Factors

Appendix 2

Imperative for Growth: The Idaho State Board of Education has directed the higher education institutions under its supervision to increase the proportion and number of Idahoans (25 to 34 year old cohort) with a college certificate or degree to 60% by 2020—essentially doubling output. The following factors will affect LCSC’s efforts to achieve this target:

LCSC is essentially an open-access institution—reducing admission standards likely would not generate significant numbers of new students. As LCSC reaches out to encourage college participation by underserved segments in Idaho’s population, the average level of college-preparedness of the student body is likely to decrease, and the level of support needed for students is likely to increase.

The current demographic trends in Idaho foretell low to modest growth in the number of secondary students and good, but flat, high school graduation rates. It is therefore not likely that the output of the K-12 pipeline would lead to a dramatic increase in enrollment at LCSC during the five-year planning window.

While a dramatic increase in Idaho’s high-school graduation rates is not foreseen during the five-year planning window, LCSC may be able to increase the number of high school graduates who elect to enroll in college, taking into account that Idaho’s current participation rate, less than 50%, is one of the lowest in the nation.

Although the national and Idaho 60% goals have been based on the premise that 60% of jobs in 2020 will require some degree of college education, the current and projected proportion of college educated employees within the Idaho workforce seems to be at a market clearing level of 36%, according to the report of the Idaho Legislature Office of Performance Evaluations. Currently, unemployment in Idaho is low compared to many states in the region. Strategically, this means it is unlikely that systemic structural unemployment rates will be a major driver of additional students applying to LCSC before the end of the five-year planning horizon. In fact, improving employment rates in Idaho would likely reduce the applicant pool as workers enter or re-enter the work force as the effects of the recession ease.

Infrastructure: Currently-available facilities, or a modest expansion thereof, are sufficient to support an increase in on-campus students proportionate to LCSC’s share of the State Board of Education’s 60% goal. Classroom and laboratory utilization rates have sufficient slack time throughout the day and week to absorb an estimated 50% or more increase in student enrollment. Within the course of the five-year planning window, the college, if necessary, could increase faculty and staff office space and parking. While expansion on such a scale is theoretically possible, it is unlikely to be necessary given headcount enrollment trends, currently averaging 3% per year. If the combined impact of LCSC action strategies to increase enrollment, improve retention, and increase program completion rates were to double the historical rate to 6% per year, the main campus student population would increase 50 percent by 2020—a level which, with good planning, could be accommodated by the current physical infrastructure.

Unlike the situation on the Normal Hill campus, infrastructure is a major limiting factor for LCSC’s Coeur d’Alene operations. A strategic initiative is underway to provide a joint facility to serve LCSC, North Idaho College (NIC), and University of Idaho students and staff on the NIC campus. The new facility has been recommended for funding by the Legislature and is expected to be completed before the end of

the current strategic planning window (FY 2020). Infrastructure at the other LCSC outreach centers is estimated to be sufficient to support operations over the next five years.

Deferred maintenance needs over the course of the five-year planning window are estimated at roughly \$25 million for alteration and repair of existing facilities. Recent momentum in addressing HVAC and roof repairs needs to be sustained, but will depend primarily on availability of Permanent Building Fund dollars.

Over the past decade several major capital projects to expand facilities on the main campus have been completed (e.g., Activity Center, Sacajawea Hall, new parking lots, upgrades of Meriwether Lewis Hall and Thomas Jefferson Hall). For the main campus, LCSC's strategy for the five-year planning window is to focus on upgrades of existing facilities rather than erecting major new facilities.

Classroom capacity is sufficient to sustain current and projected enrollment levels for brick-and-mortar classes. Increased enrollment will necessitate scheduling adjustments that spread classes throughout day, evening, and weekend hours. Utility costs of extended class hours would increase marginally, but overall efficiency of facility operations would increase with the reduction of slack hours.

Recent efforts have increased the number of classroom seats and modernized classrooms and labs. Nevertheless, continued efforts are needed to modernize the classroom and lab infrastructure (teaching technology, lighting, furniture, acoustical treatments, and flooring).

Student housing units are not currently at maximum capacity. A study is underway (Presidential Guidance initiative PG-50) on possible strategies to add bed spaces. If projected trends warrant, it would be feasible to add new student housing by the end of the five-year strategic planning window and to convert some older housing units in the LCSC inventory to other uses, including office space.

On-campus and neighborhood parking is adequate to sustain employee and student operations through the remainder of FY 2015. The college has acquired property on the perimeter of the Normal Hill campus to accommodate additional parking (or facility construction) when needed. Parking options for LCSC's downtown facilities are more limited and cooperation with the city and local merchants will be needed if main street operations continue to expand.

Recent office space modernization efforts need to continue over the five-year planning window. In the event of growth of faculty and staff beyond current levels, additional office space could be provided through conversion of rental housing units and/or conversion of older residential hall space into modern offices.

A major vulnerability is the lack of redundant capabilities for heating and cooling of major buildings—almost every major structure is dependent upon a single source of HVAC. The main campus needs a loop to interconnect multiple facilities and provide a backup in the event of single-point failure. Use of energy-saving incentive dollars and cooperative projects with external entities could help fund these improvements.

Personnel: While the current physical infrastructure of LCSC (with the exception of the Coeur d'Alene Center) is sufficient to support the increased output envisioned by the Idaho State Board of Education, this is not the case with respect to faculty and staff. Although class sizes could be increased in some upper division courses, many lower division courses and some professional courses are already up

against faculty-student ratio limits imposed by specialized accreditation agencies and could not significantly expand without concomitant expansion of faculty and supporting staff. Faculty and staff workload levels at LCSC are high compared to other higher education institutions. An expanded LCSC student population will require ratios at least as low as current levels. Based on peak hiring periods over the past decade, funding an expansion spread over the next five years is technically feasible, but would require careful planning and coordination.

While increased utilization of distance learning technology could alleviate stress on the physical infrastructure, it is not the critical factor limiting expansion. While in some cases learning technology may enhance the effectiveness of course delivery and student success, it does not reduce the need for student-faculty interaction or significantly increase the desirable maximum ratio of students to faculty members. The current student to faculty ratios for academic and professional courses (14.8 to one, and 11.0 to one, respectively) may not be at a maximum level; the course delivery mode, however, is probably not the primary factor in establishing the ideal balance as we seek to maintain high levels of faculty-student engagement and interaction.

Economy and the Political Climate: Many factors and trends will have a major impact on LCSC strategies to achieve its goals and objectives over the five-year planning window.

Funding for higher education has been used as a “rainy day” reserve to support other state operations, most notably K-12, during economic downturns and the prolonged recent recession. There has been limited enthusiasm among Idaho policy makers to restore pre-crisis levels of funding to higher education.

Since FY 2009, the state has not provided sufficient funding to cover maintenance of current operation costs (inflation, replacement of capital items, and employee salaries), nor has it funded LCSC line-item budget requests to support increased enrollment, including LCSC’s Complete College Idaho request that directly supports State Board of Education goals.

Employee salary levels at LCSC are significantly lower than those at peer institutions. Change in Employee Compensation (CEC) raises appear to have resumed as a “normal” part of the Legislative appropriation (a 1% and a 3% ongoing CEC increase after a long drought)—with approximately half of the cost of increases being placed by state policymakers to student tuition. Continued effort must be made to encourage the lawmakers to fully fund future increases in college employee pay and benefit costs, rather than increasing the burden on students.

There has been significant political support for funding community college operations in the Treasure Valley, though little interest, as yet, in equalizing tuition rates among the three Idaho community colleges and no interest in providing funding to support the State Board-assigned community college function for LCSC and ISU. There has been strong political support to expand concurrent enrollment programs to enable completion of college-level coursework while students are still in high school; however, there has been limited support for additional funding directed to higher education for this purpose. The dual impacts of community college expansion and in-high school programs erode for LCSC the probability of future revenues for lower-division courses.

The relative financial burden borne by students for college costs has dramatically shifted, with student tuition and fees now nearly equal to the general fund appropriation. Notwithstanding the facts that reduced state support has necessitated tuition increases to sustain higher education operations and that

Idaho tuition rates remain well below regional and national averages, state policymakers are reluctant to support additional tuition increases.

Students in Idaho and across the nation have become more dependent upon federal financial aid to pay for college, and increased student debt load and default rates have caused consternation among policymakers. Federal funding available for higher education has been reduced in some cases and new policy restrictions aimed at curbing operations of for-profit higher education enterprises have inflicted collateral damage on public college operations.

Costs for employee and State Board of Education mandated student healthcare plans are ballooning and threaten to have a significant impact on college access for students. Increased tax rates and sluggish economic growth may further reduce college enrollment.

Economic and population growth within LCSC's local operating area, Region II, appears to be increasing again after a sustained "flat" period. The highest growth rates in the state have been focused in southern Idaho and the northern panhandle. LCSC is increasingly reliant on a statewide market.

Implications for Lewis-Clark State College: The college cannot depend upon major infusions of state-appropriated dollars to fund growth and new initiatives during the next five years. The primary sources of funding for strategic initiatives will be reallocation of current funds and utilization of student tuition and fee dollars. The primary engine for funding growth is increased tuition from students as a result of increased enrollment (higher accessions, increased retention) with tuition rate increases likely to be restricted by policymakers and limited due to the need to provide access to financially-pressed students and their families.

