

**WORK SESSION
APRIL 13, 2016**

TAB	DESCRIPTION	ACTION
A	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 2017 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
December 2015	Board approved second reading for V.R. Policies regarding in-service teacher fees, clarifying online program fees, and adding Independent Study in Idaho fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.Y., V.R.
Idaho Code § 33-3717A

BACKGROUND/DISCUSSION

Board policy V.R. 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 2017.

Reference Documents

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Page 9 displays information from the 2016 *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.

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 2017 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 2005 to 2015. 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 \$13,141 in 2005 to \$19,657 in 2015, or 50%, while the Idaho per capita income has increased from \$29,840 to \$37,479, or 26%. The increases in the cost to attend college from 2005 to 2015 are as follows:

Tuition & Fees	82%
Books and Supplies	10%
Room and Board	46%
Personal and Transportation	<u>35%</u>
Total Cost to Attend	50%

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 full time equivalent (FTE.) The increases in the cost to deliver college (by major expenditure functional categories) from 2005 to 2015 are as follows:

Instruction	21%
Academic Support	61%
Student Services	64%
Library Services	33%
Athletics & Auxiliaries	32%
Plant and Depreciation	52%

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Institutional Support	55%
Financial Aid	<u>114%</u>
Total Increase in Cost to Deliver College	37%

At the same time, student FTE (horizontal red line page 14) has increased by .5%. Taken together, the total cost to deliver college per student FTE (bottom line) has increased by 37% from \$11,268 in 2005 to \$15,443 in 2015.

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 2005 to 2016 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: Average CU Full-time Resident Fees as a % of Per Capita Income

The purpose of this chart is to show the percentage the sticker price for Idaho resident students is to the Idaho per capita income. The rate has grown from 5.1% in 1981 to 17.8% in 2016.

Page 17: Percentage of CU Total Appropriation by Source

The purpose of this chart is to show the percentage of the total appropriation for the College and Universities from General Account, Student Fees and Endowment funds.

Page 18: 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.

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- Schedule projecting the amount of revenue generated from the tuition and fee changes.
- Schedule of non-state revenues needed to cover FY 2017 itemized expenses.
- Schedule displaying a 4-year history of Board-approved fees and the FY 2017 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

IMPACT

Full-time resident tuition and fee increases being requested by the institutions for FY 2017 (academic year 2016-2017) are as follows (in the order they will be presented):

	<u>FY16</u>	<u>FY17</u>	<u>% Inc.</u>
Boise State University	\$6,874	\$7,132	3.75%
Idaho State University	\$6,784	\$6,956	2.50%
Eastern Idaho Technical College	\$2,334	\$2,404	3.00%
Lewis-Clark State College	\$6,000	\$6,120	2.00%
University of Idaho	\$7,020	\$7,336	4.50%

STAFF COMMENTS

The institutions were asked to use the same analysis that was used in the prior year to reflect Joint Finance-Appropriations Committee's (JFAC) actions in their tuition/fee scenarios and determine by category which items were not funded (in whole or in part) by the state General Fund. Those items include benefit costs increases, inflation, Change in Employee Compensation (CEC), etc. These worksheets are included in each institution's fee agenda section titled "Schedule of non-state revenues needed to cover FY 2017 itemized expenses" and show how an institution proposes to generate the revenues necessary to cover the cost of budget items. The standard revenue sources are tuition, graduate and non-resident fees, budget reallocation 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. The motion for ISU provides Board authorization to use the tuition portion of the approved FY2017 undergraduate resident tuition/fee amount to serve as the baseline for ISU's "Tuition Lock" initiative. Staff anticipates that a detailed "Tuition Lock" proposal will be submitted to the Board for approval not later than August 2016, for implementation in the 2016-2017 academic year.

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BOARD ACTION

BOISE STATE UNIVERSITY:

I move to increase the FY 2017 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 students 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 2017 Boise State University tuition and fees worksheet which will be made part of the written minutes.

Moved by____ Seconded by____ Carried Yes____ No____

IDAHO STATE UNIVERSITY:

I move to increase the FY 2017 annual full-time resident tuition and fees at Idaho State University by ____% (\$____) for a total dollar amount of \$____; to authorize the University to establish the tuition portion of this total dollar amount (\$5,242.64) as the base tuition for eligible students in the first year cohort for the University's "Tuition Lock" initiative; and to increase the annual full-time tuition for nonresident students 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 2017 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 2017 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 students by ____ % (\$____) for a total dollar amount of \$____.

Moved by____ Seconded by____ Carried Yes____ No____

I move to approve all other fees in the FY 2017 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 2017 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 students 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 2017 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 2017 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 students 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 2017 University of Idaho 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, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2017.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Twenty-Two Year History of General Fund

Original Appropriations: FY 1996 to FY 2017

Millions of Dollars

DRAFT

Information in the tables as of 3-31-2016 and several appropriation bills have not yet been acted on by the Governor. A veto of any of those bills would reduce the overall appropriation and could change the percentages shown.

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total Gen Fund
2017	\$1,584.7	\$279.5	\$187.5	\$2,051.7	\$704.9	\$256.2	\$260.6	\$3,273.4
2016	\$1,475.8	\$258.8	\$169.7	\$1,904.3	\$649.5	\$247.4	\$270.7	\$3,071.9
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

Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total
2017	48.4%	8.5%	5.7%	62.7%	21.5%	7.8%	8.0%	100%
2016	48.0%	8.4%	5.5%	62.0%	21.1%	8.1%	8.8%	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%

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 Corrections".

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%
2017	279,546,500	15,840,000	295,386,500	259,589,300	554,975,800	50.4%	53.2%	46.8%

College & Universities

State Ranking by Type of Institution - WICHE States 2015 - 2016 Tuition & Fees

Annual Resident Undergraduate

Rank	Universities (BSU, ISU, UI)	Amount of Average	Rank	Other Institutions (LCSC)	Amount of Average
1	Washington	11,883 141.6%	1	South Dakota	8,555 126.9%
2	Hawaii	11,164 133.1%	2	Colorado	8,366 124.1%
3	Arizona	10,941 130.4%	3	Washington	8,361 124.0%
4	Colorado	10,824 129.0%	4	Oregon	8,293 123.0%
5	Oregon	9,507 113.3%	5	Hawaii	7,242 107.4%
6	California	9,160 109.2%		Average	6,741 100.0%
7	Average	8,390 100.0%	6	North Dakota	6,436 95.5%
8	South Dakota	8,315 99.1%	7	Idaho	6,000 89.0%
9	North Dakota	7,972 95.0%	8	New Mexico	5,750 85.3%
10	Utah	7,430 88.6%	9	Utah	5,411 80.3%
11	10 Idaho	6,893 82.2%	10	Montana	5,371 79.7%
12	Nevada	6,863 81.8%	11	Nevada	4,868 72.2%
13	Alaska	6,806 81.1%			
14	New Mexico	6,697 79.8%			
15	Montana	6,503 77.5%			
16	Wyoming	4,892 58.3%			

Annual Nonresident Undergraduate

Rank	Universities (BSU, ISU, UI)	Amount of Average	Rank	Other Institutions (LCSC)	Amount of Average
1	Hawaii	31,516 138.8%	1	Oregon	21,978 131.2%
2	Colorado	30,696 135.2%	2	Washington	21,857 130.5%
3	Washington	29,835 131.4%	3	Colorado	20,775 124.0%
4	Arizona	29,044 127.9%	4	Hawaii	19,698 117.6%
5	Oregon	28,267 124.5%	5	Montana	17,546 104.7%
6	California	25,400 111.8%	6	Idaho	17,000 101.5%
	Average	22,712 100.0%		Average	16,753 100.0%
7	Utah	22,578 99.4%	7	Nevada	15,554 92.8%
8	Montana	22,564 99.3%	8	Utah	15,448 92.2%
9	New Mexico	21,269 93.6%	9	New Mexico	13,162 78.6%
10	Alaska	20,786 91.5%	10	South Dakota	11,434 68.2%
11	Nevada	20,773 91.5%	11	North Dakota	9,831 58.7%
12	Idaho	20,710 91.2%			
13	North Dakota	19,086 84.0%			
14	Wyoming	15,632 68.8%			
15	South Dakota	11,195 49.3%			

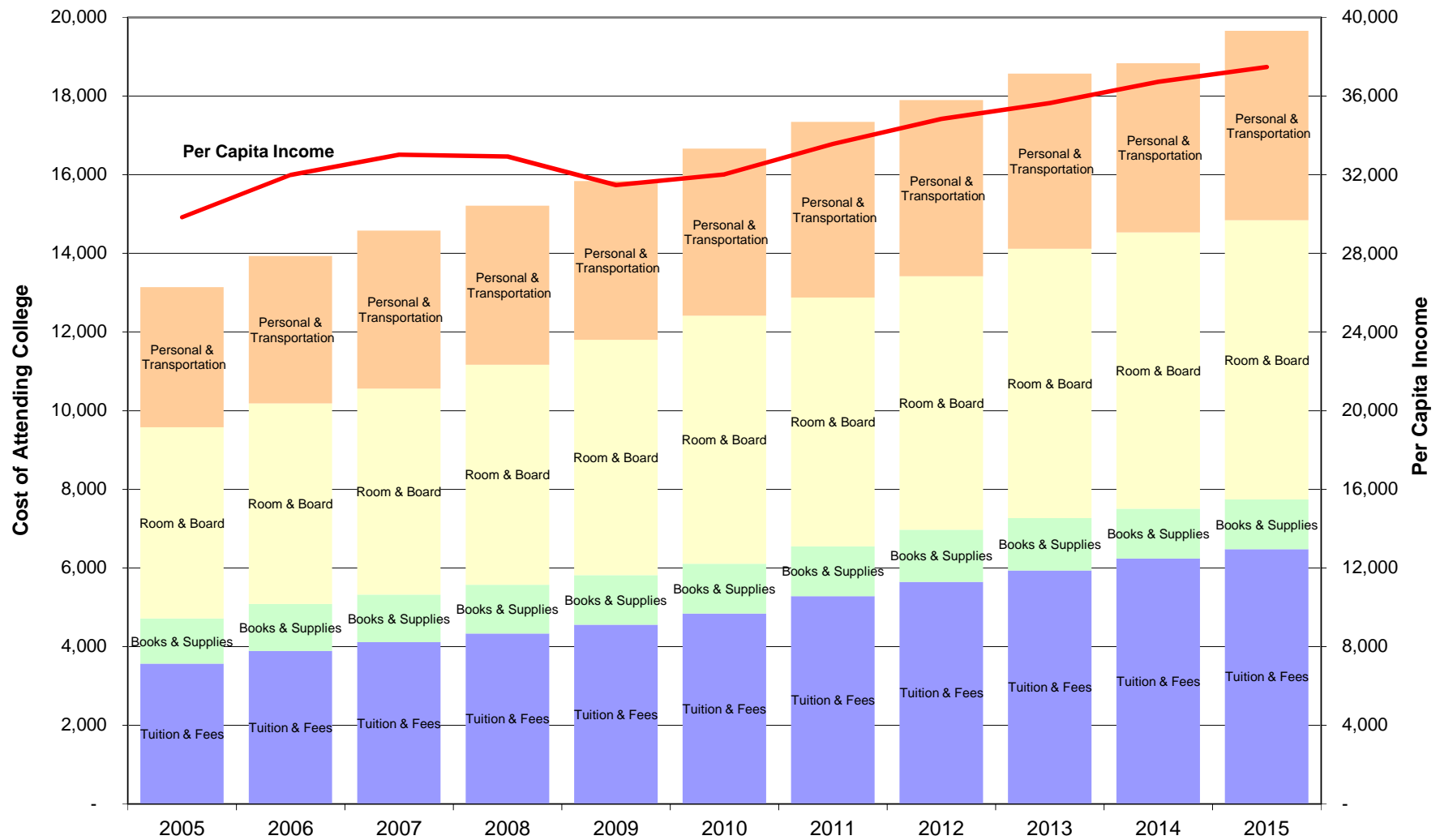
Source: WICHE 2015-2016 Detailed Tuition & Fees Tables, November, 2015

Colleges & Universities

Summary of FY 2017 Annual Student Tuition & Fees - As Requested Board Meeting: April 14, 2016

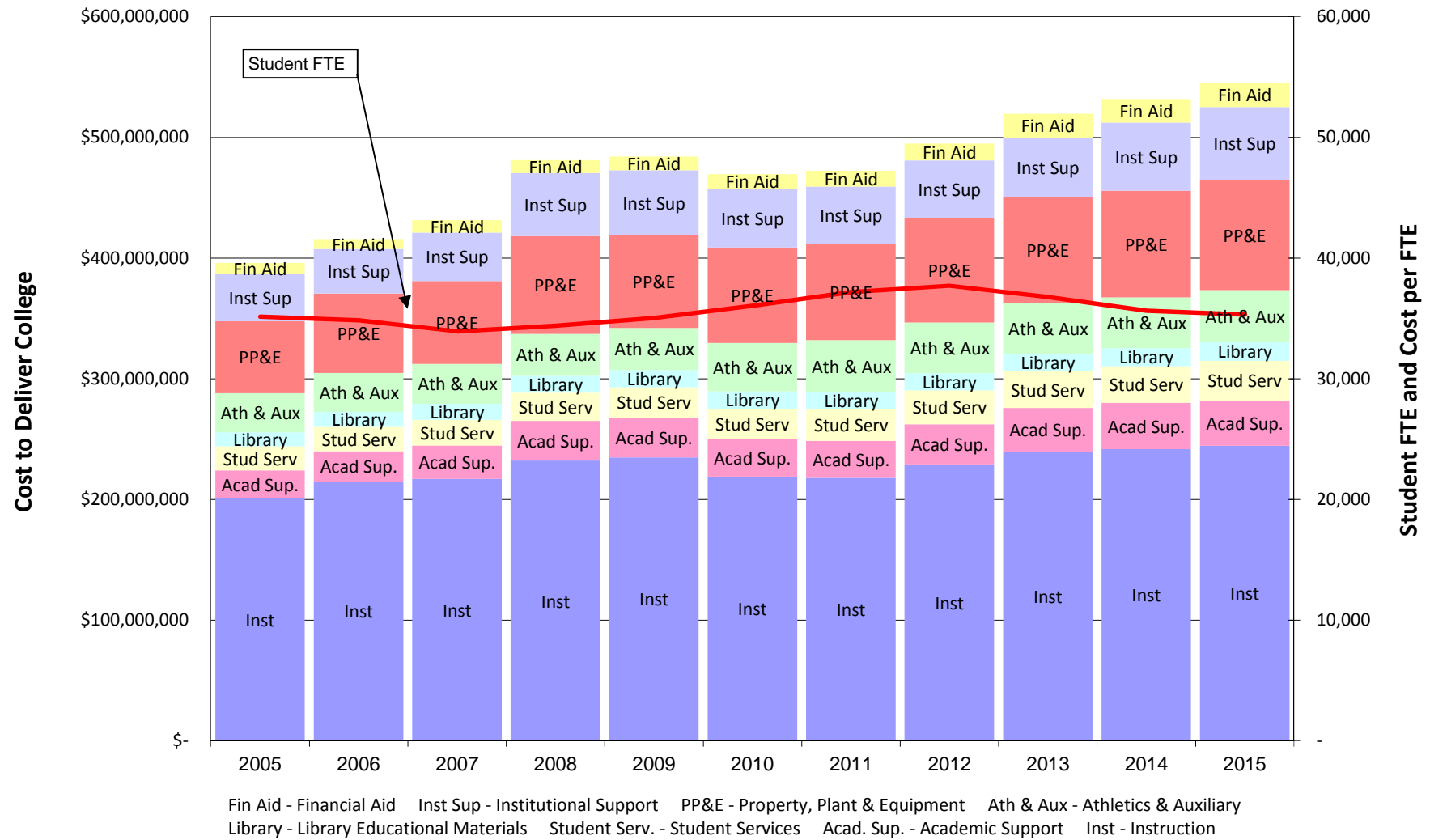
Institution	FY 2016	Requested Increases		Total Requested
		Amount	% Incr	FY 2017
1 Full-time Tuition & Fees:				
2 Resident Tuition and Fees:				
3 Undergraduate:				
4 Boise State University	\$6,874.00	\$258.00	3.8%	\$7,132.00
5 Idaho State University	\$6,784.00	\$172.00	2.5%	\$6,956.00
6 University of Idaho	\$7,020.00	\$316.00	4.5%	\$7,336.00
7 Lewis Clark State College	\$6,000.00	\$120.00	2.0%	\$6,120.00
8 Eastern Idaho Tech College	\$2,334.00	\$70.00	3.0%	\$2,404.00
9 Average 4 year institutions	\$6,669.50			\$6,886.00
10 Graduate:				
11 Boise State University	\$1,290.00	\$38.00	2.9%	\$1,328.00
12 Idaho State University	\$1,226.00	\$37.00	3.0%	\$1,263.00
13 University of Idaho	\$1,202.00	\$96.00	8.0%	\$1,298.00
14 Average Graduate	\$1,239.33			\$1,296.33
15 Nonresident Tuition and Fees:				
16 Undergraduate	(In addition to the tuition and fees paid by resident students)			
17 Boise State University	\$14,050.00	\$400.00	2.8%	\$14,450.00
18 Idaho State University	\$13,398.00	\$670.00	5.0%	\$14,068.00
19 University of Idaho	\$14,004.00	\$700.00	5.0%	\$14,704.00
20 Lewis Clark State College	\$11,000.00	\$500.00	4.5%	\$11,500.00
21 Eastern Idaho Tech College	\$5,288.00	\$69.00	1.3%	\$5,357.00
22 Average 4 year institutions	\$13,113.00			\$13,680.50
23				
24 Part-time Credit Hour Tuition & Fees:				
25 Resident Fees: (per credit hour)				
26 Undergraduate:				
27 Boise State University	\$273.00	\$21.00	7.7%	\$294.00
28 Idaho State University	\$339.00	\$9.00	2.7%	\$348.00
29 University of Idaho	\$351.00	\$16.00	4.6%	\$367.00
30 Lewis Clark State College	\$307.00	\$6.00	2.0%	\$313.00
31 Eastern Idaho Tech College	\$102.50	\$3.00	2.9%	\$105.50
32 In-Service Teacher Fee	\$106.00	\$5.00	4.7%	\$111.00
33				
34 Graduate:				
(In addition to resident undergraduate fees)				
35 Boise State University	\$85.00	\$0.00	0.0%	\$85.00
36 Idaho State University	\$62.00	\$2.00	3.2%	\$64.00
37 University of Idaho	\$67.00	\$5.00	7.5%	\$72.00
38 In-Service Teacher Fee	\$132.00	\$7.00	5.3%	\$139.00
39				
40 Nonresident Tuition and Fees:				
41 Pt Tm Nonresident Cr Hr Tuition (In addition to resident fees)				
42 Boise State University	\$250.00	\$20.00	8.0%	\$270.00
43 Idaho State University	\$217.00	\$11.00	5.1%	\$228.00
44 University of Idaho	\$700.00	\$35.00	5.0%	\$735.00
45 Lewis-Clark State College	\$0.00	\$0.00	No Fee	\$0.00
46 Eastern Idaho Tech College	\$2,106.00	\$0.00	0.0%	\$2,106.00