LCSC needs to continue to build its grassroots support within the region and throughout the state to increase awareness of its unique strengths and its support of the values of Idaho's citizens. Strong support of students, parents, alumni, community members, and businesses is essential to undergird the tangible support provided to LCSC by Idaho policymakers.



College of Southern Idaho
Strategic Plan
FY2015 – 2020

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 06/16/2014



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

The 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

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

Strategic Goals

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 accreditation planning documents.



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

Strategic Initiative I: Student Learning and Success

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

Objectives:

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

Performance Measure: Student engagement

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

¹ CCSSE – Community College Survey of Student Engagement



Performance Measure	2014	
	CSI	Ntl. CC Peer Colleges
Academic Challenge	45.8	49.8
Student Effort	49.0	49.5
Active and Collaborative Learning	47.6	49.2

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	2014		2013		2012	
	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group
Retention Rate Full Time Students <small>First-time, full-time, degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)</small>	56% (574/1020) Fall 2012 Cohort	56%	57% (574 / 1005) Fall 2011 Cohort	53%	54% (623 / 1148) Fall 2010 Cohort	54%

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	2014
Technical Skills Attainment	94.8%
Licensure and Certification Pass Rates	94.8%
Employment Status of PTE Graduates	86.1%

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	2014		2013		2012	
	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group
Graduation Rate First-time, full-time, degree/certificate seeking students (IPEDS)	18% (186/1011) Fall 2010 Cohort	25%	19% (200 / 1062) Fall 2009 Cohort	21%	17% (165 / 949) Fall 2008 Cohort	19%

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	2014		2013		2012	
	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group
Transfer Rate First-time, full-time, degree/certificate seeking students (IPEDS)	13% (132/1011) Fall 2010 Cohort	15%	14% (144 / 1062) Fall 2009 Cohort	20%	15% (138 / 949) Fall 2008 Cohort	20%

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



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 transfer 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 2011	FY2012	FY2013	FY 2014
Annual (unduplicated) Enrollment Headcount ¹	13,740	12,915	12,042	11,747
Professional Technical	1,869	1,578	1,354	1,190
Transfer	11,871	11,337	10,688	10,557
(PSR Annual Enrollment)				
Annual Enrollment FTE ¹	5,535.54	5,182.73	4,934.83	4,468.17
Professional Technical	1,111.57	1,031.13	961.43	892.60
Transfer	4,423.97	4,151.60	3,973.40	3575.57
(PSR Annual Enrollment)				
Dual Credit				
- Unduplicated Headcount	2,412	2,685	2,774	2,486
- Enrollments	4,576	4,742	5,131	3,986
- Total Credit Hours	13,241	14,187	14,218	12,171
(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	2014 - 15		
Tuition and Fee Charges	CSI	NIC*	CWI
In-State	\$115/credit	\$126/credit	\$136/credit
Out-of-State	\$280/credit	\$321/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 92% 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 ...	2014
Respondent would recommend this college to a friend or family member	97%
Respondent would evaluate their entire educational experience at this college as either "Excellent" or "Good"	90%

Performance Measure: Employer satisfaction with PTE graduates

Benchmark: Survey results will demonstrate an overall (85% or higher) employer satisfaction with PTE graduates

Performance Measure	2014
Employer satisfaction with PTE graduates	90%

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	2014	
	CSI	Ntl. CC Peer Colleges
Student-Faculty Interaction	48.3	48.9
Support for Learners	47.2	49.1

Employee compensation competitiveness

CSI faculty salaries will be at the mean or above for comparable positions in the Mountain States Community College survey

Performance Measure			
	FY 15	FY 14	FY 13
Faculty Salaries: Percentage of Mean for CSI vs. Mountain States Community Colleges	91.9%	93.4%	95.2%

4. Goal: Commit to continuous improvement and institutional effectiveness

Objectives:

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

Performance Measure: Alignment



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

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 is noted in the College's Year-Seven Self-Evaluation Report to the Northwest Commission on Colleges and Universities, each course and program has clearly defined outcomes assessment strategies which are used to measure student learning outcomes and are used for continuous improvement. These outcomes are used to measure attainment of program outcomes which are reported in Program Outcomes Assessment reports on December 1st of each year. The only exception to this is with the Liberal Arts Program where program level student learning outcomes are being developed in conjunction with general education reform efforts.

Performance Measure: Lean Higher Education (LHE)

Benchmark: Implement at least two LHE projects per year

The College did not implement LHE projects during the current cycle.

Performance Measure: Total yearly dollar amount generated through external grants

Benchmark: Submit a minimum of \$3,500,000 yearly in external grant requests with a 33% success rate

Performance Measure	2014	2013	2012
Total yearly dollar amount generated through external grants	\$3,608,174	\$3,832,100	\$3,740,814

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	2014
Instruction Expense per FTE:	
College of Southern Idaho	\$ 4,696
College of Western Idaho	\$ 3,679
North Idaho College	\$ 5,084

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.



Part II. State Performance Measures

Performance Measure	2011	2012	2013	2014	Benchmark
Success & Progress Rate Full Time Students First-time, full-time, degree/certificate seeking students still enrolled or program completers as of the following fall (IPEDS)	57% (611 / 1076) Fall 2009 Cohort	54% (623 / 1148) Fall 2010 Cohort	57% (574 / 1005) Fall 2011 Cohort	56% (574 / 1020) Fall 2012 Cohort	CSI's retention rate will be at or above the median for its IPEDS peer group.
Success & Progress Rate Transfer-In Students Transfer-in, full-time, degree/certificate seeking students still enrolled or program completers as of the following fall	61% (180 / 295) Fall 2009 Cohort	60% (187 / 313) Fall 2010 Cohort	63% (180 / 285) Fall 2011 Cohort	66% (195 / 295) Fall 2012 Cohort	CSI's transfer-in retention rate will be at or above the rate of our peer institutions (defined as community colleges in Idaho).
Cost per credit hour ¹ (IPEDS Finance and Annual Weighted Credits)	\$ 221.49 (\$42,411,664 / 191,484) (2009-10 year)	\$ 187.29 (\$37,642,948 / 200,990) (2010-11 year)	\$ 191.58 (\$38,130,642 / 199,032) (2011-12 year)	\$ 177.54 (\$34,127,570 / 192,223) (2012-13 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)	1.938 (822 / \$424.12) 2009-10 year	2.638 (993 / \$376.43) 2010-11 year	2.961 (1129 / \$381.31) 2011-12 year	3.724 (1271 / \$341.28) 2012-13 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	\$1,260 \$105 per credit	\$1,320 \$110 per credit	\$1,320 \$110 per credit	\$1,320 \$110 per credit	Maintain tuition and fees 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% (167 / 919) Fall 2007 Cohort	17% (165 / 949) Fall 2008 Cohort	19% (200 / 1062) Fall 2009 Cohort	18% (186 / 1011) Fall 2010 Cohort	CSI's first-time full-time graduation rate will be at or above the median for its IPEDS peer group.
Graduate Ratio Number of graduates divided by 3-yr. average degree-seeking FTE	.197 (759 / 3,844) 2009-10 year	.221 (895 / 4,043) 2010-11 year	.236 (1,032 / 4,376) 2011-12 year	.252 (1,102 / 4,372) 2012-13 year	CSI's graduate ratio will be at or above the rate of our peer institutions (defined as community colleges in Idaho).
Transfer Rate First-time, full-time, degree/certificate seeking students (IPEDS)	15% (139 / 919) Fall 2007 Cohort	15% (138 / 949) Fall 2008 Cohort	14% (144 / 1062) Fall 2009 Cohort	13% (132 / 1011) Fall 2010 Cohort	CSI's transfer-out rate will be at or above the median for its IPEDS peer group.
Employee Compensation Competitiveness	93.5%	95.2%	93.4%	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	\$4,066,363	\$3,740,814	\$3,832,100	\$3,589,429	Will submit a minimum of \$2,750,000 yearly in external grant requests with a 33% success rate.

¹ Costs are derived from instructional, academic support, student services and institutional support expenses identified in the IPEDS Finance report divided by the annual credit hours (weighted academic credits from PSR 1.5 report plus PTE credits) for the corresponding year. This measure differs from that submitted by Idaho's four-year colleges and universities, and should be considered under development pending further discussion with the community college financial officers and the SBOE staff.

² Certificates and Degrees awarded per \$100,000 of Education and Related Spending (as defined by the IPEDS Finance expense categories of instruction, academic support, student services and institutional support) for the corresponding year.



³ Each year a number of community colleges participate in the Mountain States Community College Survey. This measure reflects the College of Southern Idaho mean faculty salary divided by the Mountain States mean faculty salary. The resulting percentage demonstrates how College of Southern Idaho salaries compare with other institutions in the Mountain States region.