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

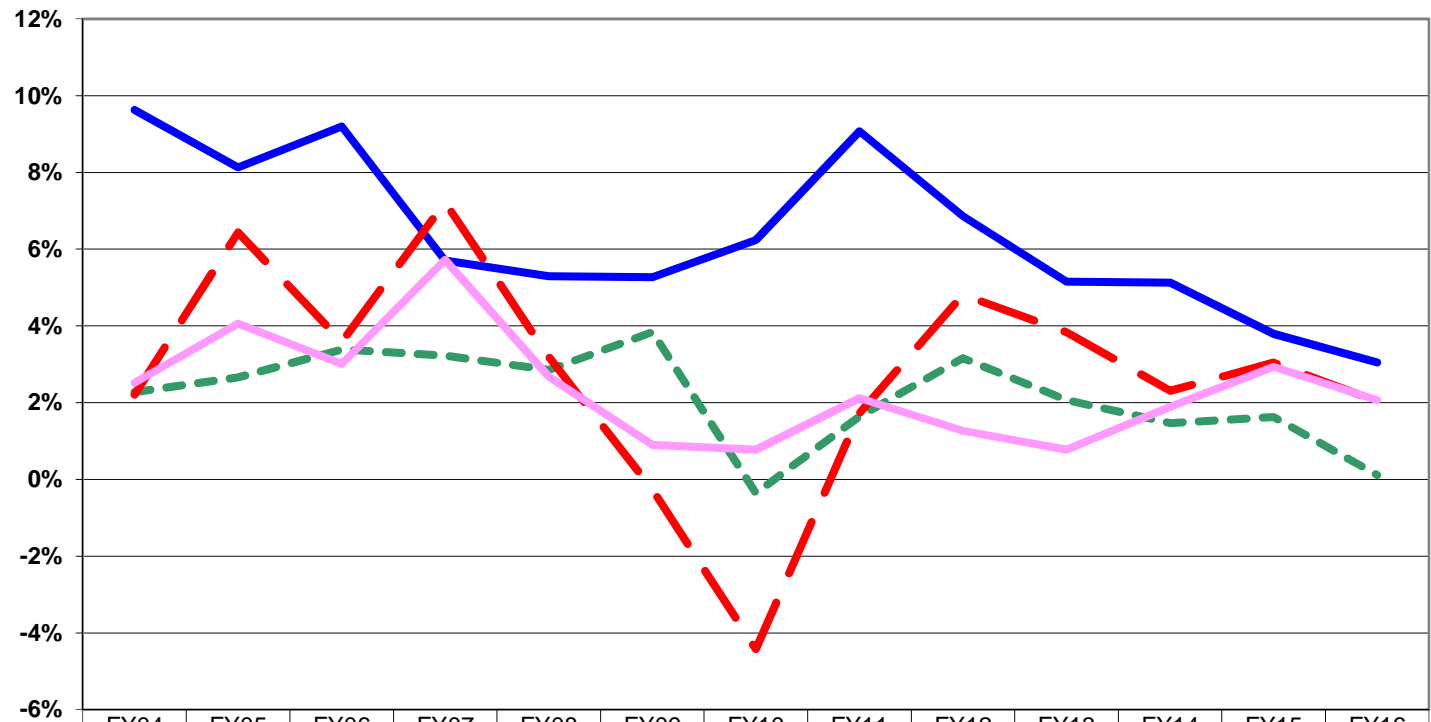


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

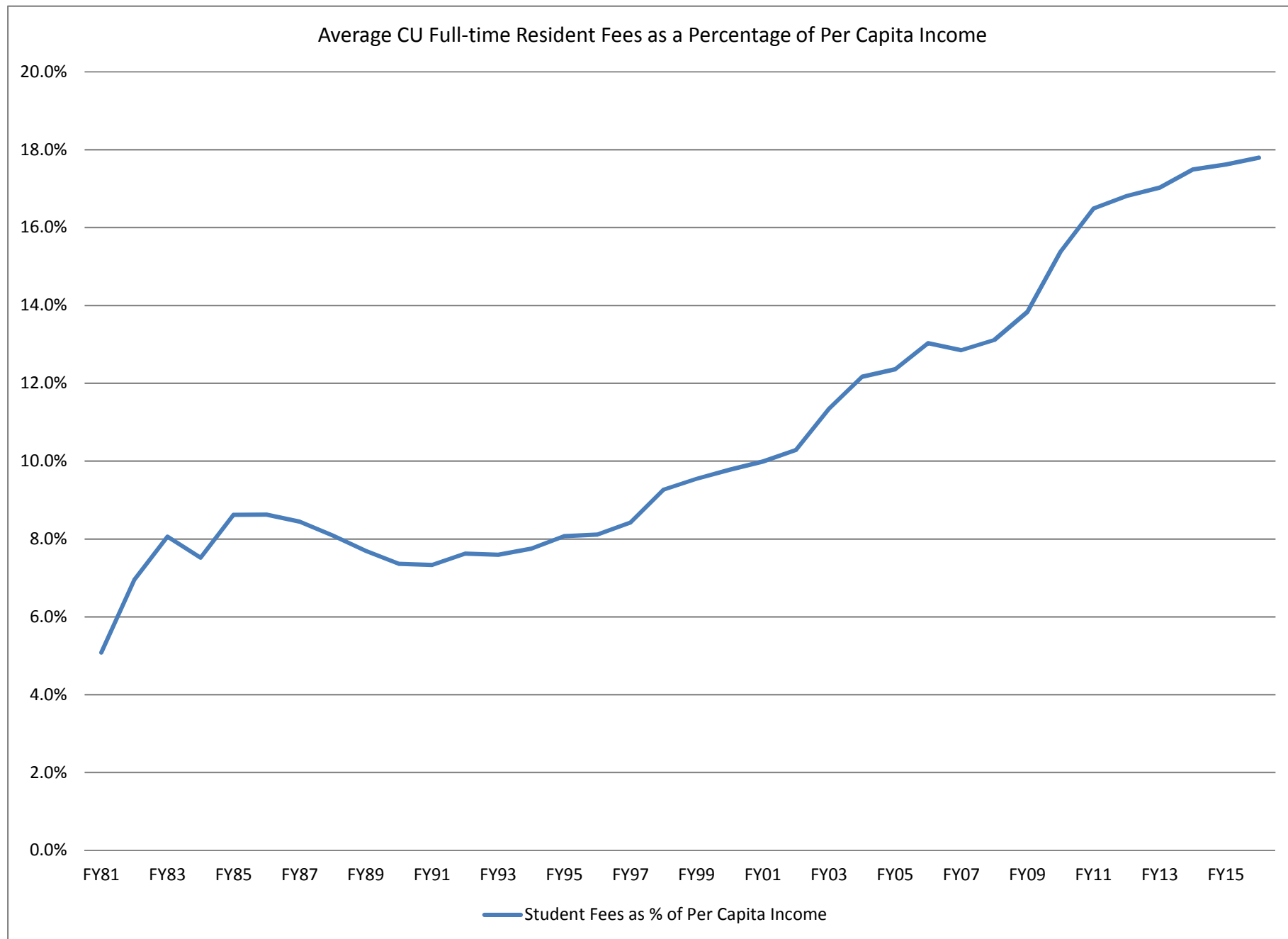
Cost to Deliver College Idaho 4-year Institutions

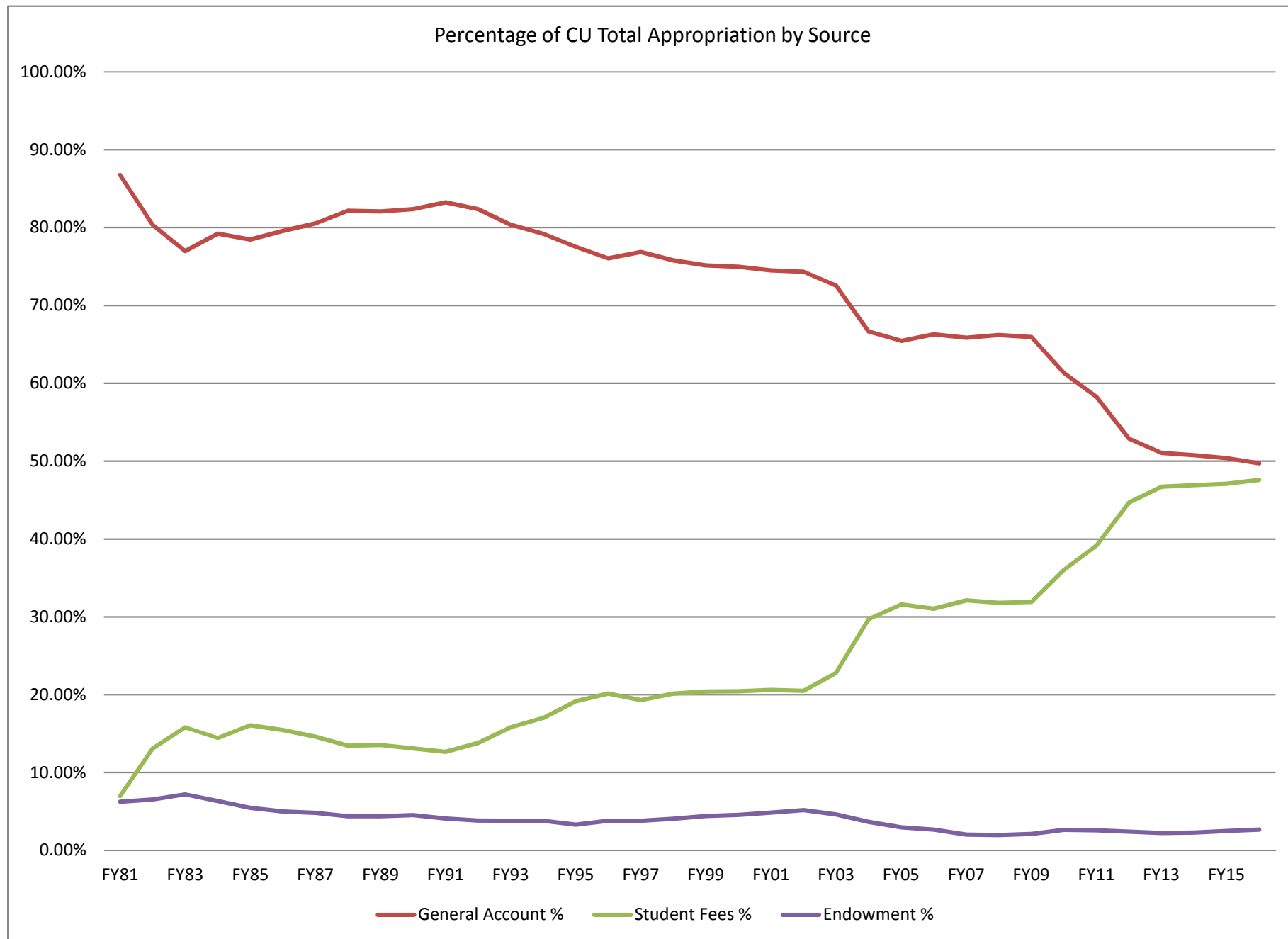


Idaho 4-year Institutions
Resident Tuition & Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2016





**Idaho College and Universities
Fee and Tuition Waivers
Fiscal Year 2015**

		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	\$2,126,180	\$1,875,720	\$4,750,134		\$8,752,034
3	Nonresident Intercollegiate Athletics	SBOE V.T.2.b	\$2,541,050	\$1,745,126	\$2,590,134	\$1,285,465	\$8,161,775
4	GI Bill Resident Waivers	SBOE V.T.2.c	\$98,350				\$98,350
5		Nonresident Fee	\$12,852	\$12,760	\$13,530	\$10,518	12,415
6	Policy: Universities - 225, LCSC 110	Equivalent FTE	198	137	191	122	164
7							
8	<u>Waivers Subject to 6% Limitation</u>						
9	Annual FTE	SBOE V.T.2.d	\$10,542,859	\$5,033,094	\$6,130,196	\$578,052	\$22,284,201
		Student FTE	15,643	10,808	9,610	2,997	39,058
10		Nonresident Fee	\$12,852	\$12,760	\$13,530	\$10,518	12,415
11	Equivalent FTE Waivers subject to 6% Limitation	Equivalent FTE	5.2%	3.6%	4.7%	1.8%	4.6%
12							
13	<u>Other Board Policy Exchange Programs</u>						
14	Exchange Student Waivers (1)	SBOE V.T.2.e	\$0	\$95,700	\$349,657	\$0	\$445,357
15	WICHE - Western Regional Graduate Program	SBOE V.T.2.f	\$0	\$681,921	\$0	\$0	\$681,921
16	Western Undergraduate Exchange (2)	SBOE V.R.3.a.v	\$7,153,766	\$1,248,199	\$2,415,379	\$367,471	\$11,184,814
17	Total Other Board Policy Exchange Programs		\$7,153,766	\$2,025,820	\$2,765,036	\$367,471	\$12,312,092
18							
19	Total Board Policy Tuition Waivers		\$22,462,205	\$10,679,760	\$16,235,500	\$2,230,988	\$51,510,102
20	<u>Other Waivers and Discounts</u>						
21	Staff and Spouse Fees	SBOE V.R.3.a.vi	\$967,246	\$1,623,598	\$1,188,737	\$105,097	\$3,884,678
22	Senior Citizen Fees	SBOE V.R.3.a.vii	\$400,002	\$294,258	\$172,759	\$59,565	\$926,584
23	Dependent Fees	SBOE V.R.3.a.vi	\$487,689	\$257,849	\$315,333	\$52,989	\$1,113,860
24	In-Service Teacher Education Fee	SBOE V.R.3.a.viii	\$1,668,942	\$1,009,004	\$1,961,418	\$42,050	\$4,681,414
25	Staff, Spouse, Dependent Fees of other Idaho institution	SBOE V.R.3.a.vi	\$3,972	\$439,921	\$35,390	\$78,239	\$557,522
26	Students attending multiple Idaho sister institutions	SBOE V.T.2.g		\$12,089	\$7,479		\$19,568
27	Idaho National Laboratory	SBOE V.T.2.g		\$13,506	\$118,516		\$132,022
28	BYU-UI	SBOE V.T.2.g					\$0
29	EDA-Nez Perce Tribe	1969 approval				\$25,466	\$25,466
30	Total Other Waivers and Discounts		\$3,527,851	\$3,650,224	\$3,799,632	\$363,406	\$11,341,113
31	Total FY15 Waivers and Discounts		\$25,990,056	\$14,329,984	\$20,035,132	\$2,594,394	\$62,851,216
32	FY15 Gross Student Fees		149,599,593	116,148,991	114,420,977	21,244,928	401,414,488
33	FY15 Net Student Fees from Operating Revenue per audited F/S		117,848,627	88,206,974	89,409,083	14,613,457	310,078,141
34	FY15 Scholarship Discounts & Allowances per audited F/S		24,597,200	25,916,197	22,246,858	6,264,000	79,024,255
35	Student Fee Revenue related to Exchange Program Discounts		7,153,766	2,025,820	2,765,036	367,471	12,312,092
36	Percentage of Total Gross Student Fees Waived or Discounted		17.37%	12.34%	17.51%	12.21%	15.66%
37							

38 Note: Graduate/Instructional Assistant waivers can vary among institutions due to the difference in their respective missions.

39 (1) Includes only waivers for incoming exchange students.

40 (2) WUE is accounted for as a rate and not a waiver. The waived amount is the difference in the out-of-state rate minus the WUE rate.

BOISE STATE UNIVERSITY

FY 2017 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Page 21
- Provided by Board Staff:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2017 Page 23
 - Potential T&F Revenue Changes for FY 2017 Page 24
 - Schedule of non-state revenues needed to cover FY 2017 itemized expenses Page 25
 - 4-year History: Board Approved T&F plus FY 2017 Recommended T&F Page 26
 - Chart: Cost of Attending College vs. Per Capita Income Page 27
 - Chart: Cost to Deliver College Page 28
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Page 29
- Request for Increase to Self-Support Fees..... Page 31
- Request Approval for Organizational Performance and Workplace Learning Online
Course Fees Page 33

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

Proposed Changes to Student Fees

Boise State University is continuing efforts from last year to request the lowest increases to undergraduate resident tuition and fees over the past 20 years. Under this proposal, full-time students enrolling in 12 or more credits will pay \$3,566 a semester, or an additional \$129 a semester, a 3.7% increase. This requested increase is the second lowest percentage increase in over 20 years. Of this increase, 2.6 percent is for tuition and the remainder for fees, including increases to the facilities fee, the information technology fee and student activity fees. Part-time rates are proposed at \$294 per credit hour which is a 7.7% increase of \$21 per credit hour. Even with this increase, Boise State's part-time rates will remain the lowest of the three universities. This increase is a result of the university continuing efforts to migrate to a linear rate for tuition and fees. 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 \$2.9M in revenues to cover fund shift for a 3% CEC as well as benefit rate increases. The revenue will also be used to cover faculty promotions for faculty that earn tenure as well as the inflationary adjustment for the library included in the proposed legislative budget.

The University has also proposed an increase in full-time nonresident tuition of 2.8%, or \$200 per semester, and an increase of 2.9% in full-time graduate tuition, or \$19 per semester. The projected additional revenue from these sources, along with revenue from the western undergraduate exchange, overload fee, and summer tuition revenue, is estimated at \$2.3 million. \$930,000 of this revenue is returned to the Colleges to pay for summer faculty and a small incentive for departments to offer summer courses. The remaining funds will be used to fund True Blue Scholarships, which will require funding over the next several years as the program grows, and the remaining items included in the proposed legislative budget.

The University has projected funding commitments of \$1.9 million as well as a need to reduce operating expenditures to improve financial ratios. While the new revenues projected from the proposed tuition increases is not sufficient to cover all of these costs, the remainder will be funded through one-time funds. These outstanding funding commitments are substantially lower than the \$7.69 million reported last year as significant efforts have been made to cancel commitments and find alternative sources of funds. In addition, the university will cover fund shift from the 27th payroll with one time funds in the amount of \$2.3 million. These one-time allocations will continue to put pressure on financial ratios.

The FY2017 legislative appropriation appears promising to fund the state general account portion of a 3 percent CEC and an increase in the cost of benefits. In addition,

BUSINESS AFFAIRS AND HUMAN RESOURCES

APRIL 14, 2016

Boise State will receive much needed funding for Complete College Idaho in the amount of \$962,400, \$4.5 million less than our original request. An investment to expand the PhD program in Material Science is included in the amount of \$617,100 and \$1,000,000 is included to create a statewide Cybersecurity Lab in partnership with the INL on the campus of Boise State University. Finally, the University has a positive EWA of \$66,400.

The tuition and fee proposals were presented to the Executive Budget Committee (EBC) at a public hearing on February 22 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 25 and deliberated both the merits of each proposed increase and the acceptable amount of the total increase. The President approved the proposed tuition and fee rates on March 10.

BOISE STATE UNIVERSITY

Changes to Student Fees for FY 2017 Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:	Bd Appv	FY16 Fees	FY17 Initial Notice	Requested		
				FY17 Fees	Change	% Chg.
Full-time Fees:						
1 Tuition	**	\$4,766.20	\$4,894.00	\$4,892.50	\$126.30	2.6%
2 Technology Fee	**	\$217.68	\$238.78	\$237.48	19.80	9.1%
3 Facilities Fees	**	\$1,123.58	\$1,203.58	\$1,223.58	100.00	8.9%
4 Student Activity Fees	**	\$766.54	\$1,014.64	\$778.44	11.90	1.6%
5 Total Full-time Fees		\$6,874.00	\$7,351.00	\$7,132.00	\$258.00	3.8%
6	**					
Part-time Credit Hour Fees:						
7 Education Fee	**	\$176.83	\$193.23	\$196.83	\$20.00	11.3%
8 Technology Fee	**	9.65	10.30	9.90	0.25	2.6%
9 Facilities Fees	**	49.60	53.04	52.63	3.03	6.1%
10 Student Activity Fees	**	36.92	46.83	34.64	(2.28)	-6.2%
11 Total Part-time Cr Hr Fees:		\$273.00	\$303.40	\$294.00	\$21.00	7.7%
12						
Summer Fees: (eff. Summer 2016)						
13 Education Fee	**	\$186.83	\$207.84	\$197.13	\$10.30	5.5%
14 Technology Fee	**	9.65	10.30	9.90	0.25	2.6%
15 Facilities Fees	**	48.40	51.73	52.63	4.23	8.7%
16 Student Activity Fees	**	24.12	33.42	34.34	10.22	42.4%
17 Total Summer Fees:		\$269.00	\$303.29	\$294.00	\$25.00	9.3%
18						
Other Student Fees:						
19 Graduate Fees:						
20 Full-time Grad/Prof	**	\$1,290.00	\$1,328.00	\$1,328.00	\$38.00	2.9%
21 Part-time Graduate/Hour	**	\$85.00	\$85.00	\$85.00	\$0.00	0.0%
22 Nonresident Tuition:						
23 Nonres Tuition - full time	**	\$14,050.00	\$14,450.00	\$14,450.00	\$400.00	2.8%
24 Nonres Fees - part-time		\$250.00	\$270.00	\$270.00	\$20.00	8.0%
25 Professional Fee:						
26 Undergrad. Nursing - Con't Students	**	\$200.00	\$200.00	\$200.00	\$0.00	0.0%
27 Undergrad. Nursing - New Students	**	\$850.00	\$850.00	\$850.00	\$0.00	0.0%
28 Self-Support Program Fees:						
29 Bachelor Business / Accountancy: Twin Falls		\$297.00	\$297.00	\$297.00	\$0.00	0.0%
30 Executive MBA		\$1,215.00	\$1,215.00	\$1,215.00	\$0.00	0.0%
31 MBA Online		\$750.00	\$750.00	\$750.00	\$0.00	0.0%
32 Bachelor of Criminal Justice: Twin Falls		\$275.00	\$275.00	\$275.00	\$0.00	0.0%
33 Master of Social Work: Twin Falls & N.I.		\$380.00	\$380.00	\$380.00	\$0.00	0.0%
34 Bachelor of Social Work: Twin Falls		\$275.00	\$275.00	\$275.00	\$0.00	0.0%
35 Graduate Certificate in Victim Services		\$340.00	\$340.00	\$340.00	\$0.00	0.0%
36 Graduate Certificate in Conflict Mgmt.		\$341.00	\$369.00	\$369.00	\$28.00	8.2%
37 Doctor of Nurse Practice (DNP)		\$600.00	\$750.00	\$750.00	\$150.00	25.0%
38 Adult Gerontology Nurse Practitioner (AGNP)		\$600.00	\$750.00	\$750.00	\$150.00	25.0%
39 B.S. in Nursing (RN to BSN)		\$335.00	\$335.00	\$335.00	\$0.00	0.0%
40 B.S. Respiratory Care (R.R.T. to B.S.)		\$300.00	\$300.00	\$300.00	\$0.00	0.0%
41 EdTech Masters and Grad Certificates		\$379.33	\$436.23	\$436.23	\$56.90	15.0%
42 EdTech PhD		\$476.00	\$547.40	\$547.40	\$71.40	15.0%
43 M.Ed., Specialist in Exec. Ed. Leadership		\$420.00	\$420.00	\$420.00	\$0.00	0.0%
44 Math Consulting Teacher Endorsement Cert		\$225.00	\$225.00	\$225.00	\$0.00	0.0%
45 M.A. in Education, Literacy		\$375.00	\$375.00	\$375.00	\$0.00	0.0%
46 M.A. in Education, Bilingual / ENL Education		\$375.00	\$375.00	\$375.00	\$0.00	0.0%
47 Master of Athletic Leadership		\$340.00	\$340.00	\$340.00	\$0.00	0.0%
48 Master of Bilingual Ed/ESL: Canyon Cty		\$329.00	\$329.00	\$329.00	\$0.00	0.0%
49 Online Program Fees						
50 Bachelor of Science in Imaging Science		\$395.00	\$395.00	\$395.00	\$0.00	0.0%
51 Grad. Certificate in Healthcare Simulation		\$600.00	\$600.00	\$600.00	\$0.00	0.0%
52 Master of Social Work Online		\$450.00	\$450.00	\$450.00	\$0.00	0.0%
53 Org. Perf. & Workplace Learn. Res		\$345.00	\$450.00	\$450.00	\$105.00	30.4%
54 Org. Perf. & Workplace Learn. NR		\$415.00	\$450.00	\$450.00	\$35.00	8.4%
55 Other Fees:						
56 Western Undergrad Exchange	**	\$3,438.00	\$3,566.00	\$3,566.00	\$128.00	3.7%
57 Overload fee		\$184.00	\$197.00	\$197.00	\$13.00	7.1%
58 In-service Fees/Cr Hr - Undergrad	**	\$106.00	\$111.00	\$111.00	\$5.00	4.7%
59 In-service Fees/Cr Hr - Grad	**	\$132.00	\$139.00	\$139.00	\$7.00	5.3%
60 New Student Orientation Fee	**	\$175.00	\$175.00	\$175.00	\$0.00	0.0%
61						
62						
63						
64						
65						
66						

BOISE STATE UNIVERSITY

Potential Student Fee Revenue Changes for FY 2017

Due to Enrollment and Fee Changes

	Projected		Potential Revenue Generated					
	HC/SCH Count		Changes due to Count		Fee Changes		Total Rev Chge	
	FY16	FY17	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Student Fees:								
1 Full-time Fees:								
2 Tuition (Unrestricted)	11,800	12,100	\$1,429,900		\$1,528,200		\$2,958,100	
3 Technology Fee	11,800	12,100		65,300		239,600		304,900
4 Facilities Fees	11,800	12,100		337,100		1,210,000		1,547,100
5 Student Activity Fees	11,800	12,100		230,000		144,000		374,000
6 Total Full-time Fees			1,429,900	632,400	1,528,200	1,593,600	2,958,100	2,226,000
7								
8 Part-time Credit Hour Fees:								
9 Education Fee	57,846	51,920	(\$1,047,900)		\$1,038,400		(\$9,500)	
10 Technology Fee	57,846	51,920		(57,200)		13,000		(44,200)
11 Facilities Fees	57,846	51,920		(293,900)		157,300		(136,600)
12 Student Activity Fees	57,846	51,920		(218,800)		(118,400)		(337,200)
13 Total Part-time Cr Hr Fees:			(1,047,900)	(569,900)	1,038,400	51,900	(9,500)	(518,000)
14								
15 Summer Fees:								
16 Education Fee	28,300	32,900	\$859,400		\$338,900		\$1,198,300	
17 Technology Fee	28,300	32,900		44,400		8,200		52,600
18 Facilities Fees	28,300	32,900		222,600		139,200		361,800
19 Student Activity Fees	28,300	32,900		111,000		336,200		447,200
20 Total Summer Fees:			859,400	378,000	338,900	483,600	1,198,300	861,600
21								
22 Other Student Fees:								
23 Graduate Fees:								
24 Full-time Grad/Prof	580	650	\$90,400		\$24,700		\$115,100	
25 Part-time Graduate/Hour	5,600	7,000	119,000		-		119,000	
26 Nonresident Tuition:								
27 Nonres Tuition - full-time	1,720	1,720	-		687,800		687,800	
28 Nonres Fees - part-time	5,444	5,444	-		108,900		108,900	
29 Professional Fees:								
30 Undergrad. Nursing - Con't Students	265	265		-		-		-
31 Undergrad. Nursing - New Students	65	65		-		-		-
32 Self-Support Program Fees:								
33 Bachelor Business / Accountancy: T	943	973		8,900		-		8,900
34 Executive MBA	700	700		-		-		-
35 MBA Online	2,947	2,947		-		-		-
36 Bachelor of Criminal Justice: Twin F	320	320		-		-		-
37 Master of Social Work: Twin Falls &	2,384	2,384		-		-		-
38 Bachelor of Social Work: Twin Falls	291	291		-		-		-
39 Graduate Certificate in Victim Serv	8	8		-		-		-
40 Graduate Certificate in Conflict Mgr	292	292		-		8,200		8,200
41 Doctor of Nurse Practice (DNP)	398	381		(10,200)		57,200		47,000
42 Adult Gerontology Nurse Practitione	796	1,086		174,000		162,900		336,900
43 B.S. in Nursing (RN to BSN)	5,715	5,715		-		-		-
44 B.S. Respiratory Care (R.R.T. to B.S	2,667	2,667		-		-		-
45 EdTech Masters and Grad Certificat	4,938	4,728		(79,700)		269,000		189,300
46 EdTech PhD	660	762		48,600		54,400		103,000
47 M.Ed., Specialist in Exec. Ed. Leade	227	227		-		-		-
48 Math Consulting Teacher Endorsemen	698	698		-		-		-
49 M.A. in Education, Literacy	466	466		-		-		-
50 M.A. in Education, Bilingual / ENL E	80	80		-		-		-
51 Master of Athletic Leadership	468	468		-		-		-
52 Master of Bilingual Ed/ESL: Canyon	282	282		-		-		-
53 Online Program Fees								
54 Bachelor of Science in Imaging Scie	356	3,524		1,251,400		-		1,251,400
55 Grad. Certificate in Healthcare Simu	57	78		12,600		-		12,600
56 Master of Social Work Online	225	2,579		1,059,300		-		1,059,300
57 Org. Perf. & Workplace Learn. Res	602	602		-		63,200		63,200
58 Org. Perf. & Workplace Learn. NR	1,330	1,330		-		46,600		46,600
59 Other Fees:								
60 Western Undergrad Exchge	93	93	-		11,800		11,800	
61 Overload Fee	1,750	1,750	-		22,800		22,800	
62 In-service Fees/Cr Hr - Undergrad			-				-	
63 In-service Fees/Cr Hr - Grad	2,050	2,009	(5,400)		14,100		8,700	
64 New Student Orientation Fee	2,880	2,880		-		-	-	
65 Total Other Student Fees			\$204,000	2,464,900	\$870,100	661,500	\$1,074,100	3,126,400
66 Total Additional Student Fee Revenue			1,445,400	2,905,400	3,775,600	2,790,600	5,221,000	5,696,000

Boise State University
FY17 Revenue Needs (Not funded by via the FY2017 Legislative Appropriation)
Submitted to SBOE on 3.15.16

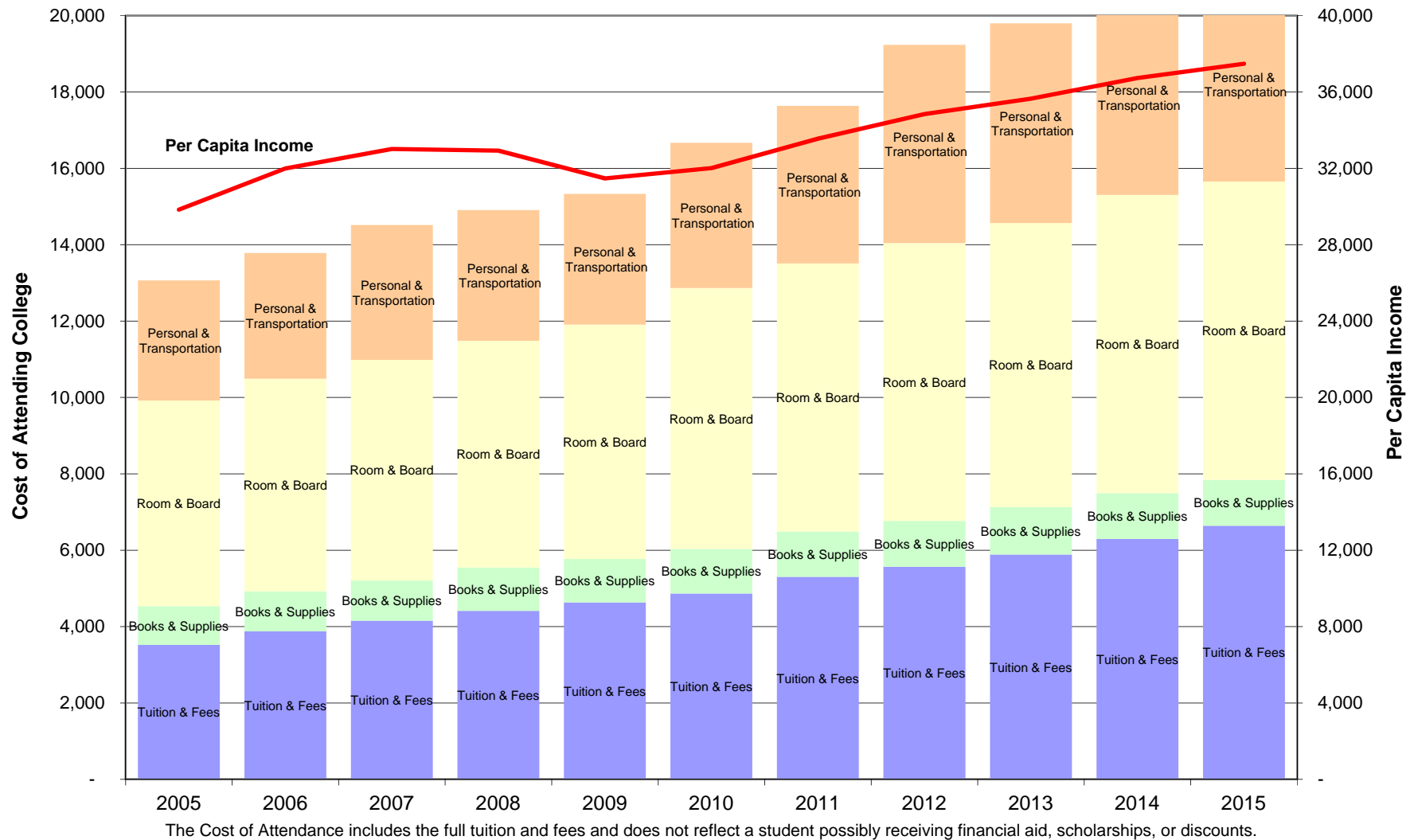
	Total Dedicated	Not fund at all next year	Fund with Tuition Request	Fund with Summer Enrollment and Other	Reallocation of University Budget	One time funding from reserves and salary savings
NON-CEC DECISION UNITS						
10.11 Change in Health Benefit Costs Fund Shift	\$ 796,400		796,400			
10.12 Change in Variable Benefit Costs Fund Shift	46,800		46,800			
10.21 General Inflation Adjustment	549,700			549,700		
10.25 Inflationary Adjustment - Library	34,400		34,400			
10.31 Replacement Item	306,100			306,100		
CEC DECISION UNITS						
10.61 Salary Multiplier Regular Employees Fund Shift	1,777,500		1,777,500			
10.61 OT Salary Multiplier Regular Employees Fund Shift	68,400		68,400			
10.64 27th Payroll	2,280,700					2,280,700
OTHER ITEMS						
12.05 Complete College Idaho - JFAC approved \$962,400	4,379,100	4,379,100				
Commitments on Record as of 2/19/16	1,859,445					1,859,445
True Blue Scholarships	1,000,000			504,668		
Summer Session Faculty Expenses and Incentive Funds	927,732			927,732		
Reserve fund for net income ratio 2%	3,540,000	3,540,000				
Faculty Promotions	225,700		225,100			
TOTAL NEED	\$ 17,791,977	\$ 7,919,100	\$ 2,948,600	\$ 2,288,200	\$ -	\$ 4,140,145
Revenue Generated - Tuition Only			2,948,600			
Revenue Generated - Summer Enrollment and Other			2,288,200			
			5,236,800			

BOISE STATE UNIVERSITY

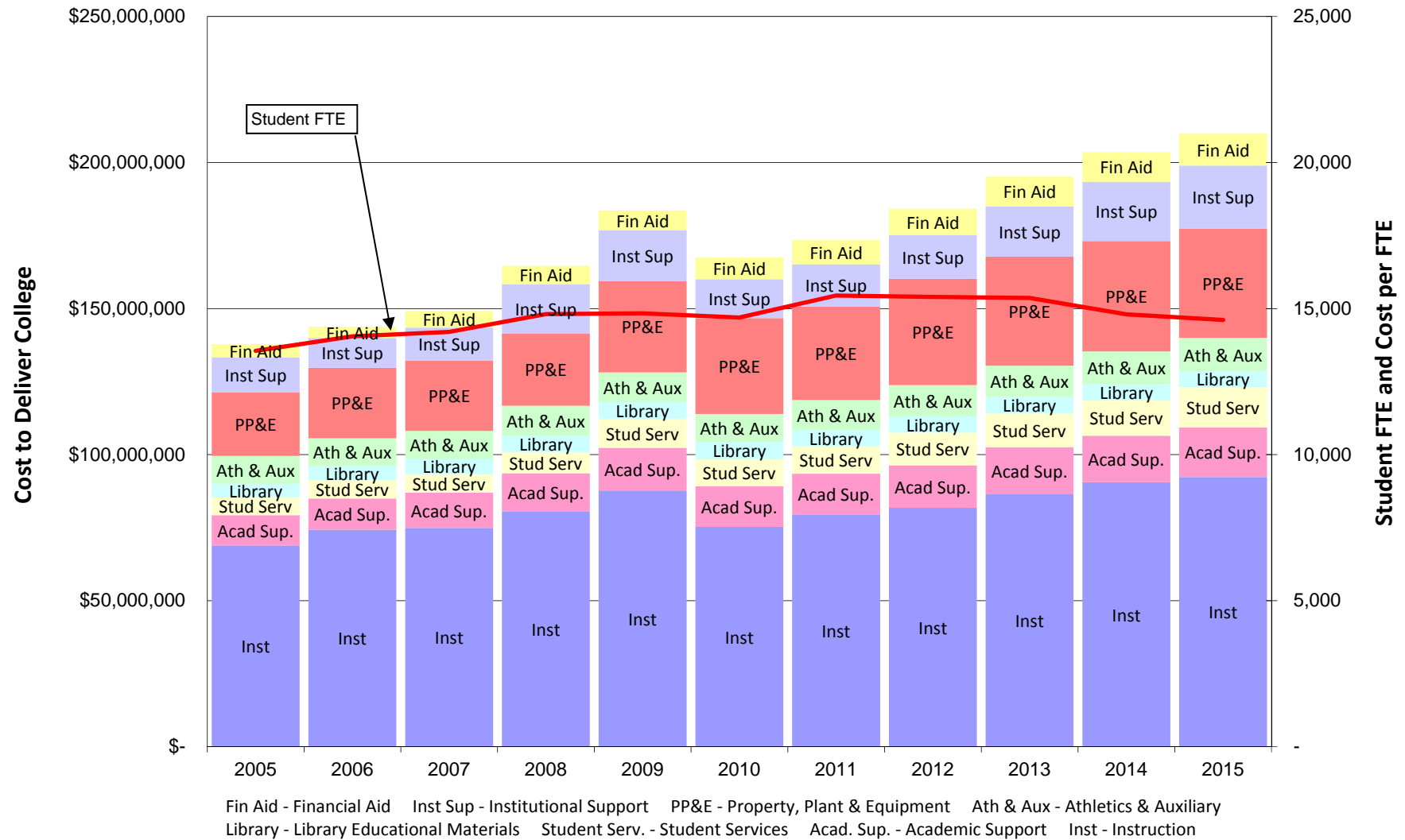
4-year History of Board Approved Fees plus FY16 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:		FY 2013	FY 2014	FY 2015	FY 2016	Request FY 2017	4-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$3,990.60	\$4,309.20	\$4,620.50	\$4,766.20	\$4,892.50	\$901.90	22.6%
3	Technology Fee	149.50	185.50	198.50	217.68	237.48	87.98	58.8%
4	Facilities Fees	1,030.00	1,066.00	1,066.00	1,123.58	1,223.58	193.58	18.8%
5	Student Activity Fees	713.90	731.30	755.00	766.54	778.44	64.54	9.0%
6	Total Full-time Fees	\$5,884.00	\$6,292.00	\$6,640.00	\$6,874.00	\$7,132.00	\$1,248.00	21.2%
7	Percentage Increase	5.7%	6.9%	5.5%	3.5%	3.8%		
8								
9	Part-time Credit Hour Fees							
10	Education Fee	\$160.47	\$166.25	\$169.25	\$176.83	\$196.83	\$36.36	22.7%
11	Technology Fee	8.65	9.45	9.45	9.65	9.90	1.25	0.0%
12	Facilities Fees	49.40	49.60	49.60	49.60	52.63	3.23	0.0%
13	Student Activity Fees	33.48	34.70	35.70	36.92	34.64	1.16	3.5%
14	Total Part-time Cr Hr Fees	\$252.00	\$260.00	\$264.00	\$273.00	\$294.00	\$42.00	16.7%
15								
16	Summer Fees							
17	Education Fee	\$164.97	\$170.60	\$177.60	\$186.83	\$197.13	\$32.16	19.5%
18	Technology Fee	8.65	9.45	9.65	9.65	9.90	1.25	14.5%
19	Facilities Fees	49.50	49.70	48.40	48.40	52.63	3.13	6.3%
20	Student Activity Fees	21.88	22.25	24.35	24.12	34.34	12.46	56.9%
21	Total Summer Fees	\$245.00	\$252.00	\$260.00	\$269.00	\$294.00	\$49.00	20.0%
22								
23	Other Student Fees							
24	Graduate Fees:							
25	Full-time Grad/Prof	\$1,089.00	\$1,140.00	\$1,184.00	\$1,290.00	\$1,328.00	\$239.00	21.9%
26	Part-time Graduate/Hour	\$60.50	\$64.00	\$67.00	\$85.00	\$85.00	\$24.50	40.5%
27	Nonresident Tuition:							
28	Nonres Tuition - Full Time	\$11,440.00	\$12,600.00	\$12,852.00	\$14,050.00	\$14,450.00	\$3,010.00	26.3%
29	Nonres Tuition - Part Time	\$101.20	\$112.00	\$200.00	\$250.00	\$270.00	\$168.80	166.8%
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	Bachelor Business / Accountancy: Twin Fall	NA	\$275.00	\$286.00	\$297.00	\$297.00	New	New
35	Executive MBA	\$1,117.50	\$1,117.50	\$1,215.00	\$1,215.00	\$1,215.00	\$97.50	8.7%
36	MBA Online	NA	\$750.00	\$750.00	\$750.00	\$750.00	New	New
37	Bachelor of Criminal Justice: Twin Falls	NA	\$265.00	\$275.00	\$275.00	\$375.00	New	New
38	Master of Social Work: Twin Falls & N.I.	\$330.00	\$330.00	\$380.00	\$380.00	\$380.00	\$50.00	15.2%
39	Bachelor of Social Work: Twin Falls	NA	\$265.00	\$275.00	\$275.00	\$275.00	New	New
40	Graduate Certificate in Victim Services	NA	NA	\$340.00	\$340.00	\$340.00	New	New
41	Graduate Certificate in Conflict Mgmt.	\$301.00	\$328.00	\$328.00	\$341.00	\$369.00	\$68.00	22.6%
42	Doctor of Nurse Practice (DNP)	NA	\$600.00	\$600.00	\$600.00	\$750.00	New	New
43	Adult Gerontology Nurse Practitioner (AGNI)	NA	\$600.00	\$600.00	\$600.00	\$750.00	New	New
44	B.S. in Nursing (RN to BSN)	\$335.00	\$335.00	\$335.00	\$335.00	\$335.00	\$0.00	0.0%
45	B.S. Respiratory Care (R.R.T. to B.S.)	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$0.00	0.0%
46	Master of Educational Technology	\$379.00	\$379.33	\$379.33	\$379.33	\$436.23	\$57.23	15.1%
47	Master of Science EdTech	\$379.00	\$379.33	\$379.33	\$379.33	\$436.23	\$57.23	15.1%
48	EdTech Graduate Certificates	\$379.00	\$379.33	\$379.33	\$379.33	\$436.23	\$57.23	15.1%
49	EdTech PhD	\$476.00	\$476.00	\$476.00	\$476.00	\$547.40	\$71.40	15.0%
50	M.Ed., Specialist in Exec. Ed. Leadership	NA	NA	\$420.00	\$420.00	\$420.00	New	New
51	Math Consulting Teacher Endorsement Cer	NA	NA	\$225.00	\$225.00	\$225.00	New	New
52	M.A. in Education, Literacy	\$319.00	\$375.00	\$375.00	\$375.00	\$375.00	\$56.00	17.6%
53	M.A. in Education, Bilingual / ENL Education	\$319.00	\$375.00	\$375.00	\$375.00	\$375.00	\$56.00	17.6%
54	Master of Athletic Leadership	NA	NA	\$340.00	\$340.00	\$340.00	New	New
55	Master of Bilingual Ed/ESL: Canyon Cty	\$319.00	\$329.00	\$329.00	\$329.00	\$329.00	\$10.00	3.1%
56	Online Program Fees							
57	Bachelor of Science in Imaging Science	NA	NA	NA	\$395.00	\$395.00	New	New
58	Grad. Certificate in Healthcare Simulation	NA	NA	NA	\$600.00	\$600.00	New	New
59	Master of Social Work Online	NA	NA	NA	\$450.00	\$450.00	New	New
60	Other Fees:							
61	Western Undergrad Exchge	\$2,942.00	\$3,146.00	\$3,320.00	\$3,438.00	\$3,566.00	\$624.00	21.2%
62	Overload fee	\$252.00	\$166.00	\$170.00	\$184.00	\$197.00	(\$55.00)	-21.8%
63	In-service Fees/Cr Hr - Undergrad	\$96.00	\$100.00	\$103.00	\$106.00	\$111.00	\$15.00	15.6%
64	In-service Fees/Cr Hr - Grad	\$115.00	\$121.00	\$125.00	\$132.00	\$139.00	\$24.00	20.9%
65	New Student Orientation Fee	\$160.00	\$160.00	\$175.00	\$175.00	\$175.00	\$15.00	9.4%