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

Cases Managed and/or Key Services Provided	FY2011	FY2012	FY 2013	FY 2014
Annual (unduplicated) Enrollment Headcount ¹	13,740	12,915	12,042	11,747
Professional Technical	1,869	1,578	1,354	1,190
Transfer	11,871	11,337	10,688	10,557
(PSR Annual Enrollment)				
Annual Enrollment FTE ¹	5,535.54	5,182.73	4,934.83	4,468.17
Professional Technical	1,111.57	1,031.13	961.43	892.60
Transfer	4,423.97	4,151.60	3,973.40	3,575.57
(PSR Annual Enrollment)				
Degrees/Certificates				
Degrees Awarded	822	993	1,129	1,271
Unduplicated Headcount	759	895	1,032	1,102
(IPEDS Completions)	2009-10	2010-11	2011-12	2012-13
Percentage of unduplicated degree earners to total unduplicated headcount ²	10.1%	11.6%	13.2%	14.7%
(759 / 7,495)	(895 / 7,700)	(1,032 / 7,829)	(1,102 / 7,481)	
(IPEDS Completions and PSR Annual Headcount)	2009-10	2010-11	2011-12	2012-13
Total degrees/certificates awarded per 100 FTE students enrolled	17.03	20.41	21.98	24.24
(822 / 48.28)	(993 / 48.66)	(1,129 / 51.37)	(1,271 / 52.43)	
(IPEDS Completions and IPEDS Fall FTE)	2009-10	2010-11	2011-12	2012-13
Workforce Training Headcount	5,218	4,426	3,368	3,137
Dual Credit				
- Unduplicated Headcount	2,412	2,685	2,774	2,486
- Enrollments	4,576	4,742	5,131	3,986
- Total Credit Hours	13,241	14,187	14,218	12,171
(SBOE Dual Credit Enrollment Report)				
Remediation Rate				
<i>First-Time, First-Year Students Attending Idaho High School within Last 12 Months</i>	72.5%	69.5%	65.6%	60.6%
(923 / 1273)	(892 / 1284)	(820 / 1250)	(692 / 1141)	
(SBOE Remediation Report)				

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).

² Unduplicated headcount includes only degree-seeking students of the total PSR-1 annual headcount.



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

www.csi.edu

Updated January 2015
Board of Trustee Approval Feb 17, 2015

Strategic Plan FY2016 – 2020

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

GOAL 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
Performance 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• Develop and report all Voluntary Framework of Accountability Student Progress and Outcome Measures by 2019

Objective 2	CWI will improve student degree and certificate completion
Performance 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 Workforce Development non-credit programs

Objective 3	CWI will provide support services that improve student success
Performance Measures	<ul style="list-style-type: none">• Applicant to Enrolled matriculation rate will meet or exceed 40% 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 Community College national average of 19.6% by 2019• Average loan indebtedness and borrowing rates for CWI students will be below national averages (IPEDS) 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
Performance 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• 20,000 discrete annual enrollments in online courses by 2019

GOAL 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
Performance Measures	<ul style="list-style-type: none"> • $\geq 65\%$ of IT Help Desk tickets are resolved upon initial contact • $\geq 80\%$ 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 • It is easy for me to get information at CWI • I feel my supervisor supports me • I am empowered to resolve problems quickly
Objective 2	CWI will provide employees with professional development, training and learning opportunities
Performance Measures	<ul style="list-style-type: none"> • $\geq 80\%$ agree/strongly agree on annual Employee Survey questions listed below: <ul style="list-style-type: none"> • I have adequate opportunities for professional development and training to improve my skills • My supervisor helps me improve my job performance
Objective 3	Provide clear expectations for job performance and growth opportunities
Performance Measures	<ul style="list-style-type: none"> • $\geq 80\%$ 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
Performance Measures	<ul style="list-style-type: none"> • $\geq 75\%$ of our annual recognition budget is awarded • $\geq 80\%$ agree/strongly agree on annual Employee Survey questions listed below: <ul style="list-style-type: none"> • I feel appreciated for the work that I do • The type of work I do on most days is personally rewarding

GOAL 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
Performance Measures	<ul style="list-style-type: none">• Develop at least 2 measures each year to actively identify unfavorable revenue & expense trends• Conduct analyses of three college business processes each year to identify and correct inefficiencies• 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
Performance Measures	<ul style="list-style-type: none">• Comply with all requirements of funding agencies to ensure continued and increased revenue streams• Advocate for additional state funding to achieve parity with other Idaho Community Colleges by 2019• Apply for new grant funds each year that support the strategic mission of the college, and increase grant revenue by 10% annually• Reapply for all applicable ongoing grants each year• Increase amount of monetary awards through grants by 10% each year• Reduce the amount of unpaid tuition balances sent to collections by 5% each year• Increase annual revenue growth in Workforce Development 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
Performance Measures	<ul style="list-style-type: none">• Improve facility utilization rates to 90% by 2019• Achieve 75% completion of technology work-plan each year

GOAL 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
Performance Measures	<ul style="list-style-type: none">• Increase the number of people served through Workforce Development by 10% each year• 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
Performance 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
Performance Measures	<ul style="list-style-type: none">• 100% Professional Technical Education programs and Apprenticeship programs in Workforce Development have Technical Advisory Committees with local business and industry members• CWI will engage in outreach activities with 100% of public high schools in its service area• 25% Increase in number of active business partnerships by 2019

GOAL 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
Performance Measures	<ul style="list-style-type: none">• On annual Employee Survey questions listed below:<ul style="list-style-type: none">• >= 80% agree/strongly agree on the question listed below<ul style="list-style-type: none">i. Overall, I am satisfied with my employment with CWI• >=75% agree/strongly agree on the question listed below by 2019<ul style="list-style-type: none">i. There are effective lines of communication between departments

Objective 2	CWI will have effective and efficient infrastructure
Performance Measures	<ul style="list-style-type: none">• CWI will consolidate locations & target development of 2 major campuses in Ada & Canyon Counties by 2019• >= 80 % agree/strongly agree 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
2016-2020 Strategic Plan**

Contact:

**Doug DePriest
Director, Institutional Effectiveness**

208.562.3505

dougdepriest@cwidaho.cc



North Idaho College Strategic Plan

FY 2016-2020

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 five accreditation core themes:

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

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.

WORK SESSION APRIL 15, 2015

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: Expectation will be defined after 3 years of data is gathered
- 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: Maintain above average 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

WORK SESSION APRIL 15, 2015

- 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.

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: 3.6%
- Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population
Benchmark: 3.0%
- 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 2016

WORK SESSION
APRIL 15, 2015

- Number of course outcomes related to multiculturalism, pluralism, equity, and diversity
Benchmark: To be defined in 2016
- 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
- College-wide replacement schedule for personal computers
Benchmark: 100% of the computers are replaced within the 42 month window
- Efficiency measures and energy upgrades result in dollars saved
Benchmark: Sustain or Increase
- Tuition and Fees for full-time, in-district students (full academic year)
Benchmark: Maintain rank in the lowest 40% against comparator institutions



North Idaho College Strategic Plan Strategic Plan Supplement 2016-2020

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: Expectation will be defined after 3 years of data is gathered
Status: a) 25.8% b) 26.3% c) 5.3% d) 42.6%
- 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: 97%
- Career Program Completers, percent employed in related field
Benchmark: 65% employed
Status: 50.3%
- Fall to Spring Persistence Rate, credit students
Benchmark: 84% persist
Status: 83.5%
- First-time, full-time, student retention rates
Benchmark: 63%
Status: 55%
- First-time, part-time, student retention rates
Benchmark: 45%
Status: 35%

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: 72%
- Full-time to Part-time faculty ratio
Benchmark: Maintain above average ratio
Status: 0.8:1.0 (164 full-time and 204 part-time)
- NIC is responsive to faculty and staff professional development needs
Benchmark: Maintain or increase funding levels available for professional development
Status: \$78,000 in current funding
- Licensure pass rates at or above national pass rates
Benchmark: Maintain or improve current pass rates
Status: 98% or above for all programs for which data is available
- Dual Credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount
Benchmark: Sustain or Increase
Status: 4.3%

WORK SESSION
APRIL 15, 2015

- 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: 25.1%
- Dual Credit annual credit hours in the high schools
Benchmark: Increase by 5% annually
Status: 2,399
- Dual Credit annual credit hours taught via distance delivery
Benchmark: Increase by 5% annually
Status: 3,407
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
Benchmark: 3.6%
Status: 3.6%
- 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: 2.2%
- 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: 93%

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: 81% White, 9% Other; 10% Unknown
- Participation in sponsored events that promote diversity awareness
Benchmark: To be defined in 2016
Status: This is a new measure; no status available
- Number of course outcomes related to multiculturalism, pluralism, equity, and diversity
Benchmark: To be defined in 2016
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: 37.7% (compared to national average of 52.7%)

Stewardship Performance Measures

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

WORK SESSION
APRIL 15, 2015

- Status:* \$5,240,105
- College-wide replacement schedule for personal computers
 - Benchmark:* 100% of the computers are replaced within the 42 month window
 - Status:* 94.5%
- Efficiency measures and energy upgrades result in dollars saved
 - Benchmark:* Sustain or Increase
 - Status:* 11% overall decrease (over 7 year period) in utilities expenditures
- Tuition and Fees for full-time, in-district students (full academic year)
 - Benchmark:* Maintain rank in the lowest 40% against comparator institutions
 - Status:* \$2,974

Idaho State Board of Education System-Wide Performance Measures

- Graduation Rate - Total degree production and headcount
 - Benchmark:* Maintain graduation rate at or above the median for IPEDS peer group
 - Status:* 998 awards / 930 headcount
- Graduation Rate - Unduplicated headcount of graduates over rolling 3-year average degree seeking FTE
 - Benchmark:* Maintain graduation rate at or above the median for Idaho peer group
 - Status:* 21.2%
- Success and Progress Rate – Total full-time new and transfer degree-seeking students that are retained or graduate the following year
 - Benchmark:* To be defined after three years of VFA data is collected
 - Status:* 51% (new); 56% (transfer)
- Cost of College – Cost per credit hour to deliver education
 - Benchmark:* Maintain cost per credit hour at or below that of Idaho peer group
 - Status:* \$290.40
- Efficiency – Certificate and degree completions per \$100,000 of education and related spending by institutions
 - Benchmark:* Maintain completions per \$100k of financials at or above that of IPEDS peer group
 - Status:* 2.38
- 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.
 - Benchmark:* This measure is an input from the K-12 system and is not benchmarkable, per ISBOE
 - Status:* 66.5%
- Dual Credit – Total annual credit hours
 - Benchmark:* This measure is an input from the K-12 system and is not benchmarkable, per SBOE
 - Status:* 9,884
- Dual Credit – Unduplicated Annual Headcount
 - Benchmark:* Increase annually by 2% until 25% of total student population is achieved
 - Status:* 921



University of Idaho

**AGRICULTURAL
RESEARCH & EXTENSION
SERVICE
STRATEGIC PLAN**

FY2016-2020

**COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2016-2020**

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

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

Benchmark: Attain \$45 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 July 2016

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 2016; 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);

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 2018

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.

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 continues to hamper 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
Forest Utilization Research and
Outreach (FUR)

STRATEGIC PLAN
FY2016-2020

Forest Utilization Research and Outreach (FUR)

MISSION

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. It's purpose is to increase the productivity of Idaho's forest and range lands by developing, analyzing, and demonstrating methods to improve land management and related problem situations such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

OUTCOME-BASED VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full range of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

GOALS & OBJECTIVES

Goal 1: Scholarship and Creativity

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

Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.

Strategies:

1. Upgrade and development of university human resource competencies (faculty, staff and students) to strengthen disciplinary and interdisciplinary scholarship that advances the college's strategic themes and land-grant mission directly linked to FUR.
2. Establish, renew, remodel, and reallocate facilities to encourage funded collaborative disciplinary and interdisciplinary inquiry in alignment with FUR programs in forest and nursery management as well as the Rangeland Center and Policy Analysis Group.

Performance Measures:

- Number of CNR faculty, staff, students and constituency groups involved in FUR related scholarship or capacity building activities.
- Non-FUR funding leveraged by FUR funded indoor and outdoor laboratories, field facilities, and teaching, research and outreach programs.

Benchmarks:

Numbers of CNR faculty, staff, students and constituency groups set as of 2015 level with an ongoing objective for them to stay the same or increase based on the investment level in this aspect of FUR programming.

Start with a 3:1 return on investment ratio meaning every one dollar of FUR state funding leverages at least three non-FUR funded dollars from other sources.

Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.

Strategies:

1. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho that improve forest and rangeland productivity, regeneration, and rehabilitation, including nursery management practices, fire science and management, and a full range of ecosystem services and products, including environmental quality.

2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses — such as timber harvesting and processing, regeneration and rehabilitation firms, working livestock ranches, as well as governmental and non-governmental enterprises and operating units.
3. Conduct research and do unbiased policy analyses to aid decision-makers and citizens understanding of natural resource and land use policy issues.

Performance Measure:

- An accounting of products (i.e., seedlings produced, research reports, refereed journal articles) and services (i.e., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases) created and delivered including an identification of those which are recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.
- Number of external stakeholders (non-university entities) that request information and/or consultancies on FUR funded protocols for technologies or knowledge related to programs such as regeneration of native plants and seedlings, fire science, timber harvesting, wood residue utilization, livestock grazing, forest and rangeland restoration, etc.

Benchmark:

Numbers and types of products and services delivered and stakeholders serviced as of 2013-2015 average levels with an ongoing objective for benchmarks to stay the same or increase based on investment levels in this aspect of FUR programming during the defined period.

Goal 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.

Strategies:

1. Enhance the capacity of the College of Natural Resources to engage with communities by involving faculty and students in programs relevant to local and regional issues associated with forest and rangeland management and the maintenance of environmental quality.
2. Engage with communities, governmental and non-governmental organizations through flexible partnerships that share resources and respond to local needs and expectations.

3. Foster key industry and business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests and rangelands while enhancing air and water quality.

Performance Measure:

Document cases:

- Communities served and resulting documentable impact;
- Governmental agencies served and resulting documentable impact;
- Non-governmental agencies and resulting documentable impact;
- Private businesses and resulting documentable impact; and
- Private landowners and resulting documentable impact.

Benchmark:

Meeting target numbers for audiences identified above as well as developing and experimenting with a scale for measuring documentable impact.

Goal 3: Teaching and Learning

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

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

Strategies:

1. Provide undergraduate, graduate and professional students with education and research opportunities in nursery management, wood utilization technologies including bioenergy and bioproducts, forest and rangeland regeneration and restoration, fire science and management, and ecosystem services and products.
2. Integrate educational experiences into ongoing FUR and non-FUR research programs at CNR outdoor laboratories, including the University of Idaho Experimental Forest, the Forest Nursery complex, and McCall campus.
3. Engage alumni and stakeholders as partners in research, learning, and outreach.

Performance Measures:

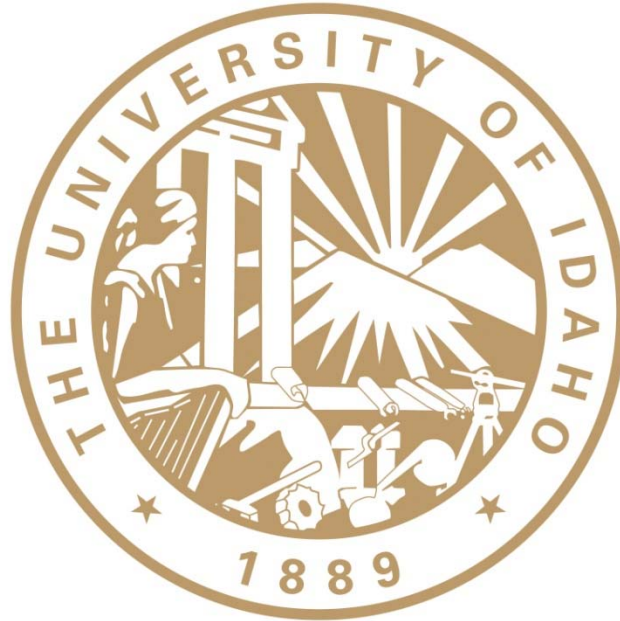
- Number and diversity (as measured by variety of academic programs impacted) of courses which use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.
- Number of hits on PAG and other FUR related web-sites, and where feasible number of documents or other products downloaded by stakeholders.

Benchmark:

Meeting or being above target numbers for the audiences and programming proposed above as per investment in a given funding cycle.

KEY EXTERNAL FACTORS

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; (4) uncertainty associated with the State of Idaho's commitment to retaining high quality programs associated with the mission of the nation's land grant universities; and (5) changing demand for the state and region's ecosystem services and products.



Idaho Geological Survey (IGS)

STRATEGIC PLAN FY2016 - 2020

IDAHO GEOLOGICAL SURVEY

VISION

The Idaho Geological Survey's vision is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments, and transparent access. We are committed to the advancement of the science and emphasize the practical application of geology to benefit society. We seek to accomplish our responsibilities through *service and outreach, research, and education* activities.

MISSION

The Idaho Geological Survey is designated the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

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

AUTHORITY AND SCOPE

Idaho Code provides for the creation, purpose, duties, reporting, offices, and advisory board of the Idaho Geological Survey. The Code specifies the authority to conduct investigations and establish cooperative projects and seek research funding. The Idaho Geological Survey publishes an Annual Report as required by its enabling act.

GOAL 1: OUTREACH AND ENGAGEMENT (SERVICE)

Context: *Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to Survey information primarily through publications, Web site products, in-house collections and customer inquiries. Emphasize Web site delivery of digital products and compliance with state documents requirements (Idaho Code 33-*

205). *Maintain concentrated effort to collect and preserve Idaho's valuable geologic data at risk.*

Objective A: Produce and effectively deliver relevant geologic information to meet societal priorities and requirements

Performance Measure:

- Number of published reports on geology/hydrology/geologic hazards/mineral and energy resources.
Benchmark: The number of IGS published reports TBD based on preceding years and staffing.

Objective B: Build and deliver Web site products and develop user apps and search engines

Performance Measure:

- Number of IGS web site viewers and products used/downloads.
Benchmark: The number of website products TBD based on preceding years and staffing.

Objective C: Maintain compliance of Idaho State Library Documents Depository Program and Georef Catalog (International)

Performance Measure:

- Percentage of total survey documents available
Benchmark: 100%

GOAL 2: SCHOLARLY AND CREATIVE ACTIVITY (RESEARCH)

Context: *Advance the knowledge and practical application of geology and earth science in Idaho. Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping techniques in compliance with required state and federal GIS standards. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, and state and federal land management agencies. Pursue opportunities for public and private research partnerships.*

Objective A: Sustain and enhance geological mapping and related studies

Performance Measure:

- Increase the area of modern digital geologic map coverage for Idaho by mapping in priority areas designated by Idaho Geological Mapping Advisory Committee (IGMAC).
Benchmark: A sustained increase in cumulative percent of Idaho's area covered by modern geologic mapping.