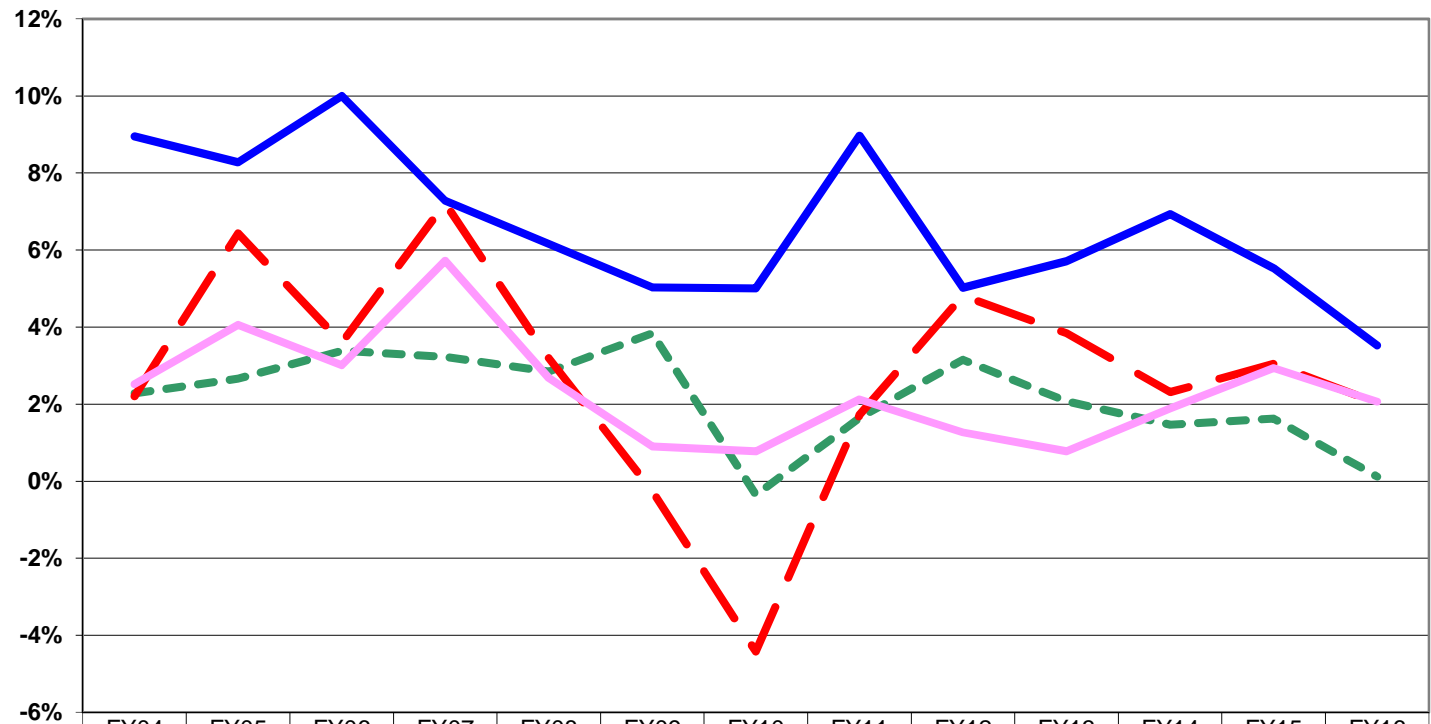
Cost of Attending College vs. Per Capita Income Boise State University



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	FY16
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%	0.12%
Idaho Per Capita Income	2.21%	6.44%	3.59%	7.22%	3.19%	-0.26%	-4.42%	1.72%	4.81%	3.84%	2.31%	3.04%	2.03%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.78%	1.89%	2.94%	2.07%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2016

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Self-Support Programs

The following are the Boise State University Self-Support programs and Online Fee 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.

Graduate Certificate in Conflict Management

The Conflict Management Certificate Program requests a \$28 increase to the current \$341 fee per credit for a new fee of \$369 per credit. The purpose is to cover the additional program costs, including CEC and benefit rate increases, as well as funding an additional lecturer.

Doctor of Nurse Practice (DNP) and Adult Gerontology Nurse Practitioner (AGNP)

This program currently charges \$600 per credit and is proposing an increase to \$750 per credit. The current per credit rate is not sufficient to maintain these high cost programs under a self-support model. In addition to CEC and increasing benefit costs, the programs have numerous unique program specific costs such as an unforeseen need for having to obtain or upgrade clinical technology and costs related to having to hire experienced faculty out of state to come to campus for clinicals. Both programs have experienced large enrollment growth since inception and achieved their enrollment goals.

EdTech Programs

The EdTech Department requests increases to their graduate programs to cover increasing personnel costs and maintain program quality and support. The program seeks to increase the current fee per credit from \$379.33 to \$436.23 for Master programs and graduate certificates and from \$476 to \$547.40 for the PhD program.

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**Organizational Performance and Workplace Learning (OPWL)
Fee increase proposal – FY17**

The Organizational Performance and Workplace Learning program was launched as an innovative program in 1988, well before the State Board's self-support policy in 2007 and the establishment of the online program fee in 2015. Given these changes, Boise State proposes that the OPWL program adopt the online program fee in order to align this program's financial arrangements and fee structure with existing policies. This proposal transitions OPWL from its current pricing model to a new single fee online program fee. The program meets all of the criteria established for utilizing the new online program fee including:

- 1) All of OPWL's programs are fully online;
- 2) The program is included in, and not separate from, the University's finances;
- 3) The program needs to move away from nonresident tuition to be competitive and aligned with the marketplace.

Because the program has not increased its fees since 2007 and is now requesting an increase, it is appropriate to consider this change at this time. See below for details and rationale.

Proposed per credit fee in FY17: To merge and increase the OPWL online course fee from a two-fee per credit structure into a single fee per credit structure of \$450.

Compelling rationale for the fee increase:

- At the present time there is a two-fee structure for the OPWL online classes which causes some difficulty: \$345 for resident students and \$415 for nonresident students.
 - There are two sections that have to be listed for each class because of the difference in fees charged, even though each section is actually part of the same class.
 - Students oftentimes register in the wrong section and have to be asked to move to the correct section.
- The OPWL online fees per credit have not been increased since 2007.
- Over the past decade the cost of doing business and keeping up with changes in the department, including adding new faculty, changes in technology and other changes, have increased, but the fee per credit has not.
- Faculty workload reports are an issue due to the two fee structure because each class section is listed separately even though the two sections are actually taught as one online class. Therefore, it appears that a faculty member is teaching small enrollment classes.
- The \$450 fee per credit will still be lower than the median course fees at a sample of U.S. universities. This, however, will still place the department in a competitive position to attract students to the OPWL programs.
- Moving to one fee will have a greater impact on resident students (\$105/per credit resident increase vs \$35/per credit non-resident increase) and to make the fee

BUSINESS AFFAIRS AND HUMAN RESOURCES

APRIL 14, 2016

increase equitable but still provide a single fee structure, the OPWL program proposes to provide a \$70 per credit fee waiver to those residents enrolled during AY16 through the end of the fall 2018 semester. The 10 semesters allowed between fall 2015 and fall 2018 represents the time-to-completion for approximately 85% of the graduates and provides those students with an additional incentive to persist semester-to-semester.

- Beginning in fall 2016, our admitted OPWL current resident and non-resident students will see an effective increase of \$35/credit. Any grandfathered admitted OPWL student remaining in the program after the fall 2018 semester will pay the per credit rate that is in effect at that time.
- All new fall 2016 students and non-admitted OPWL students will pay the \$450/credit fee, regardless of residency status.

Two year history (FY15 and FY16) regarding the per-credit fee charged and the program's enrollments in credit hours and head count.

Current rates:

Resident fee: \$345/credit

Nonresident fee: \$415 per credit

FY15: Summer and Fall 2014 and Spring 2015

Total credits: 1,928

Head count: 225

FY16: Summer and Fall 2015 and Spring 2016

Total credits: 1,932 (estimate)

Head count: 205 (estimate)

Projected enrollments in credit hours and headcount for FY17:

Summer and Fall 2016 and Spring 2017

Total estimated credits: 1,932

Head count estimated: 205

IDAHO STATE UNIVERSITY

FY 2017 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Page 37
- Provided by Board Staff:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2017 Page 39
 - Potential (T&F) Revenue Changes for FY 2017 Page 40
 - Schedule of non-state revenues needed to cover FY 2017 itemized expenses Page 41
 - 4-year History: Board Approved T&F plus FY 2017 Recommended T&F Page 42
 - Chart: Cost of Attending College vs. Per Capita Income Page 43
 - Chart: Cost to Deliver College Page 44
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Page 45
- Request for Increase to Professional Fees Page 46

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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, again, significantly modified this year to allow for an earlier commitment to proposed tuition and fee levels. Although continued discipline in our budget setting and management process has been essential to enabling us to make these proposed commitments, unforeseen and undesirable financial events continue to occur, such as uneven cash flows due to enrollment fluctuations and unfunded mandates, as well as operational disruptions due to building and/or system failures. 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 22nd & 23rd, 2016. 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 2017, 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 10, 2016.

Matriculation and Other General Education Fees (\$115,400)

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. The proposed increase to tuition will generate an approximate additional amount of \$2,543,200. As mentioned, this amount will be used to fund ongoing strategic priorities such as academic and institutional support, unfunded personnel costs, inflation, graduate and teaching assistants, and student services. Although our current financial situation could argue for a higher increase, we have limited our request to a 2.5% increase for tuition price competitive reasons.

Alternatively, due to continuing enrolment challenges, the projected revenue decline from enrollment changes is approximated to be a loss of (\$2,658,600). As a result, the net revenue change from tuition and enrollment adjustments is (\$115,400). The University plans to address its enrollment challenges by implementing a number of new financial incentive and financial aid programs for students.

Additional Student Financial Incentives and Financial Aid Programs

Beginning in the fall 2016 semester, if approved, the University will be adopting new tuition and financial aid incentives, which include the following:

Tuition Lock

This program will ensure that the “base” tuition rate first charged to a resident undergraduate student will remain constant for a period of four continuous academic years following initial enrollment. In addition to providing much needed assistance to students, the goal of this program is to provide some enrollment predictability and to incentivize timely completion. The qualifying student criteria are as follows:

- Idaho resident
- Full-time student taking a minimum of 15 credits
- New, first-time freshmen
- Degree-seeking student
- Good academic standing with a minimum GPA of 2.0 (matches our current standard for continual enrollment and graduation)
- Must be continuously enrolled (fall and spring semesters), unless a student experiences an absence due to being a military student who is called to active duty, or is on a religious mission/humanitarian leave.

Early College “Step-Ahead” Program

Idaho residents that complete early college courses at ISU will be eligible for an additional \$1,000 total scholarship that will be provided in separate, equal amounts during a student’s enrollment, such as \$500 in the first year and \$500 in the last year.

Bengal Retention Grant

A new need-based scholarship program for current full-time ISU students with a minimum GPA of 3.0, are Pell Grant eligible, have declared a major, and are not in an oversubscribed program. An amount is yet to be determined.

Student Activity Fees \$313,257

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 December to review proposals and presentations for student activity fees. A proposal was developed and presented to the SBCC on January 13th. Student leadership and members of the committee are proposing a minimum increase necessary to fund the increase in health insurance and CEC. It is important to note, however, that the increase in student activity fees will not provide funding sufficient to fully cover all personnel and benefit costs in local funds, or expand programs or positions that benefit students. Focus was placed on supporting currently funded programs adequately before adding any new fees. This is only the second increase in many of these fees in over eight years.

The overall rate of undergraduate tuition and fee increase in this proposal is 2.5%, which represents a lower increase than we had last year and our lowest increase in 28 years.

IDAHO STATE UNIVERSITY

Changes to Student Fees for FY 2017 Annual Full-Time Fees and Part-Time Credit Hours Fees

		Bd	FY16	FY17	Requested		
Student Fees:		Appv	Fees	Initial Notice	FY17 Fees	Change	% Chg.
1	Full-time Fees:						
2	Tuition	**	\$5,105.06	\$5,242.64	\$5,242.64	\$137.58	2.7%
3	Technology Fee	**	166.80	166.80	166.80	0.00	0.0%
4	Facilities Fees	**	510.00	510.00	510.00	0.00	0.0%
5	Student Activity Fees	**	1,002.14	1,036.56	1,036.56	34.42	3.4%
6	Total Full-time Fees		<u>\$6,784.00</u>	<u>\$6,956.00</u>	<u>\$6,956.00</u>	<u>\$172.00</u>	<u>2.5%</u>
7							
8	Part-time Credit Hour Fees:						
9	Education Fee	**	\$290.00	\$297.53	\$297.53	\$7.53	2.6%
10	Technology Fee	**	6.15	6.15	6.15	0.00	0.0%
11	Facilities Fees	**	0.00	0.00	0.00	0.00	0.0%
12	Student Activity Fees	**	42.85	44.32	44.32	1.47	3.4%
13	Total Part-time Cr Hr Fees:		<u>\$339.00</u>	<u>\$348.00</u>	<u>\$348.00</u>	<u>\$9.00</u>	<u>2.7%</u>
14							
15	Other Student Fees:						
16	Graduate Fees:						
17	Full-time Tuition/Fees	**	\$6,894.00	\$7,239.00	\$7,239.00	\$345.00	5.0%
18	Full-time Grad Fee	**	\$1,226.00	\$1,263.00	\$1,263.00	\$37.00	3.0%
19	Part-time Tuition/Fees	**	\$344.00	\$362.00	\$362.00	\$18.00	5.2%
20	Part-time Grad Fee	**	\$62.00	\$64.00	\$64.00	\$2.00	3.2%
21	Nonresident Tuition:						
22	Full-time Nonres Tuition	**	\$13,398.00	\$14,068.00	\$14,068.00	\$670.00	5.0%
23	Full-time Grad Fee	**	1,226.00	1,276.00	1,276.00	\$50.00	4.1%
24	Part-time Nonres Tuition	**	217.00	228.00	228.00	11.00	5.1%
25	Part-time Grad Fee	**	62.00	65.00	65.00	3.00	4.8%
26	Professional Fees:						
27 (Note A)	PharmD - Resident	**	\$10,030.00	\$10,330.00	\$10,330.00	\$300.00	3.0%
28	PharmD - Nonres	**	\$14,940.00	\$14,940.00	\$14,940.00	\$0.00	0.0%
29	Phys Therapy - Resident	**	\$3,172.00	\$3,630.00	\$3,630.00	\$458.00	14.4%
30	Phys Therapy - Nonres	**	\$8,640.00	\$8,640.00	\$8,640.00	\$0.00	0.0%
31	Occu Therapy - Resident	**	\$2,720.00	\$2,818.00	\$2,818.00	\$98.00	3.6%
32	Occu Therapy - Nonres	**	\$6,850.00	\$7,098.00	\$7,098.00	\$248.00	3.6%
33	Physician Assistant - Resident	**	\$19,815.00	\$20,115.00	\$20,115.00	\$300.00	1.5%
34	Physician Assistant - Nonres	**	\$20,625.00	\$20,625.00	\$20,625.00	\$0.00	0.0%
35	Nursing-BSN	**	\$1,780.00	\$1,780.00	\$1,780.00	\$0.00	0.0%
36	Nursing-MSN	**	\$2,160.00	\$2,160.00	\$2,160.00	\$0.00	0.0%
37	Nursing-PhD	**	\$2,170.00	\$2,170.00	\$2,170.00	\$0.00	0.0%
38	Nursing-DNP	**	\$3,880.00	\$3,880.00	\$3,880.00	\$0.00	0.0%
37	Speech Language Path MS (Cr Hr)	**	\$60.00	\$60.00	\$60.00	\$0.00	0.0%
38 (Note A)	Speech Language Online PreProf (C	**	\$210.00	\$245.00	\$245.00	\$35.00	16.7%
39 (Note A)	Speech Language Online MS (Cr Hr	**	\$435.00	\$470.00	\$470.00	\$35.00	8.0%
40	Audiology AuD (Cr Hr)	**	\$55.00	\$60.00	\$60.00	\$5.00	9.1%
41 (Note A)	Dental Hygiene BS (Junior/Senior)	**	\$720.00	\$2,090.00	\$2,090.00	\$1,370.00	190.3%
42 (Note A)	Dental Hygiene MS-Didactic (Cr Hr)	**	\$105.00	\$143.00	\$143.00	\$38.00	36.2%
43	Dental Hygiene MS-Clinical (Cr Hr)	**	\$349.00	\$349.00	\$349.00	\$0.00	0.0%
44 (Note A)	Dental Hygiene MS-Thesis (Cr Hr)	**	\$210.00	\$250.00	\$250.00	\$40.00	19.0%
45	Counseling-Graduate	**	\$990.00	\$990.00	\$990.00	\$0.00	0.0%
46	Radiographic Science	**	\$830.00	\$830.00	\$830.00	\$0.00	0.0%
47 (Note A)	Clinical Lab Science	**	\$970.00	\$1,420.00	\$1,420.00	\$450.00	46.4%
48	Paramedic Science	**	\$1,370.00	\$1,412.00	\$1,412.00	\$42.00	3.1%
49	Dietetics	**	\$2,900.00	\$2,900.00	\$2,900.00	\$0.00	0.0%
50	Social Work	**	\$250.00	\$250.00	\$250.00	\$0.00	0.0%
51	Athletic Training MS	**	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.0%
52	Idaho Dental Education (IDEP)		\$25,705.00	\$27,648.00	\$27,648.00	\$1,943.00	7.6%
53	Other Fees:						
54	Western Undergrad Exchge	**	\$3,392.00	\$3,478.00	\$3,478.00	\$86.00	2.5%
55	In-service Fees/Cr Hr - Undergrad	**	\$106.00	\$111.00	\$111.00	\$5.00	4.7%
56	In-service Fees/Cr Hr - Grad	**	\$132.00	\$139.00	\$139.00	\$7.00	5.3%
57	New Student Orientation Fee	**	\$100.00	\$100.00	\$100.00	\$0.00	0.0%

59 Note A: Due to a change to Idaho State Board of Education Policy V.R.3.b.iv. referencing professional fees, course fees associated with a program that has professional fees are now prohibited. As a result, the proposed increase to some professional fees includes existing course fees that are now prohibited as a separate fee. The overall net increase to professional fees meets the competitive test.

**The Full-time fee & Part-time credit hour fee are effective Fall Semester 2016.
Summer session fees are at the Part-time fee rate - effective Summer 2017.**

IDAHO STATE UNIVERSITY

Potential Student Fee Revenue Changes for FY 17 Due to Enrollment and Fee Changes

	Projected HC/SCH Count		Potential Revenue Generated					
	FY16	FY17	Changes due to Count		Fee Changes		Total Rev Chge	
Student Fees:			Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
1 Full-time Fees:								
2 Tuition	7,000	6,535	(\$2,373,900)		\$899,100		(\$1,474,800)	
3 Technology Fee	7,000	6,535		(77,600)		0		(\$77,600)
4 Facilities Fees	7,000	6,535		(237,200)		0		(\$237,200)
5 Student Activity Fees	7,000	6,535		(466,000)		224,900		(\$241,100)
6 Total Full-time Fees			(\$2,373,900)	(\$780,800)	\$899,100	\$224,900	(1,474,800)	(555,900)
7								
8 Part-time Credit Hour Fees:								
9 Tuition	39,655	39,900	\$71,100		\$300,400		\$371,500	
10 Technology Fee	39,655	39,900		1,500		0		\$1,500
11 Facilities Fees	39,655	39,900		0		0		\$0
12 Student Activity Fees	39,655	39,900		10,500		58,700		\$69,200
13 Total Part-time Cr Hr Fees:			\$71,100	\$12,000	\$300,400	\$58,700	371,500	70,700
14								
15 Other Student Fees:								
16 Graduate Fees:								
17 Full-time Tuition/Fees	926	865	(\$318,100)	(\$102,400)	\$268,700	\$29,800	(49,400)	(\$72,600)
18 Full-time Grad Fee	584	543	(\$50,300)		\$20,100		(30,200)	\$0
19 Part-time Tuition/Fees	6,345	6,600	75,200	12,500	109,100	9,700	184,300	\$22,200
20 Part-time Grad Fee	4,569	4,764	12,100		9,500		21,600	\$0
21 Nonresident Tuition:								
22 Full-time Nonres Tuition	1224	1314	602,900		\$880,400		1,483,300	\$0
23 Full-time Grad Fee	342	322	(12,300)		16,100		3,800	\$0
24 Part-time Nonres Tuition	1,600	2,000	86,800		22,000		108,800	\$0
25 Part-time Grad Fee	1,776	1,836	3,700		5,500		9,200	
24 Professional Fees:								
25 PharmD - Resident	256	280		240,700		84,000	-	\$324,700
26 PharmD - Nonres	24	50		388,400		0	-	\$388,400
27 Phys Therapy - Resident	53	50		(9,500)		22,900	-	\$13,400
28 Phys Therapy - Nonres	17	13		(34,600)		0	-	(\$34,600)
29 Occu Therapy - Resident	25	25		0		2,500	-	\$2,500
30 Occu Therapy - Nonres	12	5		(48,000)		1,200	-	(\$46,800)
31 Physician Assistant - Resident	80	80		0		24,000	-	\$24,000
32 Physician Assistant - Nonres	40	40		0		0	-	\$0
33 Nursing-BSN	238	170		(121,000)		0	-	(\$121,000)
34 Nursing-MSN	15	10		(10,800)		0	-	(\$10,800)
35 Nursing-PhD	4	5		2,200		0	-	\$2,200
36 Nursing-DNP	15	25		38,800		0	-	\$38,800
35 Speech Language Path MS (Cr Hr)	1,708	1,800		5,500		0	-	\$5,500
36 Speech Language Online PreProf (C	2,106	2,800		145,700		98,000	-	\$243,700
37 Speech Language Online MS (Cr H	673	950		120,500		33,300	-	\$153,800
38 Audiology AuD (Cr Hr)	591	630		2,100		3,200	-	\$5,300
39 Dental Hygiene BS (Junior/Senior)	60	45		(10,800)		61,700	-	\$50,900
40 Dental Hygiene MS-Didactic (Cr Hr)	208	150		(6,100)		5,700	-	(\$400)
41 Dental Hygiene MS-Clinical (Cr Hr)	23	0		(8,000)		0	-	(\$8,000)
42 Dental Hygiene MS-Thesis (Cr Hr)	55	65		2,100		2,600	-	\$4,700
43 Counseling-Graduate	60	60		0		0	-	\$0
44 Radiographic Science	36	45		7,500		0	-	\$7,500
45 Clinical Lab Science	44	44		0		19,800	-	\$19,800
46 Paramedic Science	20	20		0		800	-	\$800
47 Dietetics	18	16		(5,800)		0	-	(\$5,800)
48 Social Work	67	55		(3,000)		0	-	(\$3,000)
49 Athletic Training MS	67	5		(93,000)		0	-	(\$93,000)
50 Idaho Dental Education (IDEP)	8	8		0		15,500	-	\$15,500
51 Other Fees:								
52 Western Undergrad Exchge	128	135	23,700		11,600		35,300	\$0
53 In-service Fees/Cr Hr - Undergrad	0	0	0		0		-	\$0
54 In-service Fees/Cr Hr - Grad	6,600	650	(785,400)		4,600		(780,800)	\$0
55 New Student Orientation Fee	2,600	2,300		(30,000)		0	-	(\$30,000)
55 Total Other Student Fees			(\$361,700)	\$483,000	\$1,347,600	\$414,700	\$985,900	\$897,700
56								
57 Total Additional Student Fee Revenue			(\$2,664,500)	(\$285,800)	\$2,547,100	\$698,300	(\$117,400)	\$412,500

The schedule of "Potential Student Fee Revenue Changes for FY 17" 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. FY16 is the current year base budget while FY17 is a reflection of the anticipated FY16 actual.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2016.
Summer session fees are at the Part-time fee rate - effective Summer 2017.