Objective B: Sustain and build research funding

Performance Measure:

- Externally funded grant and contract dollars
Benchmark: The number of externally funded grants and amount of contract dollars compared to a five year average.

GOAL 3: TEACHING AND LEARNING (EDUCATION)

Context: *Educate clients and stakeholders in the use of earth science information for society benefit. Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.*

Objective A: Develop and deliver earth science education programs and public presentations

Performance Measure:

- Educational programs for public audiences

Benchmark: The number of educational reports and presentations TBD based on previous years and staffing.

GOAL 4: COMMUNITY AND CULTURE (SERVICE)

Context: *We are committed to a culture of service to Idaho. We value the diversity of Idaho's geologic resources and diversity of community uses. We strive to partner with communities and stakeholders to increase the intellectual capacity to resolve resource challenges facing Idaho and consumers of our state resources.*

Objective A: Develop and deliver products serving all sectors of users.

Performance Measure and Benchmark: (included in deliverables listed in Goal 1)

KEY EXTERNAL FACTORS:

Funding:

Achievement of strategic goals and objectives is dependent on appropriate state funding and staffing levels. External research support is mostly subject to federal program funding and increasing state competition for federal programs. Many external programs require a state match and are dependent on state funding level.

Demand for services and products:

Changes in demand for geologic information due to energy and minerals economics play an important role in achievement of strategic goals and objectives. State population growth and requirements for geologic information by public decision makers and land managers are also key external factors.



University of Idaho

Idaho

(Washington-Idaho-Montana-Utah, WIMU)

Veterinary Medical Education Program/

Caine Veterinary Teaching Center

STRATEGIC PLAN

FY2016 - 2020

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

STRATEGIC PLAN 2016-2020

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 was 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 on food animal production medicine. The CVTC program is administered through the Department of Animal and Veterinary Science (AVS) in the College of Agricultural and Life Sciences (CALS) at the University of Idaho.

WORK SESSION

APRIL 15, 2015

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.

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

Education:

Faculty provides 1- to 4-week blocks of time designed to prepare veterinary students for entry-level positions upon graduation. Blocks target general food animal medicine, dairy production medicine, cow/calf management, feedlot medicine, sheep/lambing management, and small ruminant clinical medicine.

Activities are selected that allow the student to develop and gain confidence in technical skills as well as professional critical thinking and management of information. Disease agents, fluid therapy, appropriate drug use, nutrition, diagnostic sampling, and necropsy are examples of skills emphasized during individual animal medicine instruction. Production animal medicine stresses development of confidence with professional and 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).

WORK SESSION APRIL 15, 2015

Five faculty positions are budgeted within the Idaho Vet Med 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, with an additional vacancy there. The Dawn and Wes Downs Pre-Veterinary Internship Endowed Scholarship, which was initiated in 2013, will become fully-endowed in 2015. This scholarship supports one AVS undergraduate pre-vet student annually during a summer experiential internship at the Caine Center. 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.

The CVTC and AVS faculty are involved in statewide 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 neonatal calf diseases and fluid therapy, reproductive diseases of cattle and sheep, 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 have official Extension appointments. Their routine activities such as 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 and prevention of disease, and management of reproductive problems are all service-oriented. These activities are major contributors to "hours of operation" of the CVTC and include receiving, processing, and/or shipping of samples for diagnostic services requested by practicing veterinarians. Faculty members contribute material on a regular basis to lay publications and industry newsletters, and 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.

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 (minimum of 65 rotations offered)

Performance Measures:

- Percentage of elective offerings (blocks) filled
- Number of senior selecting rotations at CVTC
- Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho

Benchmark:

- Student participation in at least 80% of elective rotations offered
- Greater than 40 students selecting rotations at CVTC
- At least 7 Idaho resident graduates (65%) licensed to practice veterinary medicine in Idaho

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)
- 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 areas of excellence and the CALS Beef 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
- External grants received
- Refereed journal articles

Benchmark:

- Participation in at least one departmental area of excellence and in the CALS Beef POD
- At least one invited presentation by each faculty member to local, state, regional, national, or international meeting.
- At least one external research grant per year funded for scholarly activities for the CVTC beyond Idaho Fish and Game support of Dr. Weiser and funding of NW-BVEP
- At least one refereed journal article published per year per faculty FTE

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
- Demonstrate utilization of new clinical and laboratory instrumentation

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 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

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, cases and services should be sufficient for instructional goals and objectives as well as to support in-house laboratories

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.

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 \(AFRI\)](#)]; and, by other forecasts (Dennis F. Lawler, DVM; *Veterinary Over-Supply: Moving Forward*. 2014 AVMA Annual Convention, presentation #16162, 07/28/2014

4) Agriculture beyond animal health. Agriculture is the most important contributor to the economy of Idaho. Dairy and beef production are the two largest commodities (farm gate receipts) in Idaho. Other agricultural products and by-products (e.g., alfalfa, cereal grains, beet pulp, and potato by-products) serve as cash crops for some producers and are utilized in dairy and beef production. Idaho is a major provider of food for man and animals ("Economic Contribution of Idaho Agribusiness 2014, UI Extension Bulletin 892, published December 2014"), Respective influences in those markets require that the CALS, AVS, and the CVTC remain astute to strategically help producers and veterinarians of the future. That requires trained personnel, foresight, resources, and engagement. In January 2015, there was an announcement that a beef packing facility will be constructed near Kuna, Idaho to be functional in Fall of 2016. Significant contributions to agribusiness in Idaho include employment opportunities and retention of current expenses related to hauling animals out of state. Educational opportunities also exist for the Idaho Veterinary Medical Education Program.



WWAMI

Idaho WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program

Strategic Plan FY2016-2020

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)**. Currently 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. 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. Beginning **Fall 2015** students will be on the University of Idaho campus for **three terms instead of two**.

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

- **Meeting the health care and workforce needs of our region**, especially by recognizing the importance of **primary care** and providing service to **underserved populations**;

- **Advancing knowledge** and assuming leadership in the **biomedical sciences and in academic medicine.**

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

Vision for Medical Student Education

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

UWSOM – Idaho WWAMI Medical Student Education Mission Statement

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

Goals for Medical Student Education

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

1. Challenge students and faculty to achieve excellence;
2. Maintain a learner-centered curriculum that focuses on patient-centered care and that is innovative and responsive to changes in medical practice and healthcare needs;
3. Provide students with a strong foundation in science and medicine that prepares them for diverse roles and careers;
4. Advance patient care and improve health through discovery and application of new knowledge;
5. Teach, model, and promote:

- a. the highest standards of professionalism, honor, integrity, 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

2016-2020

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

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

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

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

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

GOAL 2: CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of 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 FY15.

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

- **Performance Measures:** Percentage of Idaho WWAMI medical students participating in medical research (laboratory and/or community health)
- **Benchmark:** 100%

Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

- **Performance measure:** pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.
- **Benchmark:** U.S. medical student pass rates, Steps 1 & 2.

GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

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

- **Performance measure:** the number of WWAMI rural summer training placements in Idaho each year.
- **Benchmark:** 20 rural training placements following first year of medical education.

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- **Performance measure:** the number of WWAMI medical students completing clerkships in Idaho each year.
- **Benchmark:** 20 clerkship students each year.

Objective C: Support and maintain interest in primary care 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 need 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. Given that students will be on the University of Idaho campus for three terms instead of two, adjustments must be made to accommodate the increased number of medical students on campus. Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho is already anticipating these needs and working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program's needs. The University of Idaho is in the process of identifying and hiring necessary faculty to support programmatic changes to be implemented Fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state for the majority of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

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% (286/561).

Goal 2 / Objective A. The benchmark for this objective is \$1.4M annually, through 2015. In FY14, UI WWAMI faculty earned \$3M 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-six students completed a R/UOP experience in Idaho.

Goal 3 / Objective B. The benchmark is 20 clerkship students 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. Fourteen third-year students and thirteen fourth-year students participated in the Idaho Track during the 2013-2014 academic year. In addition to Idaho Track students, other UWSOM students rotated among the various clinical clerkships in Idaho. During academic year 2013-14, a total of 89 UWSOM students completed one or more clinical rotations 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 2014 graduating class are as follows:

- Emergency medicine (3)
- Family Medicine (9)
- Internal Medicine (1)
- Obstetrics – Gynecology (1)
- Ophthalmology (1)
- Orthopedic surgery (1)
- Pediatrics (3)
- Radiation – Diagnostic (1)
- Urology (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 75% (424/561).

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 FY14, 67% of the State appropriations were spent in Idaho.

**ISU Department of Family Medicine
Strategic Plan
FY2016-2020**

Vision:

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

Mission:

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

Values:

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

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

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

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

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

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

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

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

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

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

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

GOAL 1: Access – Recruitment of physicians for Idaho

Objectives for access:

- a. Work with Portneuf Medical Center to establish collaborative hospitalist program
 - *Performance measure:*
 - *Integration of hospitalist and residency services*
 - *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
 - *Performance measure:*
 - Interview and enter match for the RTT
 - *Benchmark:*
 - Match RRT residents
- c. Expand first-year class to 7 residents and total residency size to 21 to fill Rural Training Track
 - *Performance measure:*
 - Number of residents
 - *Benchmark:*
 - Overall number of residents will increase
- d. Structure the program so that 50% of graduates open their practices in Idaho
 - *Performance Measure*
 - Number of graduates practicing in Idaho
 - *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.
 - *Performance measure:*
 - Number of pediatric rotations

- *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.**

- 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
 - *Performance measure:*
 - Number of residents
 - *Benchmark:*
 - Increased number of residents
- 2. Start a rural & international academic fellowship program
 - *Performance measure:*
 - Number of fellows
 - *Benchmark:*
 - Increased fellows

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

Objectives for access

WORK SESSION
APRIL 15, 2015

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

sbdc

IDAHO

Small Business
Development Center
direction. solutions. impact.

Strategic Plan FY2016-2020

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 main host with administrative responsibility for directing the type and quality of services across the state. Six Regional offices are funded under sub-contracts with their host institutions. The locations result in 90% of Idaho's businesses being within a 1 hour drive:

- ❶ North Idaho College - Coeur d'Alene
- ❷ Lewis-Clark State College - Lewiston
- ❷ Boise State University – Boise 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, leveraging the resources of colleges and universities.

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.

WORK SESSION

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2. **Devotion to Quality:** Providing consulting and training through a quality process and constantly seeking ways to improve that process are necessary to providing exceptional service. Fostering teamwork, eliminating physical and organizational barriers that separate people, establishing long-term relationships with partners and encouraging all to participate in quality improvement are some of the actions that demonstrate devotion to quality.
3. **Concentration on Innovation:** To innovate is to improve through change. Staff members constantly seek ways to improve methods and processes and assume a leadership role in trying new approaches to serve clients. Regular performance reviews, participation in related organizations, and attending professional development workshops are some of the ways that innovation is supported.
4. **Commitment to Integrity:** The Center values integrity and will conduct all of our services in an ethical and consistent manner. We will do our best to provide honest advice to our clients with our primary motivation to be the success of the business. In return, we also expect our clients to be straight forward and share all information necessary to assist them in their business.

Priorities:

The Idaho SBDC will focus on the following priorities:

1. **Maximum client impact** – While the SBDC provides services to all for-profit small businesses, it is clear that a small percentage of businesses will contribute the majority of the impact. Improving the ability to identify impact clients, develop services to assist them, and create long-term connections will increase the effectiveness of the Idaho SBDC.
2. **Strong brand recognition** – The Idaho SBDC remains unknown to a large number of businesses and entrepreneurs, as well as stakeholders. A consistent message and image to convey the SBDC value in conjunction with systematic marketing are necessary to raise the awareness of the SBDC value to both potential clients and stakeholders.
3. **Increased resources** – Federal funding remained level from 1998 until 2007 resulting in a very lean operating budget and loss of several positions. A slight increase was received for 2008 however; funding was again reduced from the state and host institutions during the recession. In addition, funding was cut in 2012 due to the recession. 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 four key 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) and/or export/tech clients (segment 4).

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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) and/or export/tech clients (segment 4).

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.

Segment 5:

Rural businesses – Ensuring that the Idaho SBDC serves all counties in Idaho is important for local and regional economies. In conjunction with local economic development initiatives, the Idaho SBDC provides consulting, coaching and training to help small businesses in rural areas operate efficiently and effectively in a changing economy.

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, supplies, etc.) = 8% of total budget, 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.

WORK SESSION APRIL 15, 2015

Needs:

In the statewide needs assessment process – the areas were identified as top client needs and will be incorporated into trainings and professional development.

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

SWOT

INTERNAL	EXTERNAL
Strengths	Opportunities
<ul style="list-style-type: none"> No-cost Staff – 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 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 	<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: Integrate the Business Model Canvas approach into the network.

Performance Measure: Incorporate into professional development conference and present at national association meeting.

Benchmark: All staff are proficient in using the approach by 2019.

Objective 1.2: Develop long-term relationships with growth and impact clients.

Performance Measure: Percent of impact clients

Benchmark: 50% impact clients by 2019.

Objective 1.3: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.

Performance Measure: Integrate the PTAC program, increase cross-network consulting and identify new tools.

Benchmark: Accepted PTAC proposal, 10% hours of cross-network consulting/region, # of tools used, # new partnerships created.

Strong Brand Recognition

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

Objective 2.1: Increase website usage by 20% by 2014 including search engine optimization.

Performance Measure: Continually refresh website.

Benchmark: Increase website usage by 20% by December 2016.

Objective 2.2: Maintain strong community engagement through presentations, newsletters, articles, press releases, Chambers, etc.

Performance Measure: client referrals

Benchmark: Increase referrals from community partners.

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Objective 2.3: Create a marketing plan.

Performance Measure: Marketing Plan

Benchmark: Complete Marketing Plan by Dec. 2015

Increase Resources

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

Objective 3.1: Bring additional resources to clients through partnerships, students, and volunteers.

Performance Measure: hours of consulting from non-SBDC staff

Benchmark: 20% of hours

Objective 3.2: Develop specialized training such as around the Business Model Canvas approach.

Performance Measure: new workshops generating additional revenue

Benchmark: a new workshop/year to 2019

Objective 3.3: 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 3.4: Seek additional grants (FAST, ITD, etc.), sponsorships, etc. for increased funding in focused areas.

Performance Measure: funds received

Benchmark: \$200,000 in funds each year

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 4.2: Update the Professional Development Certification process and institute online tracking.

Performance Measure: Completion of update

Benchmark: Online tracking system for professional development by June 2015

Objective 4.3: Update new employee orientation process.

Performance Measure: Completion of update

Benchmark: Completion by December 2015

Objective 4.4: Add an export certified consultant to the network.

Performance Measure: Completion of hire

Benchmark: total of 2 export certified consultants by Dec. 2019

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.

WORK SESSION
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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 the average business in Idaho. The recent economic downturn has highlighted how challenging it is to grow sales, increase jobs, raise capital, and start a new business.
2. **Funding.** Funding from federal, 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 the tools they need (phone, computers, professional development, etc), it will be challenging to serve Idaho's entrepreneurs effectively.



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

Supplemental to Strategic Plan 2014

Performance Measure	Description/Benchmark*	CY2014
Consulting Hours	The total number of hours of consulting and preparation time; Goal is 16,000	22,042
Average Hours Per Client	Goal is 8.5	14
% hours for Impact Clients	Goal is 40%	48%
# of tech companies	Goal is 100	110
Student/volunteer hours	Goal is 6,000	10,731
Number of Client with 5 hours or more of contact and preparation time	Goal is 506	503
Business Starts	Goal is 72	96
Jobs Created	Goal is 500	717
Sales Growth	Growth in sales year to year. Goal is \$25,000,000	\$70,891,048
Capital Raised	Capital raised in the current year. Goal is \$25,000,000	\$32,301,697
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%	99%

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

Idaho Dental Education Program

STRATEGIC PLAN

FY2016-2020

MISSION STATEMENT

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

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

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

GOALS OF THE IDAHO DENTAL EDUCATION PROGRAM

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

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

Objective:

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

- *Performance Measure:*
 - Contract for 4-year dental education for at least 8 Idaho residents.
- *Benchmark:*
 - Current contract in place with Creighton University School of Dentistry or another accredited dental school.
- *Performance Measure:*
 - Board examination scores on both Parts I and II of the Dental National Boards.
- *Benchmark:*
 - Pass rate will meet or exceed 90%.
- *Performance Measure:*
 - Percentage of first time pass rate on the Western Regional Board Examination or Central Regional Dental Testing Service.
- *Benchmark:*
 - Pass rate will meet or exceed 90%.

Objective:

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

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

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

Objective:

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

- *Performance Measure:*
 - State cost per student.
- *Benchmark:*
 - Cost per student will be less than 50% of the national average state cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective:

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

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

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

Objective:

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

- *Performance Measure:*
 - Continuing Dental Education (CDE).
- *Benchmark:*
 - Provide continuing dental education opportunities for regional dental professionals when the need arises.
- *Performance Measure:*
 - Remediation of Idaho dentists (if/when necessary).
- *Benchmark:*
 - Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

KEY EXTERNAL FACTORS:

Funding:

Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget reductions that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 is not feasible, but this will remain a long-term goal for the program.

Program Participant Choice:

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

Idaho Dentist to Population Ratio

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

Educational Debt of Graduates

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

Student Performance

WORK SESSION
APRIL 15, 2015

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 FY2016-2020

Leif Tapanila, Acting Director
Idaho Museum of Natural History
Stop 8096
Idaho State University
Pocatello, ID 83209
Phone: 208-282-5417
E-mail: tapaleif@isu.edu

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,

Leif Tapanila, Ph.D.
Acting Director, Idaho Museum of Natural History

Idaho Museum of Natural History
Draft Strategic Plan Revision
2016-2020

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Idaho Museum of Natural History

Introduction

The Idaho Museum of Natural History (IMNH) is the state's premier institution of its kind for discovering, interpreting, preserving and disseminating knowledge 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. Yet there is a new frontier: bringing Idaho's museum to the people wherever they live, work and learn.