Idaho State University
Schedule of tuition and fees needed to cover FY 2017 itemized expenses

	Total	Tuition Only Request	Non-Res, Grad, etc Request	Reallocation of Budget	Fund from Reserves
NON-CEC DECISION UNITS					
10.11 Change in Health Benefit Costs	\$ 397,800	397,800			
10.12 Change in Variable Benefit Costs	35,600	35,600			
10.21 General Inflation Adjustment	-				
10.25 Inflationary Adjustment - Library	-				
10.31 Repair, Replacement	-				
10.64 27th Payroll - Regular Employees	1,082,100				1,082,100
CEC DECISION UNITS					
10.61 Salary Multiplier Regular Employees	837,900	837,900			
10.62 Salary Multiplier Group and Temporary	220,900	220,900			
10.65 27th Payroll CEC - Regular Employees	32,400				32,400
Line Items					
12.01 Line Item: EWA Restoration	(1,116,000)	(1,116,000)			
12.02 Line Item: 27th Payroll & CEC - Regular Employees FS	-				
12.03 Line Item: 27th Payroll & CEC - Group Positions	291,300				291,300
12.04 Line Item: Group Positions CEC Fund Shift	-				
12.05 Line Item: 27th Payroll & CEC - Group Positions FS	-				
12.06 Line Item: CCI Retention and Completion	-				
12.07 Line Item: CCI Student Opportunity Development	-				
12.08 Line Item: Healt Sciences Expansion to Meridian	-				
12.09 Line Item: CCI Online Learning and Accessibility	-				
Revenue Changes					
Enrollment Workload Adjustment	(1,116,000)	1,116,000			
Enrollment Count Decrease	(2,658,600)				2,658,600
Endowment Increase	399,300	(399,300)			
OTHER ITEMS					
FLSA Pay/Overtime Regulation Changes	500,000				500,000
Additional Financial Aid and Financial Incentives	3,779,437				3,779,437
Academic Support	1,027,535	198,007			829,528
Critical Positions/Equity Adjustments	772,243		695,230		77,013
Enrollment Management/Recruiting	504,306				504,306
Institutional Support	1,313,287				1,313,287
Graduate/Teaching Assistants	70,670		70,670		
Library Inflation	200,000		200,000		
Student Services	286,393	286,393			
TOTAL NEED	\$ 13,611,171	\$ 1,577,300	\$ 965,900	\$ -	\$ 11,067,971

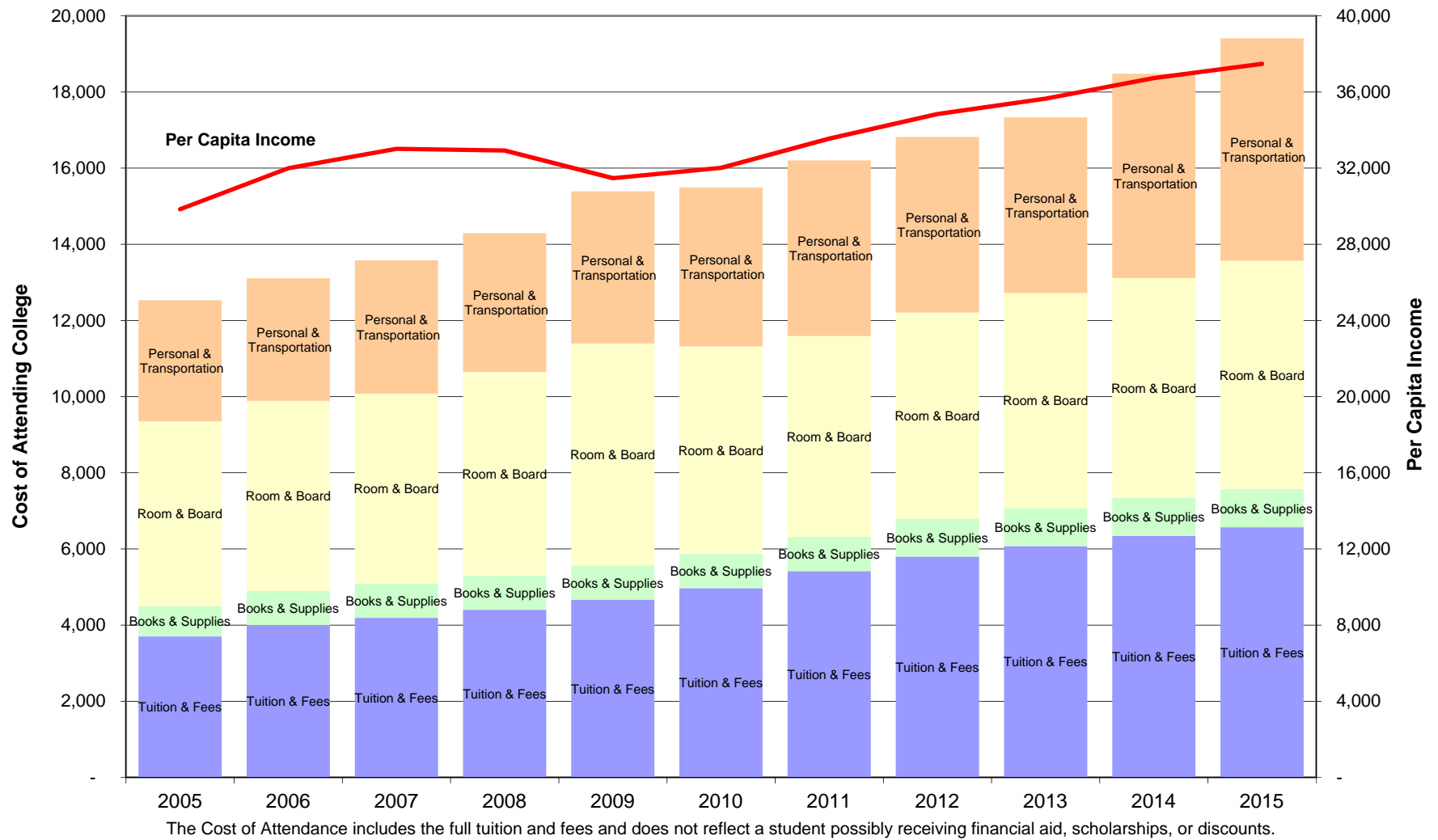
\$ 2,543,200 Total needs/tuition

IDAHO STATE UNIVERSITY

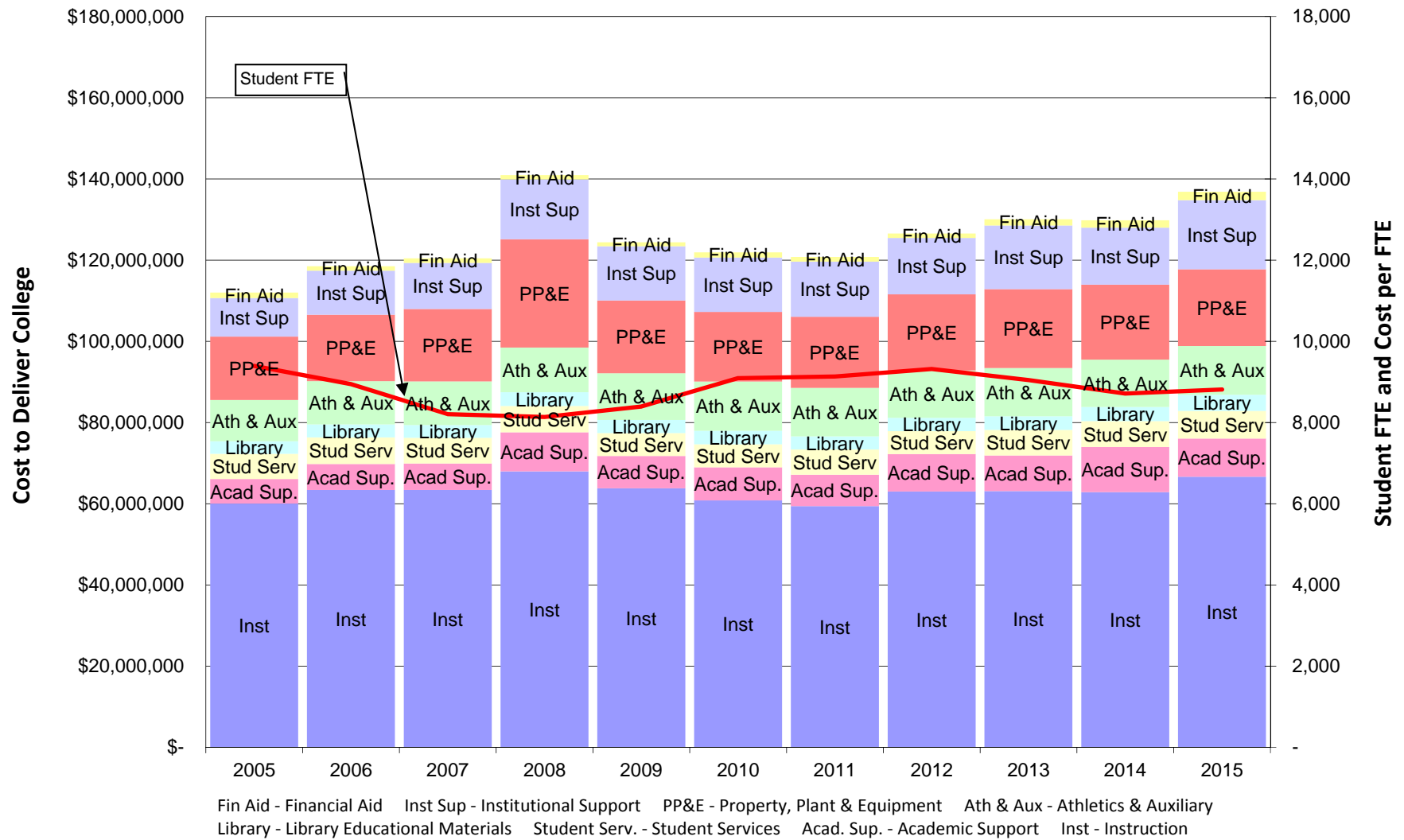
4-year History of Board Approved Fees plus FY17 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:		FY 2013	FY 2014	FY 2015	FY 2016	Request FY 2017	4-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$4,417.02	\$4,687.02	\$4,909.02	\$5,105.06	\$5,242.64	\$825.62	18.69%
3	Technology Fee	166.80	166.80	166.80	166.80	166.80	0.00	0.00%
4	Facilities Fees	510.00	510.00	510.00	510.00	510.00	0.00	0.00%
5	Student Activity Fees	976.18	980.18	980.18	1,002.14	1,036.56	60.38	6.19%
6	Total Full-time Fees	\$6,070.00	\$6,344.00	\$6,566.00	\$6,784.00	\$6,956.00	\$886.00	14.60%
7	Percentage Increase	4.7%	4.5%	3.5%	3.3%	2.5%		
8								
9	Part-time Credit Hour Fees							
10	Education Fee	\$256.19	\$268.96	\$279.96	\$290.00	\$297.53	\$41.34	16.14%
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	41.66	41.89	41.89	42.85	44.32	2.66	6.39%
14	Total Part-time Cr Hr Fees	\$304.00	\$317.00	\$328.00	\$339.00	\$348.00	\$44.00	14.47%
15								
16	Other Student Fees							
17	Graduate Fees:							
18	Full-time Grad/Prof	\$1,080.00	\$1,128.00	\$1,168.00	\$1,226.00	\$1,263.00	\$183.00	16.94%
19	Part-time Graduate/Hour	\$54.00	\$57.00	\$59.00	\$62.00	\$64.00	\$10.00	18.52%
20	Nonresident Tuition:							
21	Nonres Tuition	\$11,800.00	\$12,332.00	\$12,760.00	\$13,398.00	\$14,068.00	\$2,268.00	19.22%
22	Part-time Nonres Tuition	\$190.00	\$200.00	\$207.00	\$217.00	\$228.00	\$38.00	20.00%
23	Professional Fees:							
24	PharmD - Resident	\$9,098.00	\$9,460.00	\$9,678.00	\$10,030.00	\$10,330.00	\$1,232.00	13.54%
25	PharmD - Nonres	\$13,630.00	\$14,200.00	\$14,418.00	\$14,940.00	\$14,940.00	\$1,310.00	9.61%
26	Phys Therapy - Resident	\$2,380.00	\$2,640.00	\$2,714.00	\$3,172.00	\$3,630.00	\$1,250.00	52.52%
27	Phys Therapy - Nonres	\$6,776.00	\$7,516.00	\$7,726.00	\$8,640.00	\$8,640.00	\$1,864.00	27.51%
28	Occu Therapy - Resident	\$1,960.00	\$2,294.00	\$2,320.00	\$2,720.00	\$2,818.00	\$858.00	43.78%
29	Occu Therapy - Nonres	\$6,776.00	\$6,776.00	\$6,850.00	\$6,850.00	\$7,098.00	\$322.00	4.75%
30	Physician Assistant - Res	\$17,814.00	\$18,528.00	\$19,035.00	\$19,815.00	\$20,115.00	\$2,301.00	12.92%
31	Physician Assistant - Nonres	\$19,821.00	\$20,613.00	\$20,613.00	\$20,625.00	\$20,625.00	\$804.00	4.06%
32	Nursing-BSN	\$1,520.00	\$1,672.00	\$1,722.00	\$1,780.00	\$1,780.00	\$260.00	17.11%
33	Nursing-MSN	\$1,850.00	\$2,034.00	\$2,094.00	\$2,160.00	\$2,160.00	\$310.00	16.76%
34	Nursing-PhD	\$2,000.00	\$2,040.00	\$2,102.00	\$2,170.00	\$2,170.00	\$170.00	8.50%
35	Nursing-DNP	\$0.00	\$3,656.00	\$3,766.00	\$3,880.00	\$3,880.00	\$3,880.00	New
36	Speech Language Path MS (Cr Hr)	\$50.00	\$50.00	\$51.00	\$60.00	\$60.00	\$10.00	20.00%
37	Speech Language Online PreProf (Cr	\$196.00	\$196.00	\$200.00	\$210.00	\$245.00	\$49.00	25.00%
38	Speech Language Online MS (Cr Hr)	\$424.00	\$424.00	\$432.00	\$435.00	\$470.00	\$46.00	10.85%
39	Audiology AuD (Cr Hr)	\$50.00	\$50.00	\$51.00	\$55.00	\$60.00	\$10.00	20.00%
40	Dental Hygiene BS (Junior/Senior)	\$556.00	\$556.00	\$576.00	\$720.00	\$2,090.00	\$1,534.00	275.90%
41	Dental Hygiene MS-Didactic (Cr Hr)	\$85.00	\$85.00	\$88.00	\$105.00	\$143.00	\$58.00	68.24%
42	Dental Hygiene MS-Clinical (Cr Hr)	\$337.00	\$337.00	\$349.00	\$349.00	\$349.00	\$12.00	3.56%
43	Dental Hygiene MS-Thesis (Cr Hr)	\$170.00	\$170.00	\$176.00	\$210.00	\$250.00	\$80.00	47.06%
44	Counseling-Graduate	\$900.00	\$900.00	\$932.00	\$990.00	\$990.00	\$90.00	10.00%
45	Radiographic Science	\$690.00	\$800.00	\$824.00	\$830.00	\$830.00	\$140.00	20.29%
46	Clinical Lab Science	\$940.00	\$940.00	\$940.00	\$970.00	\$1,420.00	\$480.00	51.06%
47	Paramedic Science	\$1,300.00	\$1,300.00	\$1,312.00	\$1,370.00	\$1,412.00	\$112.00	8.62%
48	Dietetics (currently a class fee)	\$2,700.00	\$2,700.00	\$2,700.00	\$2,900.00	\$2,900.00	\$200.00	7.41%
49	Social Work	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$0.00	0.00%
50	Athletic Training	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.00%
51	Idaho Dental Education (IDEP)	\$24,260.00	\$24,254.00	\$25,020.00	\$25,705.00	\$27,648.00	\$3,388.00	13.97%
52	Other Fees:							
53	Western Undergrad Exchge	\$3,035.00	\$3,172.00	\$3,283.00	\$3,392.00	\$3,478.00	\$443.00	14.60%
54	In-service Fees/Cr Hr - Undergrad	\$96.00	\$100.00	\$103.00	\$106.00	\$111.00	\$15.00	15.63%
55	In-service Fees/Cr Hr - Grad	\$115.00	\$121.00	\$125.00	\$132.00	\$139.00	\$24.00	20.87%
56	New Student Orientation Fee	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$0.00	0.00%

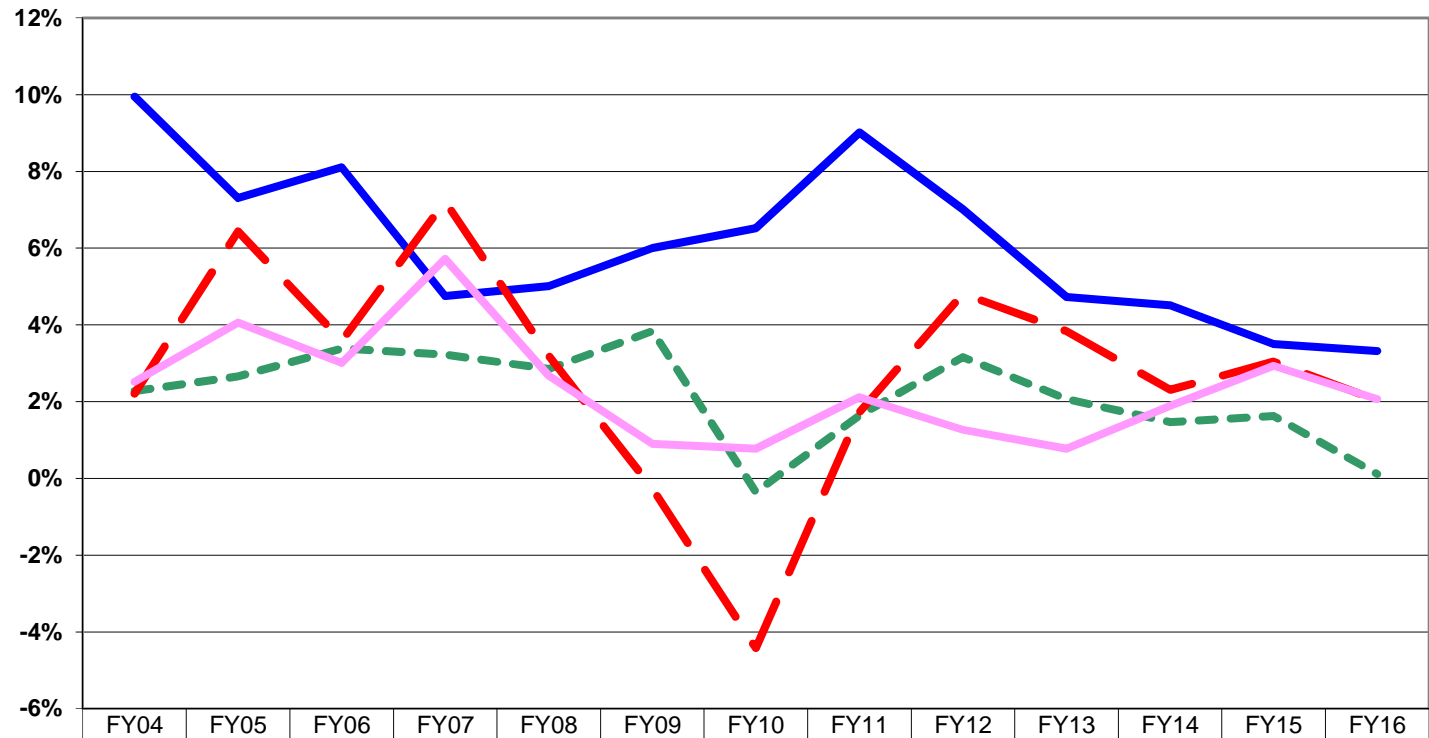
Cost of Attending College vs. Per Capita Income Idaho State University



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	FY16
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%	3.32%
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%	0.12%
Idaho Per Capita Income	2.21%	6.44%	3.59%	7.22%	3.19%	-0.26%	-4.42%	1.72%	4.81%	3.84%	2.31%	3.04%	2.03%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.78%	1.89%	2.94%	2.07%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2016

Professional Fees**Pharmacy**

The College of Pharmacy is proposing a professional fee increase of 3.0% for resident students. No professional fee increase is proposed for non-resident students. The College of Pharmacy currently has a professional fee and a \$100.00 per year course fee. State Board Policy prohibits any course fees associated with an approved and established professional fee program. As a result, the College of Pharmacy is proposing that the course fee be added to the professional fee. Additionally, the College of Pharmacy is proposing a \$100.00 per semester increase in professional fees to help defray the costs of books and additional immunization and training certifications. Even though the proposed percentage increase in professional fees is 3.0%, the total increase to actual fees charged to resident students in the College of Pharmacy is only a 2.0% increase from FY 2016. ISU will remain competitive even with the 3.0% fee increase.