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

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

We will accomplish this through the following means:

- scholarship, exhibitions and educational programs

- partnerships and fundraising
- outreach, lectures and symposiums
- information technologies

IMNH today

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

For the first time since the early 1990s, the museum is led by a permanent director who is a scientist with a history of success not only in research and teaching, but also in obtaining funding. Appointed in March 2011, Herbert Maschner, Ph.D., is a tenured professor of anthropology who has done pioneering work among Native Alaskans and in arctic archaeology. He was named Idaho State University Distinguished Researcher in 2006, and Idaho Academy of Sciences Distinguished Scientist in 2011. Yet the high caliber of the staff goes deeper.

IMNH educational resources coordinator Rebecca A. Thorne-Ferrel, Ed.D., who plays a key role in reaching out to our publics, is a recipient of the Idaho Academy of Sciences Distinguished Science Communicator award.

Education Coordinator Rebecca Thorne-Ferrel, D.Ed., is in the final year of implementing a three-year (2009-2011) \$143,000 grant from the Institute of Museum and Library Services. The funds support the Idaho Geology Outreach Project, which provides resources to teachers in rural school districts for geology and science education, and teacher workshops.

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

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

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

- New discoveries of ice-age fossil tracks and trackways at American Falls Reservoir will provide critical details about life on the Snake River Plain more than 20,000 years ago.

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- A study of stable isotopes of small mammals as indicators of climate change on the Snake River Plain is using new technologies to analyze bones from archaeological sites as a measure of environmental changes so that we might better understand the global changes occurring today.
- Ecological and genetic studies of Rocky Mountain plant reproduction and ongoing additions of plant specimens from throughout the Rocky Mountain West to track plant biodiversity in the region.
- We are using archaeometric techniques to identify the sources of obsidian artifacts from southeastern Idaho's Wasden Site, and other sites across the region. Elemental composition of obsidian artifacts and the source flows from where the raw obsidian was collected, are helping us learn about Native American trade, migration and land use.
- Further investigation of Helicoprion sharks, found in the fossil beds of the modern mines in southern Idaho, is transforming understanding of the evolution of sharks. This rare species of shark is completely unknown in the modern oceans and is critical to our understanding of life in the Permian Period.
- Digitization of the Life Sciences Project, which is creating a new database structure; development of a digital-image library; and development of online visual keys to plants of the region. This will include online specimen records and images with capabilities to map distributions, produce dynamic species lists, and multi-entry keys to plants of the Intermountain West -- critical to all studies of landscape change and the effects of both people and climate on ecosystems.
- Equine Navicular Syndrome, an incurable lameness in modern horses traditionally thought to be caused by humans, has now been found ago in the fossil horses of Idaho dating to over 3.5 million years ago. This discovery is changing our views of this pathology in modern horses.
- Studies of the ancient invertebrates of Grand Staircase-Escalante National Monument are leading to new interpretations of environmental changes through comparisons between ancient ecosystems and the modern world.

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

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

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

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

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

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

Guiding IMNH's future

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

Goals and objectives

FY 2016 - 2020

Goal 1

A “virtual” museum

In this era of “virtual” participation in so many aspects of life, visiting a museum to benefit from its collections, exhibits and research no longer has to mean traveling to a brick-and-mortar facility many miles away. Today’s Web-based multi-media communication channels — interactive websites, Web cams, blogs, HD video, YouTube, Facebook and such — make it possible to take classes or view exhibitions, collections and artifacts “virtually” from any Internet-connected device in the world. We intend to be part of this revolution by developing a “virtual museum.”

Over the years, an amalgam of circumstances — museum closures due to renovations and remodeling, the challenge of preparing exhibitions that are relevant to K-12 curricula, strained school budgets, security concerns, testing mandated by federal “No Child Left Behind” legislation, the economy, rising fuel prices — has been chipping away at school districts’ ability to accommodate student visits to the museum. In addition, high gasoline prices and Idaho’s far-flung geography have impacted other IMNH constituents as well as students.

The virtual museum concept will help us mitigate these challenges. This strategy promises to make the benefits we offer more accessible than ever before.

A milestone in achieving this goal came in September 2010. The Idaho Museum of Natural History, Idaho State University Informatics Institute and the Canadian Museum of Civilization jointly received a \$1 million grant from the National Science Foundation. This grant will bolster efforts to further develop an online, interactive “virtual museum” of northern animal bones. The title of the grant is “Virtual Zooarchaeology of the Arctic Project (VZAP): Phase II.” Combined with an additional Technology Incentive Grant from the State Board of Education for \$135,000, the NSF award will enable us to develop a virtual Idaho natural-history program — the foundation in developing a plan to provide online access to all of our collections for all of our audiences.

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

We will accelerate development of a virtual museum that will use digital technology to make our collections, exhibitions and other resources available to learners, educators and researchers online and on demand.

Our virtual museum will be a key tool for overcoming the growing challenges involved in making physical visits to our gallery and activities. It will help spread awareness of and access to the benefits of our work, including research and educational programs.

We will strive to have the entire museum collection online and accessible from anywhere in the world, in the next five years. This will require considerable funding from outside resources. We will immediately begin writing grant proposals to U.S. government agencies and philanthropic foundations in order to begin implementation of the Virtual Museum.

Goal 2

Adequate staffing

The museum currently serves the entire State of Idaho — and to a degree the Intermountain West — with fewer than eight (8) full-time-equivalent (FTE) positions. We rely as well on five (5) part-time employees. In academic year 2010-2011, we had 19 student employees.

Until academic year 2008-2009, IMNH’s functions and outreach were limited by inadequate staffing across divisions and in central administration. Efficient reorganization has provided positions necessary for expanded research and collections oversight.

Additional staff is required, however, because the needs and expectations of our expanding constituent base are evolving and expanding just as state funding is declining.

Objective: Additional museum professionals

To perform our expanding professional functions effectively, we will seek funding for additional staff according to the following priorities:

1. **Development officer** to help secure major financial gifts. This is the key missing link in the advancement of the IMNH.
2. An **information-technology specialist** to manage and maintain a database for the virtual museum; and to establish and maintain an interactive, multimedia IMNH Web presence.

3. An **exhibit design technician** to support our public-outreach mission and assist in delivering high-quality educational programs and exhibitions that reflect current best practices.
4. A **professional conservator** to ensure adequate care of collections.
5. **Professors** to work as curators and division leaders in each of the four IMNH divisions. Especially a Curator of Anthropology.

To achieve our immediate goals, we will propose to the State of Idaho an IMNH funding increase to hire a development officer. But we also fully recognize that we cannot “hire” our way to fulfillment of the museum’s complete mission. So we will rely to a significant degree on an energized museum membership drive to gain access to essential human and financial resources. We also recognize that managing volunteer staff will require time and energy from full-time staff.

Goal 3

Upgrade collections functions

IMNH houses more than 500,000 natural and cultural objects. These irreplaceable items are central to our research, exhibitions and educational work. They must be properly prepared, inventoried, preserved and stored following current best practices.

As we become increasingly active in research, educational programs and exhibitions at locations beyond the museum building, we must deploy a secure internal system to track and manage our collections.

Objectives:

- We will purchase and deploy new storage systems that will help us make more efficient use of collections storage space. We will seek capital improvement funds to meet our storage and curation needs by implementing a \$500,000 campaign for storage systems.
- The museum will update collection-management policies and procedure manuals. To do so, we have begun the process of hiring a new museum Registrar, who will be an experienced leader in museum regulations and best practices.
- We will complete development of a digital collections database for each division. To accomplish this, collections managers have begun training initiatives, and have been creating new database systems to enhance management of their collections.

Implementation is in collaboration with the Informatics Research Institute at Idaho State University.

- We shall begin writing proposals to complete a conservation assessment of the museum, which will be done by a team of experts from other institutions. This will specifically define the conservation needs of our collections and make it possible to secure further grants to match those needs. Based on this assessment, we will create a conservation plan for each division.

Goal 4

Increase funding

Working through our regional Museum Advisory Committee, Friends of the Museum and other partners, we will be even more proactive in developing research grants, philanthropic and membership-based funding streams independent of State appropriations.

Objective: An endowment

Key to fulfilling and sustaining the museum's mission for the long term will be establishment of an endowment founded on one or more major philanthropic gifts. To accomplish this goal in an era of declining public funding for higher education will require the continuing services of a professional development officer.

We will employ a number of tactics: events, outreach, marketing and communication initiatives, and opportunities to name facilities after philanthropists who support our mission with major gifts.

Objective: Research and stewardship grants

Competitive research grants from entities such as the National Science Foundation are a major source of funding for every higher-education institution. Such funding helps fund not only scholarship, research and stewardship of collections, but it also helps fund staff positions, faculty, even equipment and operating costs. The Idaho Museum of Natural History must be competitive, energetic and entrepreneurial in identifying and pursuing appropriate opportunities. And we shall be.

Objective: A gift-funded travel and research fund

We will seek philanthropic support to establish and sustain a fund to support approved research projects that advance the museum's core functions.

Goal 5

Develop and support programs for K-12, higher-education and the general public

IMNH collections have been used for paleontological research leading to master's and doctoral degrees, and in scholarly research related to Doctor of Arts degrees.