Physical Therapy

Physical Therapy is proposing a 14.4% increase in professional fees for resident students based on the recommendation of the State Board of Education (SBOE). Physical Therapy had proposed a \$916.00 annual increase to professional fees for FY 2016. The SBOE recommended that ISU increase the professional fees for Physical Therapy over a two year period. The first \$458.00 increase was approved in FY 2016 and Physical Therapy is now proposing the second \$458.00 increase for FY 2017. No professional fee increase is proposed for non-resident students. Even with a 14.4% increase in professional fees for resident students, ISU will still remain the most affordable option for students.

Occupational Therapy

Occupational Therapy is proposing a 3.6% increase in professional fees for resident and non-resident students. In order for the Occupational Therapy Program to keep pace with CEC and benefit rate increases, it must increase professional fees. These increases in professional fees will cover a potential 3% increase in CEC, benefit rate increases, and provide much needed ongoing support for academic and clinical faculty. ISU's Occupational Therapy Program will remain the most affordable option for students even with a 3.6% increase in professional fees.

Physician Assistant (PA)

The Department of Physician Assistant Studies is proposing a 1.5% increase in professional fees for resident students. No professional fee increase is proposed for non-resident students. A 1.5% increase in professional fees will cover only a portion of the CEC. It is important to note that when comparing 16 regional programs and non-regional competitors, ISU's PA Program's total resident fees are the third most affordable, yet ISU's PA Program's total non-resident fees are the most expensive. As a result, it is proposed that the increase be applied solely to the resident PA professional fee.

Communication Science Disorders (CSD)

The Department of CSD has three professional programs with proposed professional fee increases. Currently, the Speech Language Pathology Online Pre-Professional Program and the Speech Language Pathology Online MS program have a \$35.00 per credit eISU course fee in addition to their per credit professional fee. State Board Policy prohibits any course fees associated with an approved and established professional fee program. As a result, the department of CSD is proposing that the eISU course fee be added to the professional fee. Even though the proposed percentage increase in professional fees is 16.7% for the Online Pre-Professional Program and 8.0% for the Online MS Program, the total per credit fees charged to students in the Speech Language Pathology MS and the Speech Language Pathology Online Pre-Professional Programs is actually a 0.0% increase.

Audiology is proposing a 9.1%, or \$5 annual, increase in professional fees. In order for Audiology to keep pace with CEC and benefit rate increases it must increase professional fees. A 9.1% increase in professional fees will cover a potential 3% CEC and increased costs for online tracking of AuD students' clinical practicum.

Dental Hygiene

The Department of Dental Hygiene has three professional programs with proposed professional fee increases. The Dental Hygiene BS Program currently has a professional fee and several course fees. State Board Policy prohibits any course fees associated with an approved and established professional fee program. As a result, the Dental Hygiene Department is proposing that all of the course fees be added to the professional fee. Even though the proposed percentage increase in professional fees for FY 2017 is 190.3%, the total increase to actual fees charged to students in the Dental Hygiene BS Program is a 2.2% increase. In order for the Dental Hygiene Program to keep pace with CEC and benefit rate increases, and increasing ongoing departmental expenses, it must increase professional fees. The 2.2% increase is to defray these costs. ISU will not only continue to be financially competitive even with this professional fee increase, but will remain the lowest cost program in the intermountain west.

The Dental Hygiene MS – Didactic Program and the Dental Hygiene MS – Thesis Program have a \$35.00 per credit eISU course fee in addition to their per credit professional fee. State Board Policy prohibits any course fees associated with an approved and established professional fee program. As a result, the department of Dental Hygiene is proposing that the eISU course fee be added to the professional fee. Even though the proposed percentage increase in professional fees is 36.2% for the Didactic Program and 19.0% for the Thesis Program, the total per credit fees charged to students in the Dental Hygiene MS – Didactic and the Dental Hygiene MS –Thesis Programs is actually a 2.1% increase for the Didactic Program and a 2.0% increase for the Thesis Program. In order for the Dental Hygiene Program to keep pace with CEC and benefit rate increases, and increasing ongoing departmental expenses, it must increase professional fees. The 2.1% increase for the Didactic Program and the 2.0% increase for the Thesis Program are to defray some of these costs.

Medical Lab Sciences (MLS)

The Medical Laboratory Sciences Program requests a professional fee increase of 46.4%. The MLS Program currently has a professional fee and a \$200.00 per semester lab course fee. State Board Policy prohibits any course fees associated with an approved and established professional fee program. As a result, the department of MLS is requesting that the course fee be added to the professional fee. Additionally, the department of MLS is requesting a \$25.00 per semester increase in professional fees to help defray the increasing costs of medical lab supplies. Even though the proposed percentage increase in professional fees is 46.4%, the total increase to actual fees charged to students in the MLS Program is only a 3.7% increase from FY 2016. University of Utah's MLS Program charges course fees in excess of \$950.00 per year in addition to a \$1,064.00 professional fee. Even with increasing the professional fee by \$450.00 per year, ISU's MLS Program remains financially competitive.

Paramedic Science

The Paramedic Science Program is proposing a 3.1% increase to meet the increasing costs of expanding the Paramedic Science Program to Eastern Idaho. This expansion requires a clinical coordinator and lab instructor. This proposed increase in professional fees will keep the program costs of attendance for the students within the range of other institutions offering comparable programs.

Idaho Dental Education Program (IDEP)

IDEP provides access to dental education for Idaho students through a cooperative agreement between ISU and Creighton University in Omaha, Nebraska. This fee and its proposed increase are set by Creighton University.

EASTERN IDAHO TECHNICAL COLLEGE

FY 2017 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Page 51
- Provided by Board Staff:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2017 Page 53
 - Potential T&F Revenue Changes for FY 2017 Page 54
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**Eastern Idaho Technical College
Tuition & Fees Hearing Summary**

Proposed Changes to Student Fees

Eastern Idaho Technical College is proposing a 3.0% increase to the full-time resident and non-resident student enrollment fees, effective fall semester 2016. 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 \$33,000 in increased revenue if enrollment projections are met. However, because of the potential for declining enrollments this fee increase is expected to net only about \$5,400. EITC has taken pride in having the lowest student fees of any College in the state of Idaho.

A portion of this increase is specific to the parking portion of the Student Activity fee source and the balance is found in the Vocational Education Fee. The parking portion of the fee will be primarily used to support the ongoing maintenance required for safety access to campus. The campus has both increasing costs for snow removal and has deferred maintenance on parking lots, access roads and sidewalks to the point that we need to address some repairs for safety concerns.

The other portion of this 3.0% increase is in the area of the Vocational Education Fee. The college is seeing an increase in the cost of running its Career and Technical programs. This increase in cost has put pressure on local funding and cash reserves. EITC's FY15 reserve ratio of 37% is below the benchmark recommended by the State Board of 40%. EITC has worked to increase its reserves to a healthy level from 31% in FY13, and 35% in FY14. To continue this progress, EITC is seeking this fee increase to help offset the increasing cost for our CTE programs.

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. Members of PAC were present to answer questions. The Student Senate President has voiced her support for this small increase.

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EASTERN IDAHO TECHNICAL COLLEGE

Changes to Student Fees for FY 2017 Annual Full-Time Fees and Part-Time Credit Hour Fees

	Bd	FY16	FY17	Requested		
	Appv	Fees	Initial Notice	FY17 Fees	Change	% Chg.
1	Annual Fees					
2	Full-time Fees:					
3	**	\$1,500.00	\$1,500.00	\$1,550.00	\$50.00	3.3%
4	**	328.00	328.00	328.00	0.00	0.0%
5	**	506.00	576.00	526.00	20.00	4.0%
6		<u>\$2,334.00</u>	<u>\$2,404.00</u>	<u>\$2,404.00</u>	<u>\$70.00</u>	<u>3.0%</u>
7	Part-time Credit Hour Fees:					
8		\$63.50	\$63.50	\$64.25	\$0.75	1.2%
9		17.00	17.00	17.00	0.00	0.0%
10		22.00	25.00	24.25	2.25	10.2%
11		<u>\$102.50</u>	<u>\$105.50</u>	<u>\$105.50</u>	<u>\$3.00</u>	<u>2.9%</u>
12	Full-time Nonresident Fees:					
13		\$5,288.00	\$5,288.00	\$5,357.00	\$69.00	1.3%
14		2,106.00	2,106.00	2,106.00	0.00	0.0%
15		1,156.00	1,412.00	1,343.00	187.00	16.2%
16		<u>\$8,550.00</u>	<u>\$8,806.00</u>	<u>\$8,806.00</u>	<u>\$256.00</u>	<u>3.0%</u>
17	Part-time Non-resident Credit Hour Fees:					
18		\$127.00	\$127.00	\$129.00	\$2.00	1.6%
19		34.00	34.00	34.00	0.00	0.0%
20		44.00	50.00	48.00	4.00	9.1%
21		<u>\$205.00</u>	<u>\$211.00</u>	<u>\$211.00</u>	<u>\$6.00</u>	<u>2.9%</u>
22						
23						
24						
25						

EASTERN IDAHO TECHNICAL COLLEGE

Potential Student Fee Revenue Changes for FY 2017 Due to Enrollment and Fee Changes

Annual Fees	Projected HC/SCH Count		Potential Revenue Generated					
	FY16	FY17	Changes due to Count		Fee Changes		Total Rev Chge	
			Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Full-time Fees:								
Vocational Education Fee	429	418	(\$16,500)		\$20,900		\$4,400	
Technology Fee	429	418		(\$3,600)		\$0		(\$3,600)
Student Activity Fees	429	418		(\$5,600)		\$8,400		\$2,800
Total Full-time Fees			(\$16,500)	(\$9,200)	\$20,900	\$8,400	4,400	(\$800)
Part-time Credit Hour Fees:								
Vocational Education Fee	686	668	(\$1,100)		\$500		(\$600)	
Technology Fee	686	668		(\$300)		\$0		(\$300)
Student Activity Fees	686	668		(\$400)		\$1,500		\$1,100
Total Part-time Fees			(\$1,100)	(\$700)	\$500	\$1,500	(600)	\$800
Full-time Non-resident Fees:								
Vocational Education Fee	6	6	\$0		\$400		\$400	
Technology Fee	6	6		\$0		\$0		\$0
Student Activity Fees	6	6		\$0		\$1,100		\$1,100
Total Non-resident Full-time Fees			\$0	\$0	\$400	\$1,100	400	\$1,100
Part-time Non-resident Credit Hour Fees:								
Vocational Education Fee	17	17	\$0		\$0		\$0	
Technology Fee	17	17		\$0		\$0		\$0
Student Activity Fees	17	17		\$0		\$100		\$100
Total Non-resident Part-time Fees			\$0	\$0	\$0	\$100	-	\$100
Total Additional Student Fee Revenue			(\$17,600)	(\$9,900)	\$21,800	\$11,100	\$4,200	\$1,200

EASTERN IDAHO TECHNICAL COLLEGE

4-year History of Board Approved Fees plus FY17 Requested Fees Annual Full-Time Fees and Part-Time Credit Hour Fees

Annual Fees		FY 2013	FY 2014	FY 2015	FY 2016	Request FY 2017	4-year Increase	% Increase
1	Full-time Fees:							
2	Vocational Education Fee	\$1,440.00	\$1,440.00	\$1,500.00	\$1,500.00	\$1,550.00	\$110.00	7.64%
3	Technology Fee	144.00	244.00	250.00	328.00	328.00	184.00	127.78%
4	Student Activity Fees 1)	438.00	438.00	506.00	506.00	526.00	88.00	20.09%
5	Total Full-time Fees	<u>\$2,022.00</u>	<u>\$2,122.00</u>	<u>\$2,256.00</u>	<u>\$2,334.00</u>	<u>\$2,404.00</u>	<u>\$382.00</u>	<u>18.89%</u>
6	Percentage Increase	4.7%	4.9%	6.3%	3.5%	3.0%		
7								
8	Part-time Credit Hour Fees:							
9	Education Fee	<u>\$92.00</u>	<u>\$96.50</u>	<u>\$99.50</u>	<u>\$102.50</u>	<u>\$105.50</u>	<u>\$13.50</u>	<u>14.67%</u>
10	Total Part-time Cr Hr Fees:	<u>\$92.00</u>	<u>\$96.50</u>	<u>\$99.50</u>	<u>\$102.50</u>	<u>\$105.50</u>	<u>\$13.50</u>	<u>14.67%</u>
11								
12	Additional Nonresident Tuition:							
13	Full-time Nonresident Tuition	\$5,146.00	\$5,650.00	\$6,006.00	\$6,216.00	\$6,402.00	\$1,256.00	24.41%
14	Part-time Nonresident Tuition/Cr	<u>\$90.00</u>	<u>\$96.50</u>	<u>\$99.50</u>	<u>\$102.50</u>	<u>\$105.50</u>	<u>\$15.50</u>	<u>17.22%</u>

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LEWIS-CLARK STATE COLLEGE

FY 2016 TUITION & FEES INFORMATION

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

Proposed Changes to Student Fees

LCSC requests State Board approval to increase FY17 full-time and part-time resident fee rates by 2.0%. Full-time resident tuition and fees would increase by \$120, to \$6,120 per year. Part-time fees would increase by \$6, to \$313 per credit.

Nonresident tuition is proposed to increase by 4.5%. Nonresident students from outside Asotin County, Washington, would pay an additional \$500 in nonresident tuition, or a total of \$11,500 annually. Nonresident students who live in Asotin County, Washington, would see a \$152 increase in their nonresident rate, to \$3,532 annually.

The 2.0% overall resident rate increase is achieved through a combination of reallocation of existing facility fees, and a real increase in overall fee rates.

Existing facility fees that are proposed to be reallocated include the Student Union Building debt and Silverthorne Theatre fees. The Silverthorne Theatre remodel was completed in 2016, and the SUB debt obligation is scheduled to be paid off in 2018. The College proposes paying off the remaining balance early, using the SUB auxiliary's Internal Debt Service Reserve, and redirecting the funds that are freed-up to tuition and certain student activity fees, some of which have not seen increases in over ten years, and are supporting salary and benefit costs.

Enrollment estimates for FY17 have been adjusted down, to reflect the reality of current year enrollment levels.

As described, this proposal will generate sufficient funding to cover the salary and benefit requirements stipulated by the legislature (\$494,200 total), fund faculty promotions (\$33,200), and provide a small pool of funding for equity adjustments (\$152,100) that we intend to supplement with funding received from the State for faculty retention. The overall increase in resource requirements (\$786,100) is offset in part by an increase in the Normal School endowment distribution that the College will receive in FY17.

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LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2017 Annual Full-Time Fees and Part-Time Credit Hours Fees

	Bd Appv	FY16 Fees	FY17 Initial Notice	Requested		
Student Fees:				FY17 Fees	Change	% Chg.
1 Full-time Fees:						
2 Tuition Fee	**	\$4,776.00	\$5,100.00	\$5,100.00	\$324.00	6.8%
3 Technology Fee	**	70.00	70.00	70.00	0.00	0.0%
4 Facilities Fees	**	468.00	155.00	155.00	(313.00)	-66.9%
5 Student Activity Fees (Note A)	**	686.00	795.00	795.00	109.00	15.9%
6 Total Full-time Fees		<u>\$6,000.00</u>	<u>\$6,120.00</u>	<u>\$6,120.00</u>	<u>\$120.00</u>	<u>2.0%</u>
7						
8 Part-time Credit Hour Fees:						
9 Education Fee	**	\$262.00	\$272.75	\$272.75	\$10.75	4.1%
10 Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
11 Facilities Fees	**	13.75	5.00	5.00	(8.75)	-63.6%
12 Student Activity Fees (Note A)	**	27.00	31.00	31.00	4.00	14.8%
13 Total Part-time Cr Hr Fees		<u>\$307.00</u>	<u>\$313.00</u>	<u>\$313.00</u>	<u>\$6.00</u>	<u>2.0%</u>
14						
15 Summer Fees: (eff. Summer 2016)						
16 Education Fee	**	\$210.10	\$199.75	\$199.75	(\$10.35)	-4.9%
17 Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
18 Facilities Fees	**	13.75	5.00	5.00	(8.75)	-63.6%
19 Student Activity Fees (Note A)	**	78.90	104.00	104.00	25.10	31.8%
20 Total Summer Cr Hr Fees		<u>\$307.00</u>	<u>\$313.00</u>	<u>\$313.00</u>	<u>\$6.00</u>	<u>2.0%</u>
21						
22 Other Student Fees:						
23 Nonresident Tuition:						
24 Nonres Tuition	**	\$11,000.00	\$11,500.00	\$11,500.00	\$500.00	4.5%
25 Nonres Tuition-Asotin County	**	\$3,380.00	\$3,532.00	\$3,532.00	\$152.00	4.5%
26 Professional Fees:						
27 None						
28 Other Fees:						
29 Western Undergrad Exchge	**	\$3,000.00	\$3,060.00	\$3,060.00	\$60.00	2.0%
30 In-service Fees/Cr Hr - Undergrad	**	\$106.00	\$111.00	\$111.00	\$5.00	4.7%
31 Overload (20 cr. or more)	**	\$307.00	\$313.00	\$313.00	\$6.00	2.0%
32						

33 Note A: The existing SUB Debt and Silverthorne Theatre facility fee are proposed to be eliminated in FY17. Funds would be reallocated to
34 tuition, the Strategic Facility Fee, and to numerous student activity fees, including: Alumni, Associated Students, Athletics, Center for
Arts & History, DayCare, Radio Station, Scholarships, Student Activities, Student Health Center, and Student Union Building Ops.

Full-time fees and part-time credit hour fees are effective Fall Semester 2016. Summer fees are effective Summer 2017, and are requested to be authorized at the part-time credit hour rate; however, the College may opt to discount this fee further.

LEWIS-CLARK STATE COLLEGE
Potential Student Fee Revenue Changes for FY 2017
Due to Enrollment and Fee Changes

Student Fees:	Projected		Potential Revenue Generated					
	HC/SCH Count		Changes due to Count		Fee Changes		Total Rev Chge	
	FY16	FY17	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
1 Full-time Fees:		-3.4%						
2 Matriculation Fee	2,175	2,100	(\$358,200)		\$680,400		\$322,200	
3 Technology Fee	2,175	2,100		(5,300)		0		(\$5,300)
4 Facilities Fees	2,175	2,100		(35,100)		(657,300)		(\$692,400)
5 Student Activity Fees	2,175	2,100		(51,500)		228,900		\$177,400
6 Total Full-time Fees			(\$358,200)	(\$91,900)	\$680,400	(\$428,400)	322,200	(520,300)
7								
8 Part-time Credit Hour Fees:		-3.4%						
9 Education Fee	10,800	10,430	(\$96,900)		\$112,100		\$15,200	
10 Technology Fee	10,800	10,430		(1,600)		0		(\$1,600)
11 Facilities Fees	10,800	10,430		(5,100)		(91,300)		(\$96,400)
12 Student Activity Fees	10,800	10,430		(10,000)		41,700		\$31,700
13 Total Part-time Cr Hr Fees:			(\$96,900)	(\$16,700)	\$112,100	(\$49,600)	15,200	(66,300)
14								
15 Summer Credit Hour Fees:		0.0%						
16 Education Fee	1,800	1,800	\$0		(\$18,600)		(\$18,600)	
17 Technology Fee	1,800	1,800		0		0		\$0
18 Facilities Fees	1,800	1,800		0		(15,800)		(\$15,800)
19 Student Activity Fees	1,800	1,800		0		45,200		\$45,200
20 Total Summer Cr Hr Fees			\$0	\$0	(\$18,600)	\$29,400	(\$18,600)	\$29,400
21								
22 Other Student Fees:								
23 Nonresident Tuition:								
24 Nonres Tuition	90	90	\$0		\$45,000		\$45,000	
25 Nonres Tuition-Asotin County	100	100	0		15,200		\$15,200	
26 Professional Fees:								
27 None								
28 Other Fees:								
29 Western Undergrad Exchge	50	75	75,000		4,500		\$79,500	
30 In-service Fees/Cr Hr - Undergrad	255	255	0		1,300		\$1,300	
31 Overload (20 cr. or more)	100	100	0		600		\$600	
32 Total Other Student Fees			\$75,000	\$0	\$66,600	\$0	\$141,600	\$0
33								
34 Total Additional Student Fee Revenue			(\$380,100)	(\$108,600)	\$840,500	(\$448,600)	\$460,400	(\$557,200)

Projected enrollment counts (HC/SCH) reflect the number of student payments (net of waivers and forfeitures) anticipated for that category of fee-paying student. FY16 is the current year base budget, while FY17 is a reflection of anticipated FY16 actual collections.