Much of what we do, however, is for the benefit of K-12 education. Since 1990, more than 36,150 K-12 students have come through our doors. We also have long provided a number of popular, informal science-education programs that enrich learners of all ages and backgrounds — school and community groups, individuals and families alike — through direct experience with science.

Among these programs are:

Pint-Sized Science Academy, an early childhood science-learning opportunity

Science Trek, an overnight adventure at the museum for children in the third through fifth grades

Forays into the Field, a unique week-long science experience for young women in junior and senior high school; and

Science Saturdays, a special series of hands-on classes for elementary-age students.

We offer tools to educators through the Education Resources Center. We've also received significant extramural funding for innovative projects designed to get science resources to K-12 and university educators. Among these are online educational resources such as: "Digital Atlas," "Idaho Virtualization Lab," "Fossil Plot" and "Bridging the Natural Gap." The museum's local partnerships, as well as its associations with Idaho State University faculty and students, enable each group to be mutually supportive.

To sustain and build on these successes in a cost-effective manner, the museum must build infrastructure that enables planning for efficient and effective expansion of educational programs.

We hope that by more effectively aligning our exhibits and educational programs with Idaho's K-12 curriculum, we will improve the relevance of our work to the K-12 system. We see our "virtual museum" initiative doing a great deal to mitigate the access issues schools face today as well.

Personal visits will remain a cornerstone of the IMNH experience, so we are developing a long-term exhibit plan to ensure thematic continuity and regular rotations. An exhibition gallery that emphasizes research and education is a critical museum centerpiece.

Efforts are underway to bring parents and other adults back to the museum experience. An important obstacle to filling classes for adults is communicating the availability of adult classes for the public. Overcoming this will require a strong communications person and communications plan, based on efficient contemporary tactics and tools, to “get the word out.” Through granting and fund-raising we will work towards the following objectives.

Objectives:

- Maintain on-site visitation by students at an average of 8,000 per year by including exhibits that are relevant to K-12 curricula; providing appropriate outdoor accommodations for classes and families; making classrooms more accessible to adult learners; equipping classrooms with computers, Smartboards, digital projectors, DVD players, conferencing capabilities and other learning tools.
- Establish a Career Path Internship Program for 10 students each summer
- Create graduate-student assistantships to aid in program development and delivery.
- Build an interactive, multimedia website to connect self-learners with a rich array of science-education resources and experiences.
- Develop a Museum Store business plan to ensure success of store activities, including coordination of educational programming, a successful museum E-Store, and effective sales of IMNH and other relevant publications.

Goal 6

Improve communications and marketing

The Idaho Museum of Natural History is mandated to serve all of Idaho, yet for a variety of reasons it can seem most closely associated with only one of Idaho’s four-year higher education institutions — Idaho State University — and only one geographic region, southeastern Idaho. Geography explains much of that. Employing contemporary marketing and communications tools and tactics will help us strengthen our image and role as a statewide resource.

To raise the stature of our staff, our work and Idaho’s museum — which will strengthen our case for research funding and philanthropic support — we will tell our story more

effectively. That will require staff skilled in crafting and projecting communications that alert, inform and persuade targeted audiences. Key to meeting these objectives is the hiring of a development specialist; but in the meantime, we will begin many of these activities using a dedicated part-time staff of student employees.

Objectives:

- We will develop a media-relations strategy to generate positive publicity.
- The museum will improve two-way communications with K-12 educators to increase their awareness of the opportunities we offer, and our awareness of ways to make exhibitions and programs relevant to their needs.
- Implementation of a communications plan will be undertaken to raise general-public awareness of museum educational programs, leading to increased enrollment.
- We will offer online virtual tours of the museum and its exhibitions. Digital video technologies will be 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

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Performance Measures and Benchmarks FY 2010-2011

Performance Measure	FY 2007	FY 2008	FY 2009	FY 2010	FY 2010 Benchmarks	FY 2011 Performance
Number of People Served by the General Public Museum Programs	9,064	11,022	11,054	8,937 Reduction because of gallery closure	Reopen the Gallery and return to 2009 levels *reduced as the gallery closed in Dec. 2009	Gallery re-opened Dec. 2010 1/11 to 5/11 attendance 7000+
Grant/Contract Revenue Received	\$181,150	\$14,823	\$10,098	\$208,736	Increase by 5%	Over \$1.1 million 500% increase
Number of Exhibitions Developed	Data not collected prior to 2008	1	5	0	Reopen the gallery and return to 2009 levels *All new exhibits currently being developed for Fall 2010	Gallery re-opened Dec. 2010 Over 25 new exhibits created
Museum Store Revenue Received	\$23,249	\$22,912	\$24,588	\$12,707 online sales only because of store closure	Reopen the Museum Store and return to 2009 levels *Museum Store closed Dec. 2010.	Store was re-opened on a small scale and a new fiscal plan initiated.
Number of Educational Programs	95	84	64	70	Expand when Museum Reopens and return to 2009 levels *Reduced because of temporary gallery closure	126 (5566 children as of May 19, 2011)

Performance Measures FY 2012-2017 Based on New Goals

Performance Measure	FY 2012-2017 Benchmarks	FY 2012-17 Performance
Goal 1 A “virtual” museum	Active Solicitation of grants, foundation awards, and donations to create the Virtual Museum – approximately \$250,000 per year.	Success in the active solicitation of the funds and the implementation of the Virtual Museum concept. 2012: write proposals 2013: database construction 2014: beta implementation
Goal 2 Adequate staffing	Propose to State of Idaho the funding and creation of an Information Technology Specialist	Active discussion towards the resolution of all staffing needs in Goal 2.
Goal 3 Upgrade collections functions	Seek Capital investment in adequate curation facilities, and in the storage of collections. State of Idaho, grants, foundations.	2012: Write 3 grants. Identify 10 potential donors. 2013: Review success of grants and write additional proposals. Move to ask stage with donors.
Goal 4 Increase funding	Increasing Development activities in grants and donations.	At 10% per year.
Goal 5 Develop and support programs for K-12, higher-education and the general public	Increase outreach and increase educational opportunities through new and exciting programs	At 10% per year.
Goal 6 Improve communications and marketing	Create new exhibits in other areas of the State. Create newsletters and other public information.	Create exhibits in Idaho Falls and Boise. Increase public participation and visitation by 10% per year.
Goal 7 A new museum building	Form Capital committee for fund raising.	Create Capital Committee

External Factors

All external factors are based in the success or failure of finding initiatives.

Moving forward

New leadership. New tools. A new vision of how we can give the people of Idaho an even greater return on their investment in science (STEM) education. These are stepping stones in our pathway through the final quarter of the museum’s first century. The professors and community leaders who joined together during the Great Depression to establish this museum looked beyond the challenges of their day to the promise of tomorrow. Today, we commit to doing the same.

TechHelp Strategic Plan FY2016 – 2020

TechHelp Business Definition

TechHelp is Idaho's MEP center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.

"Our identity is shaped by our results."

TechHelp Strategic Mission Statement

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2019:

- 80 manufacturers reporting \$100,000,000 economic impact
- 170 jobs created
- > \$20,000 and < \$50,000 Net Income

TechHelp Core Strategy

TechHelp will use a team-based network of experienced staff and proven partners from private industry, Idaho's Universities and the National MEP network to develop trusted and lasting relationships with Idaho companies and communities. TechHelp will have a reputation for developing, teaching and delivering innovative processes and services that enable Idaho's medium, small and rural companies to drive profitable growth through self-sustaining business practices.

Goal I: Impact on Manufacturing – Deliver a positive return on both private business investments and public investments in TechHelp by adding value to the customer and the community.

Objectives for Impact:

1. Offer products and workshops that meet Idaho manufacturers' product and process innovation needs.
 - a. *Performance Measure:*
 - i. Client economic impacts resulting from projects
 - b. *Benchmark:*
 - i. Reported cumulative impacts for sales, savings, investments and jobs each improve by five percent over the prior year
2. Exceed federal system goals for impacted Clients served per \$Million Federal.
 - a. *Performance Measure:*

- i. Score on federal sCOREcard
- b. *Benchmark:*
 - i. Number of clients served exceeds federal minimum with a goal of 80 clients reporting impact by 2017

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

Objectives for Efficiency:

- 1. Improve efficiency of client projects.
 - a. *Performance Measure:*
 - i. State dollars expended per project/event
 - b. *Benchmark:*
 - i. Dollars expended is less than prior year's total
- 2. Improve effectiveness of client projects.
 - a. *Performance Measure:*
 - i. Total economic impact reported by TechHelp clients
 - b. *Benchmark:*
 - i. Reported total impacts increase by 5% each year with the goal of \$100,000,000 in impacts by 2017.

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

Objectives for Financial Health:

- 1. Increase total client fees received for services.
 - a. *Performance Measure:*
 - i. Net revenue from client projects
 - b. *Benchmark:*
 - i. Annual net revenue exceeds the prior year by five percent
- 2. Increase external funding to support operations and client services.
 - a. *Performance Measure:*
 - i. Total dollars of non-client funding (e.g. grants) for operations and client services
 - b. *Benchmark:*

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

Key External Factors

State Funding:

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

Federal Funding:

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

Economic Conditions:

Fees for services comprise a significant portion of TechHelp's total revenue. We are encouraged by current economic activity and believe it will support the ability of Idaho manufacturers to contract TechHelp's services.

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