Lewis-Clark State College
Preliminary FY17 Student Tuition Needed

	Total	Resident Tuition Request*	Non-Resident & Other Tuition Request**	Reallocation of Budget
NON-CEC DECISION UNITS				
10.11 Change in Health Benefit Costs	\$ 175,800	175,800		
10.12 Change in Variable Benefit Costs	8,800	8,800		
10.21 General Inflation Adjustment				
10.25 Inflationary Adjustment - Library				
10.31 Repair, Replacement				
CEC DECISION UNITS				
10.61 Salary Multiplier Regular Employees	309,600	309,600		
10.62 Salary Multiplier Group and Temporary				
Line Items				
12.01 Line Item: Complete College Idaho	-			
12.02 Line Item: Safety, Security & Compliance				
OTHER ITEMS				
Equity Adjustments	152,100	11,800	140,300	
Faculty Promotions	33,200	33,200		
Strategic Initiatives	106,600	106,600		
REVENUE CHANGES NETTED AGAINST TUITION				
EWA General Fund Reduction				
FY17 Increase in Endowment	(327,000)	(327,000)		
TOTAL NEED	\$ 459,100	\$ 318,800	\$ 140,300	\$ -

\$ 459,100	Total needs/tuition
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* Includes part-time & summer.

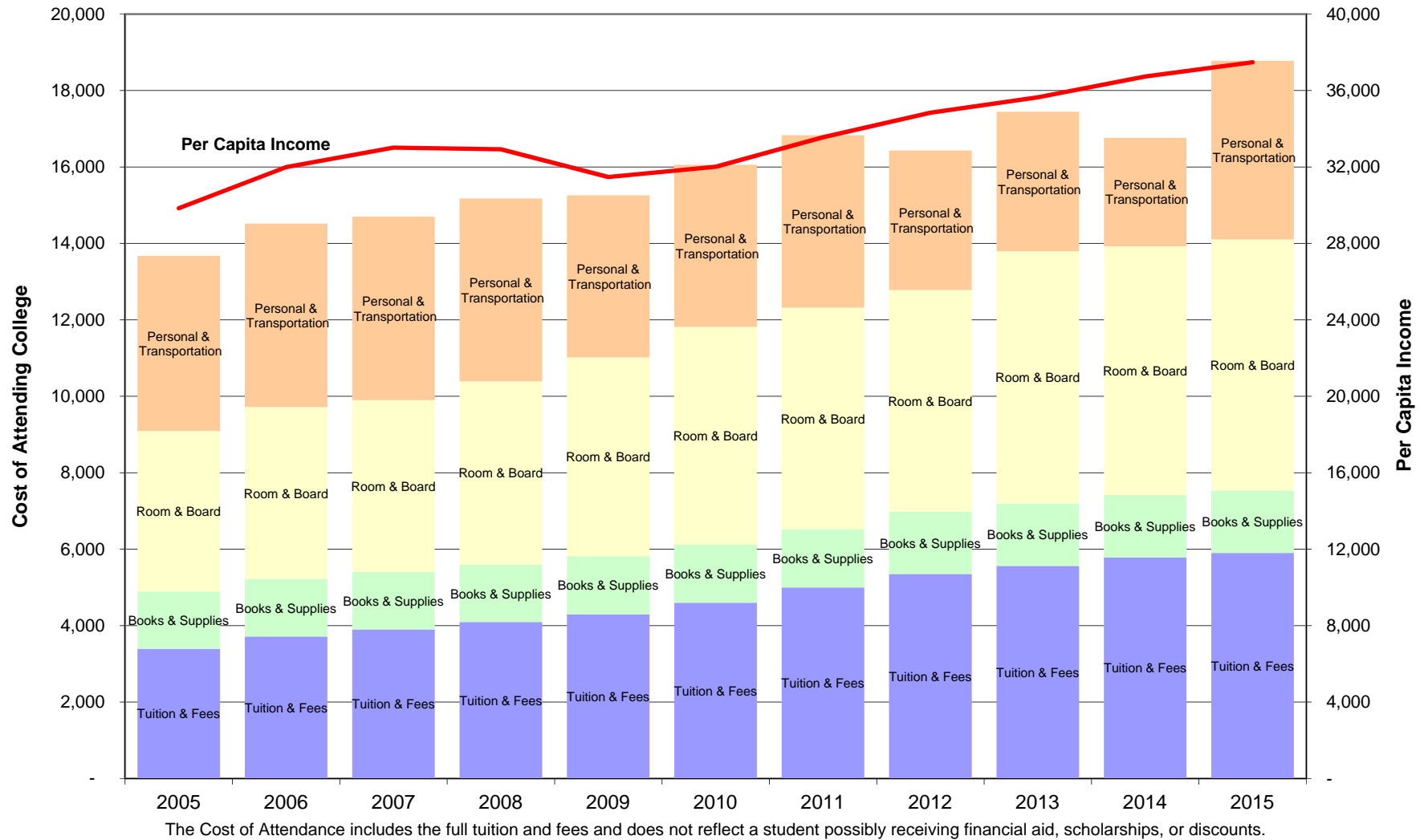
** Includes nonresident, WUE, in-service & overload.

LEWIS-CLARK STATE COLLEGE

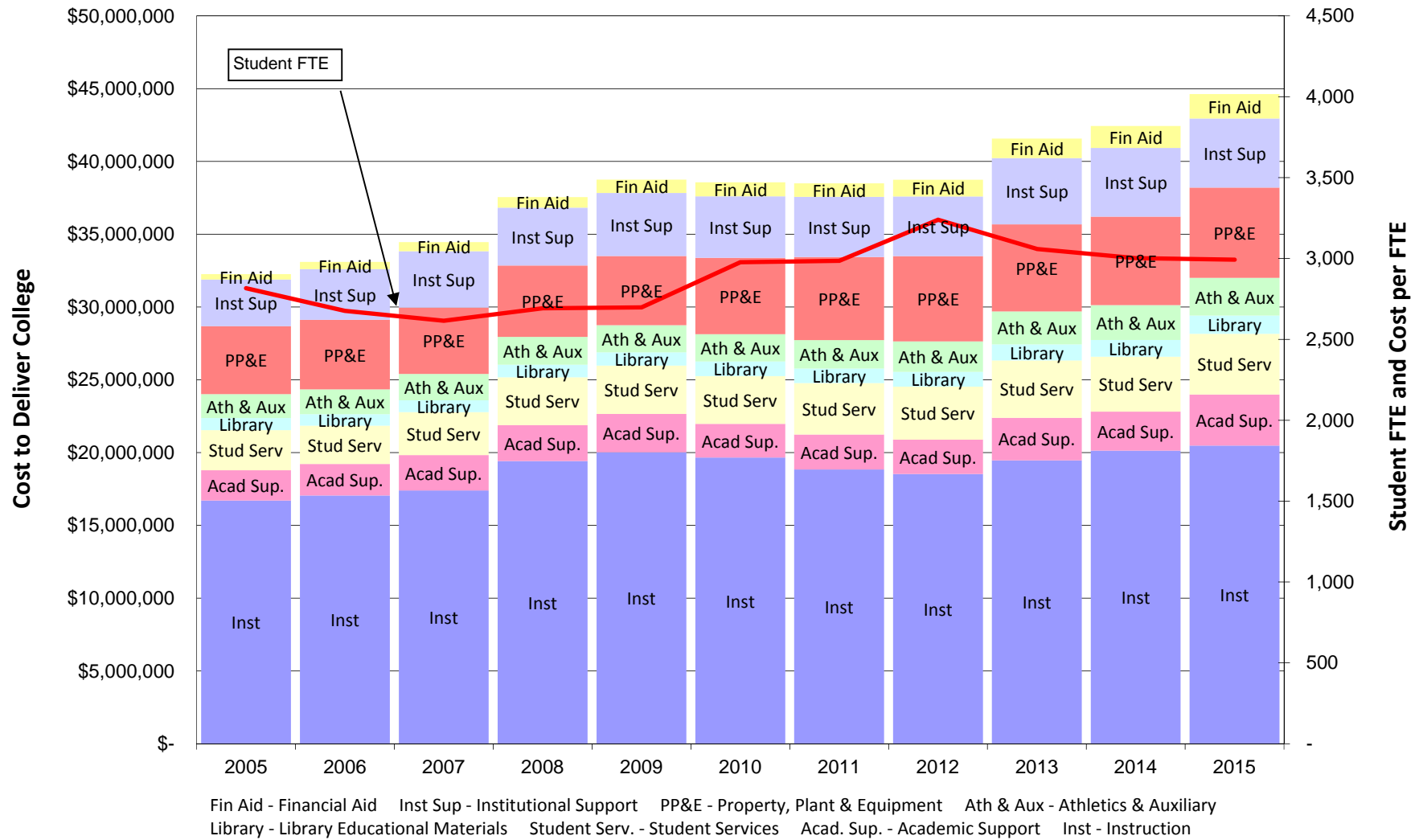
4-year History of Board Approved Fees plus FY17 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

		FY 2013	FY 2014	FY 2015	FY 2016	Request FY 2017	4-Year Increase	% Increase
1	Student Fees:							
2	Full-time Fees							
3	Tuition (Unrestricted)	\$ 4,338.00	\$ 4,560.00	\$ 4,676.00	\$ 4,776.00	\$ 5,100.00	\$ 762.00	17.6%
4	Technology Fee	70.00	70.00	70.00	70.00	70.00	-	0.0%
5	Facilities Fees	468.00	468.00	468.00	468.00	155.00	(313.00)	-66.9%
6	Student Activity Fees	686.00	686.00	686.00	686.00	795.00	109.00	15.9%
7	Total Full-time Fees	<u>\$ 5,562.00</u>	<u>\$ 5,784.00</u>	<u>\$ 5,900.00</u>	<u>\$ 6,000.00</u>	<u>\$ 6,120.00</u>	<u>\$ 558.00</u>	<u>10.0%</u>
8	Percentage Increase	4.0%	4.0%	2.0%	1.7%	2.0%		
9	Part-time Credit Hour Fees							
10	Education Fee	\$ 240.00	\$ 251.00	\$ 257.00	\$ 262.00	\$ 272.75	\$ 32.75	13.6%
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	5.00	(8.75)	-63.6%
13	Student Activity Fees	27.00	27.00	27.00	27.00	31.00	4.00	14.8%
14	Total Part-time Cr Hr Fees	<u>\$ 285.00</u>	<u>\$ 296.00</u>	<u>\$ 302.00</u>	<u>\$ 307.00</u>	<u>\$ 313.00</u>	<u>\$ 28.00</u>	<u>9.8%</u>
15								
16	Summer Credit Hour Fees							
17	Education Fee	\$ 190.65	\$ 200.00	\$ 205.10	\$ 210.10	\$ 199.75	\$ 9.10	4.8%
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	5.00	(8.75)	-63.6%
20	Student Activity Fees	76.35	78.00	78.90	78.90	104.00	27.65	36.2%
21	Total Summer Cr Hr Fees	<u>\$ 285.00</u>	<u>\$ 296.00</u>	<u>\$ 302.00</u>	<u>\$ 307.00</u>	<u>\$ 313.00</u>	<u>\$ 28.00</u>	<u>9.8%</u>
22								
23	Other Student Fees							
24	Nonresident Tuition:							
25	Nonres Tuition	\$ 9,914.00	\$ 10,312.00	\$ 10,518.00	\$ 11,000.00	\$ 11,500.00	\$ 1,586.00	16.0%
26	Nonres Tuition-Asotin County	\$ 3,168.00	\$ 3,168.00	\$ 3,232.00	\$ 3,380.00	\$ 3,532.00	\$ 364.00	11.5%
27	Other Fees:							
28	Western Undergrad Exchge	\$ 2,781.00	\$ 2,892.00	\$ 2,950.00	\$ 3,000.00	\$ 3,060.00	\$ 279.00	10.0%
29	In-service Fees/Cr Hr - Undergrad	\$ 96.00	\$ 100.00	\$ 103.00	\$ 106.00	\$ 111.00	\$ 15.00	15.6%
30	Overload (20 cr. or more)	\$ 285.00	\$ 296.00	\$ 302.00	\$ 307.00	\$ 313.00	\$ 28.00	9.8%

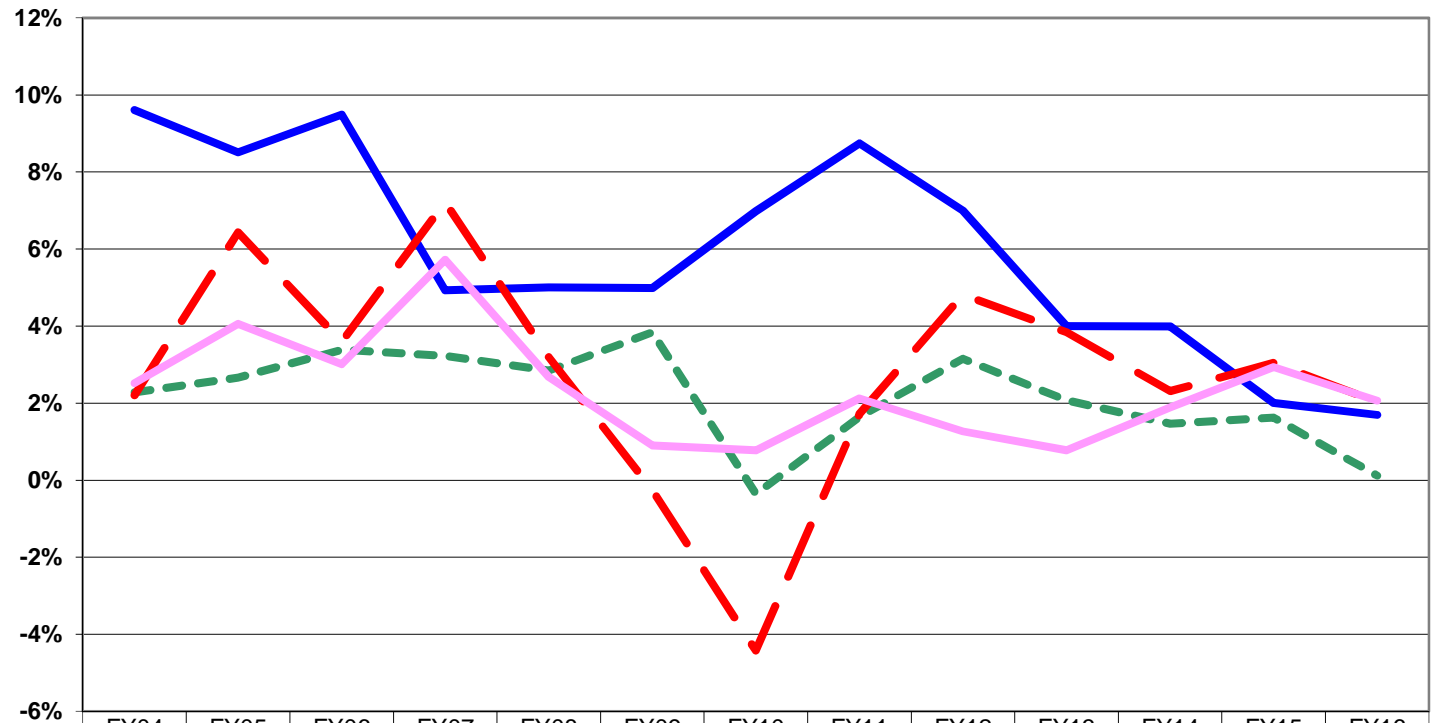
Cost of Attending College vs. Per Capita Income Lewis-Clark State College



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



Resident Fees	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
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%	0.12%
Idaho Per Capita Income	2.21%	6.44%	3.59%	7.22%	3.19%	-0.26%	-4.42%	1.72%	4.81%	3.84%	2.31%	3.04%	2.03%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.78%	1.89%	2.94%	2.07%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2016

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UNIVERSITY OF IDAHO

FY 2016 TUITION & FEES INFORMATION

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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. This work continued through fall and early spring with active participation throughout the process by the Dedicated Student Activity Fee Committee (DSAFC). This representative committee included student leaders from the Associated Student of the University of Idaho (ASUI), 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 DSAFC and a public meeting of the DSAFC was held on January 20, 2016 with each unit requesting an increased or new fee presenting their request. This year also marked the first time the DSAFC has undertaken a broad effort to engage students in the conversation about allocating student activity fees. This included an interactive website where students could learn about where their activity fees currently go as well as provide feedback on changes they would like to see. With over 800 responses this effort was a resounding success and helped inform the recommendations of the DSAFC.

The DSAFC committee met several times in February to discuss the above mentioned survey results and 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 16th. 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 2nd as required by Board policy. The period of public comment is open until April 13th and will include a public presentation and open forum on proposed student fees on April 6th. 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 6th open forum will be available.

Fee Request Overview

The University of Idaho respectfully requests an increase in full-time student tuition and fees of \$316 from \$7,020 per year in FY16 to \$7,336 per year in FY17 combined with an increase to the additional full-time non-resident tuition from \$14,004 to \$14,704 per year. This will bring the total full-time non-resident tuition and fee package to \$22,040 per year. It is the University's intent to hold the total full-time non-resident tuition and fee package at \$22,040 for FY17. Therefore if the full-time tuition and fees are approved at an amount less than the above \$7,336 the University requests approval to increase the additional non-resident tuition to keep the total package amount at \$22,040. Undergraduate part-time student tuition and fees for academic year participation are increasing from \$351 in

BUSINESS AFFAIRS AND HUMAN RESOURCES

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FY16 to \$367 per credit in FY17 and summer rates for the summer of 2017 are increasing from \$351 to \$367 per credit as well. This general student tuition and fee 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 \$1,202 to \$1,298 thereby increasing the total resident graduate package from \$8,222 in FY16 to \$8,634 in FY17 (an increase of 5.0%).

The Dedicated Student Activity 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 ensuring transparency in the distribution and use of dedicated activity fees.

The University of Idaho overall tuition and fee 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. In developing this overall tuition and fee increase, the University has been mindful of the comparative costs of attending peer institutions and the impact any 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 fee increase are as follows:

Undergraduate Tuition

The University of Idaho is requesting an increase to the undergraduate tuition of \$263.72 per full-time student per year.

Facilities Fee

The University of Idaho is requesting an increase to the facility fee of \$30.00 per full-time student per year in support of the University of Idaho Arena.

Technology Fee

The University of Idaho is not requesting an increase in the technology fee for FY17. This is consistent with our strategy of focusing the majority of 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.

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The current Technology fee is \$125.40 per full-time student per year and the revenue from this fee goes towards covering four major technology service areas:

- Student Technologies
- Internet Bandwidth
- Wireless Networking
- Internet Security

Dedicated Activity Fees

The University of Idaho is requesting an increase of \$22.28 per full-time student per year in activity fees for FY17. The Dedicated Student Activity Fee Committee recommended \$10.40 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, and University Support Services (unit responsible for the ASUI Kibbie Dome, Memorial Gym and the Swim Center). The remaining increases include funding for Tutoring and College Success, Undergraduate Research Office, Office of Multicultural Affairs, Counseling and Testing Center and LGBTQA. In addition to these increases the DSAFC proposed and the University of Idaho has included in its request centralization of all fee funded student support services under Tutoring and College Success and a reallocation of funding from Women's Center to LGBTQA.

New Student Orientation

The University of Idaho charges a separate one-time new student orientation fee of \$100 to first time undergraduate students. The university is not requesting an increase to this fee for FY17.

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UNIVERSITY OF IDAHO

Changes to Student Fees for FY 2017 Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:	Bd Appv	FY16 Fees	FY17 Initial Notice	Requested		
				FY17 Fees	Change	% Chg.
Full-time Fees:						
Tuition	**	\$5,002.60	\$5,266.32	\$5,266.32	\$263.72	5.3%
Technology Fee	**	125.40	125.40	125.40	0.00	0.0%
Facilities Fees	**	790.50	820.50	820.50	30.00	3.8%
Student Activity Fees	**	1,101.50	1,123.78	1,123.78	22.28	2.0%
Total Full-time Fees (See Note A)		<u>7,020.00</u>	<u>7,336.00</u>	<u>7,336.00</u>	<u>316.00</u>	<u>4.5%</u>
Part-time Credit Hour Fees:						
Undergraduate Tuition and Fees	**	\$292.50	\$307.00	\$307.00	\$14.50	5.0%
Undergraduate Fees	**	58.50	60.00	60.00	1.50	2.6%
Total Part-time Cr Hr Fees: *		<u>\$351.00</u>	<u>\$367.00</u>	<u>\$367.00</u>	<u>\$16.00</u>	<u>4.6%</u>
Other Student Fees:						
Academic Year Graduate Fees:						
Full-Time Tuition	**	\$5,002.60	\$5,266.32	\$5,266.32	\$263.72	5.3%
Full-Time Grad Fee	**	1,202.00	1,298.00	1,298.00	\$96.00	8.0%
Full-Time Other Fees	**	2,017.40	2,069.68	2,069.68	52.28	2.6%
Part-Time Tuition	**	331.50	348.00	348.00	\$16.50	5.0%
Part-Time Grad Fee	**	67.00	72.00	72.00	\$5.00	7.5%
Part-Time Other Fees	**	58.50	60.00	60.00	1.50	2.6%
Academic Year Outreach Programs:						
Full-Time Undergrad Tuition	**	\$6,370.00	\$6,656.00	\$6,656.00	\$286.00	4.5%
Full-Time Grad Fee	**	1,202.00	1,298.00	1,298.00	\$96.00	8.0%
Full-Time Other Fees (UG & GR)	**	650.00	680.00	680.00	30.00	4.6%
Part-Time Undergrad Tuition	**	318.50	333.00	333.00	\$14.50	4.6%
Part-Time Grad Tuition	**	357.50	374.00	374.00	\$16.50	4.6%
Part-Time Grad Fee	**	67.00	72.00	72.00	\$5.00	7.5%
Part-Time Other Fees (UG & GR)	**	32.50	34.00	34.00	1.50	4.6%
Nonresident Tuition (See Notes A & B)						
Full-Time Undergrad Tuition	**	\$14,004.00	\$14,704.00	\$14,704.00	\$700.00	5.0%
Part-Time Undergrad Tuition	**	700.00	735.00	735.00	\$35.00	5.0%
Part-Time Grad Tuition	**	778.00	817.00	817.00	\$39.00	5.0%
Other Fees:						
Overload Fee (>20 credits)	**	\$292.50	\$307.00	\$307.00	\$14.50	5.0%
Western Undergrad Exchge	**	3,510.00	3,668.00	3,668.00	\$158.00	4.5%
In-service Fees/Cr Hr - UG	**	\$106.00	\$111.00	\$111.00	\$5.00	4.7%
In-service Fees/Cr Hr - UG Summe	**	\$106.00	\$111.00	\$111.00	\$5.00	4.7%
In-service Fees/Cr Hr - Grad	**	\$132.00	\$139.00	\$139.00	\$7.00	5.3%
In-service Fees/Cr Hr - Grad Sumn	**	\$132.00	\$139.00	\$139.00	\$7.00	5.3%
Professional Fees:						
Law College FT	**	\$9,008.00	\$10,134.00	\$10,134.00	\$1,126.00	12.5%
Law College PT	**	500.00	563.00	563.00	\$63.00	12.6%
Law College PT Summer	**	500.00	563.00	563.00	\$63.00	12.6%
Art & Architecture FT UG & GR	**	1,106.00	1,246.00	1,246.00	\$140.00	12.7%
Art & Architecture PT Undergrad	**	55.00	62.00	62.00	\$7.00	12.7%
Art & Architecture PT Summer UG	**	55.00	62.00	62.00	\$7.00	12.7%
Art & Architecture PT Grad	**	61.00	69.00	69.00	\$8.00	13.1%
Art & Architecture PT Summer GR	**	61.00	69.00	69.00	\$8.00	13.1%
Summer Session (2016)						
On-Campus						
Part-Time Undergrad Tuition	**	\$292.50	\$307.00	\$307.00	\$14.50	5.0%
Part-Time Grad Tuition	**	331.50	348.00	348.00	\$16.50	5.0%
Part-Time Grad Fee	**	67.00	72.00	72.00	\$5.00	7.5%
Part-Time Other Fees (UG & GR)	**	58.50	60.00	60.00	1.50	2.6%
Outreach/Off-Campus:						
Part-Time Undergrad Tuition	**	\$318.50	\$333.00	\$333.00	\$14.50	4.6%
Part-Time Grad Tuition	**	357.50	374.00	374.00	16.50	4.6%
Part-Time Grad Fee	**	67.00	72.00	72.00	5.00	7.5%
Part-Time Other Fees (UG & GR)	**	32.50	34.00	34.00	1.50	4.6%
Self-Support Program Fees:						
Executive MBA (2 years)		\$42,000.00	\$42,000.00	\$42,000.00	\$0.00	0.0%
Professional Practices Doctorate (3 yrs)		30,000.00	30,000.00	30,000.00	0.00	0.0%
Masters of Science Athletic Training (1 yr)		20,394.00	22,434.00	22,434.00	2,040.00	10.0%
Doctorate Athletic Training (1 yr)		18,128.00	19,941.00	19,941.00	1,813.00	10.0%
MOSS Environmental Ed Grad Pgm (sem)		7,238.00	7,527.00	7,527.00	289.00	4.0%
Doctorate Higher Ed Leadership (4 yrs)		36,000.00	36,000.00	36,000.00	0.00	0.0%
New Student Orientation (See Note C)		\$100.00	\$100.00	\$100.00	0.00	0.0%

71 Note A: The university is requesting a total package for non-resident undergraduate students of \$22,040 per academic year. Therefore if the
72 tuition and fee package is approved at lower than \$7,336 the non-resident fee will be increased to maintain the \$22,040 total package.

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

75 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 2017

Due to Enrollment and Fee Changes

Student Fees:	Projected HC/SCH Count		Potential Revenue Generated					
	FY16	FY17	Changes due to Count		Fee Changes		Total Rev Chge	
			Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Full-time Fees:								
Tuition	6,572	6,434	(\$692,900)		\$1,696,600		\$1,003,700	
Technology Fee	6,572	6,434		(17,400)		0		(\$17,400)
Facilities Fees	6,572	6,434		(109,500)		193,000		\$83,500
Student Activity Fees	6,572	6,434		(152,600)		143,300		(\$9,300)
Total Full-time Fees			(\$692,900)	(\$279,500)	\$1,696,600	\$336,300	1,003,700	56,800
Part-time Credit Hour Fees:								
Undergraduate Tuition and Fees	2,214	2,113	(\$29,500)		\$30,600	\$0	\$1,100	
Undergraduate Fees	2,214	2,113		(5,900)		3,200		(\$2,700)
Total Part-time Cr Hr Fees:			(\$29,500)	(\$5,900)	\$30,600	\$3,200	\$1,100	(\$2,700)
Other Student Fees:								
Academic Year Graduate Fees:								
Full-Time Tuition	640	621	(\$95,000)		\$163,800		\$68,800	\$0
Full-Time Grad Fee	640	621	(22,800)		59,600		\$36,800	\$0
Full-Time Other Fees	640	621		(38,300)		32,500	\$0	(\$5,800)
Part-Time Tuition	1,226	922	(100,800)		15,200		(\$85,600)	\$0
Part-Time Grad Fee	1,226	922	(20,400)		4,600		(\$15,800)	\$0
Part-Time Other Fees	1,226	922		(17,800)		1,400	\$0	(\$16,400)
Academic Year Outreach Programs:								
Full-Time Undergrad Tuition	503	454	(\$312,100)		\$129,800		(\$182,300)	\$0
Full-Time Grad Fee	200	174	(31,900)		16,700		(\$15,200)	\$0
Full-Time Other Fees (UG & GR)	503	454		(31,900)		13,600	\$0	(\$18,300)
Part-Time Undergrad Tuition	2,054	2,198	45,900		31,900		\$77,800	\$0
Part-Time Grad Tuition	3,268	3,167	(36,100)		52,300		\$16,200	\$0
Part-Time Grad Fee	3,268	3,167	(6,800)		15,800		\$9,000	\$0
Part-Time Other Fees (UG & GR)	5,322	5,365		1,400		8,000	\$0	\$9,400
Nonresident Tuition								
Full-Time Undergrad Tuition	1,575	1,618	\$595,200		\$1,132,300		\$1,727,500	\$0
Part-Time Undergrad Tuition	618	711	65,100		24,900		\$90,000	\$0
Part-Time Grad Tuition	1,177	970	(161,000)		37,800		(\$123,200)	\$0
Other Fees:								
Overload Fee (>18 credits)	90	72	(\$5,300)		\$1,000		(\$4,300)	\$0
Western Undergrad Exchge	234	186	(168,500)		29,400		(\$139,100)	\$0
In-service Fees/Cr Hr - UG	36	11	(2,700)		100		(\$2,600)	\$0
In-service Fees/Cr Hr - UG Summe	62	113	5,400		600		\$6,000	\$0
In-service Fees/Cr Hr - Grad	885	923	5,000		6,500		\$11,500	\$0
In-service Fees/Cr Hr - Grad Summ	1,463	893	(75,200)		6,300		(\$68,900)	\$0
Professional Fees:								
Law College FT	302	308		\$58,600		\$346,800	\$0	\$405,400
Law College PT	56	124		34,000		7,800	\$0	\$41,800
Law College PT Summer	384	583		99,500		36,700	\$0	\$136,200
Art & Architecture FT UG & GR	562	516		(50,300)		72,200	\$0	\$21,900
Art & Architecture PT Undergrad	220	278		3,200		1,900	\$0	\$5,100
Art & Architecture PT Summer UG	381	427		2,500		3,000	\$0	\$5,500
Art & Architecture PT Grad	155	113		(2,600)		900	\$0	(\$1,700)
Art & Architecture PT Summer GR	300	84		(13,200)		700	\$0	(\$12,500)
Summer Session:								
On-Campus								
Part-Time Undergrad Tuition	5,013	5,004	(\$2,600)		\$72,600		\$70,000	\$0
Part-Time Grad Tuition	1,385	1,033	(116,700)		17,000		(\$99,700)	\$0
Part-Time Grad Fee	1,385	1,033	(23,600)		5,200		(\$18,400)	\$0
Part-Time Other Fees (UG & GR)	6,398	6,037		(21,100)		9,100	\$0	(\$12,000)
Outreach/Off-Campus:								
Part-Time Undergrad Tuition	5,020	4,973	(\$15,000)		\$72,100		\$57,100	\$0
Part-Time Grad Tuition	2,034	2,101	24,000		34,700		\$58,700	\$0
Part-Time Grad Fee	2,034	2,101	4,500		10,500		\$15,000	\$0
Part-Time Other Fees (UG & GR)	7,054	7,074		700		10,600	\$0	\$11,300
Total Other Student Fees			(\$451,400)	\$24,700	\$1,940,700	\$545,200	\$1,489,300	\$569,900
Total Additional Student Fee Revenue			(\$1,173,800)	(\$260,700)	\$3,667,900	\$884,700	\$2,494,100	\$624,000
			G.E. Summary					
Total Revenue Increase/(Decrease)			\$2,494,100					
Less Summer 2017 and Distributed			(\$28,700)					
Central Academic Year (FY17)			\$2,465,400					
Plus Summer 2016 and Other/Misc			115,258					
Total Central Tuition Revenue over FY16 Bud.			\$2,580,658					
			\$2,578,907 per BAHR Template					

The count figures indicate changes between FY16 budget and FY17 projections and therefore take into consideration the impact of FY16 actuals as well as anticipated changes for FY17. The revenues shown under Changes Due to Count and Fee Changes reflect net revenues.

University of Idaho
FY2017 Student Tuition Funding Needs

	Total	Tuition Request	% of Total Tuition Request \$	% of Total Tuition Request %	Reallocation/ Other Sources	Notes
NON-CEC DECISION UNITS						
10.11 Change in Health Benefit Costs	\$ 298,110	298,110	11.6%	0.6%		Based on internal calculation using FY16 PBUD plus CEC
10.12 Change in Variable Benefit Costs	-					Included in above calculation
10.21 General Inflation Adjustment	128,177	128,177	5.0%	0.3%		Based on revised estimates for contract inflation for safety, security and computing
10.25 Inflationary Adjustment - Library	314,900	314,900	12.2%	0.6%		From State Budget Request
10.31 Repair, Replacement	-					
10.71 EWA (Reduction to Revenue)	364,600				364,600	From State Budget Request
10.xx Endowments (Increase to Revenue)	(725,200)				(725,200)	From State Budget Request
12.01 EWA Reinstatement (Increase to Revenue)	(364,600)				(364,600)	From State Budget Request
CEC DECISION UNITS						
10.61 Salary Multiplier Regular Employees	1,173,000	1,173,000	45.5%	2.4%		From State Budget Request
10.62 Salary Multiplier Group and Temporary	-					Not including in CEC process for FY2017
10.64 27th Payroll	-					Cover using one-time funds
10.65 27th Payroll - CEC Costs	-					Cover using one-time funds
12.03 27th Payroll for Group Positions	-					Cover using one-time funds
12.06 Complete College Idaho: Go On	-	-				
SUB TOTAL	\$ 1,188,987	\$ 1,914,187	74.3%	3.9%	\$ (725,200)	
OTHER ITEMS						
Faculty Promotions	-					Part of CEC funding pool
Estimated Cost to Raise Athletics to the Cap	150,300	111,000	4.3%	0.2%	39,300	Based on FY2016 Increase including split between Gen Ed and Other
Scholarship Funding	1,131,627	152,100	5.9%	0.3%	979,527	FY17 Scholarship Plan (\$517,100) plus FY16 Unfunded (\$614,527)
Critical Positions - 4.0 FTE Faculty Lines	400,000	400,000	15.5%	0.8%		Biomedical Research (COBRE) and Engineering
TOTAL NEED	\$ 2,870,914	\$ 2,577,287	100.0%	5.3%	\$ 293,627	Reallocation amount is equal to amt needed to cover what isn't covered by estimated revenue
ESTIMATED REVENUE:		5.3% FT UG Tuition *				
Academic Year Tuition		\$ 2,474,955				
Summer Session Tuition - FY2017 (rates approved April 2014)		103,952				
		\$ 2,578,907				

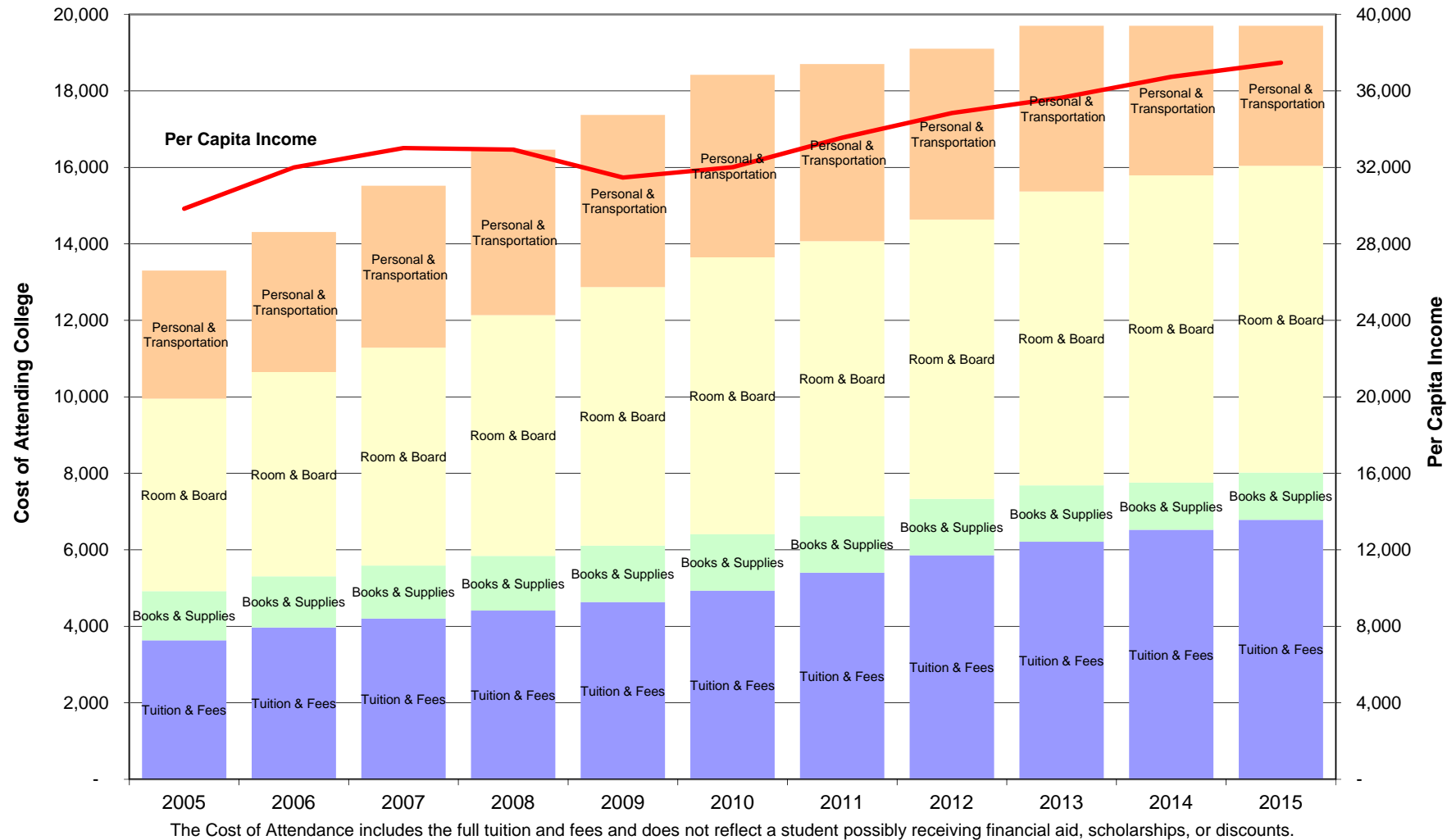
* See separate tab for total tuition and fee package

UNIVERSITY OF IDAHO

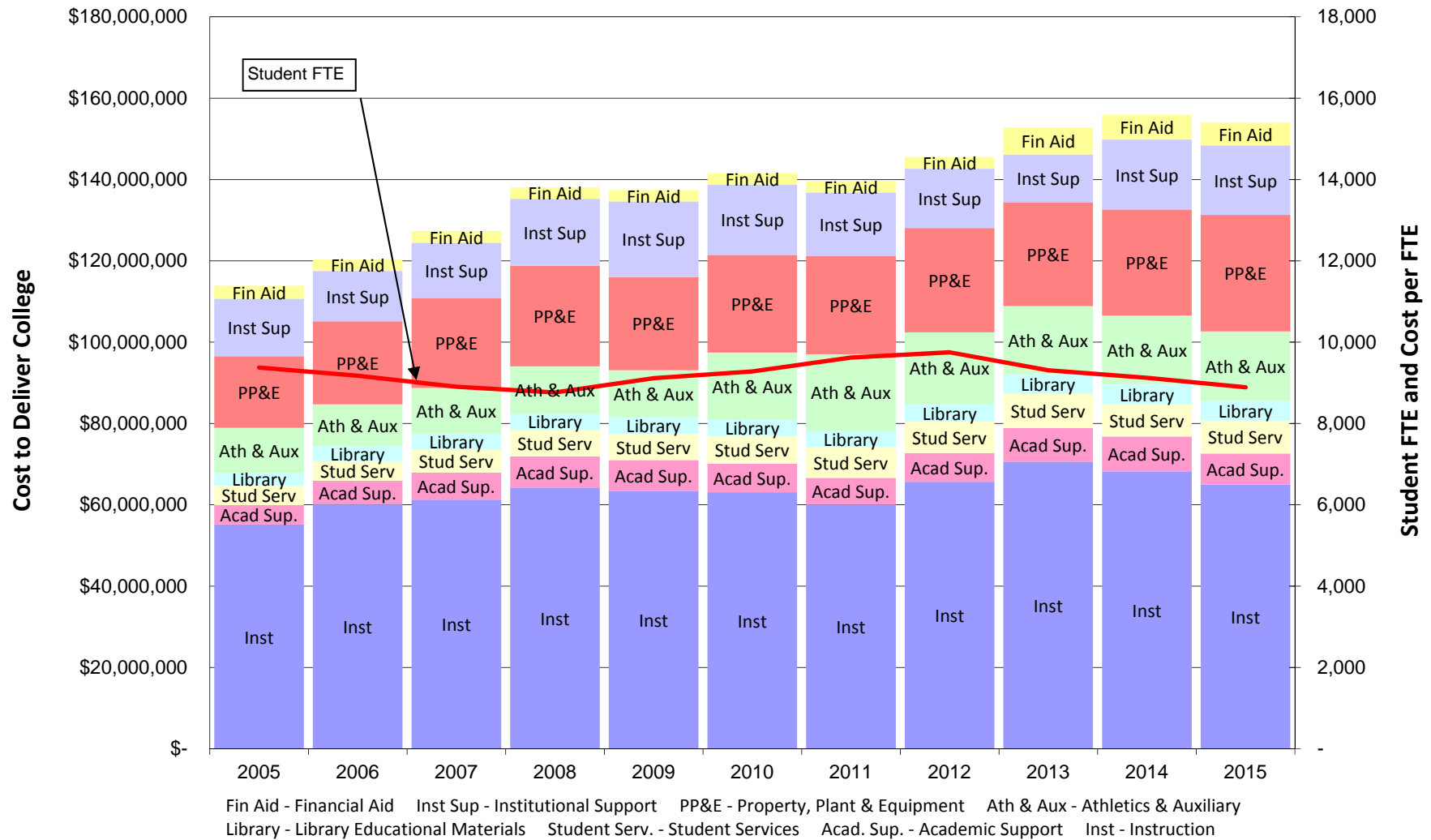
4-year History of Board Approved Fees plus FY17 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

						Request	4-Year	%
Student Fees:		FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Increase	Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$4,230.18	\$4,534.30	\$4,784.06	\$5,002.60	\$5,266.32	\$1,036.14	24.49%
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	820.50	30.00	3.80%
5	Student Activity Fees	1,065.92	1,073.80	1,084.04	1,101.50	1,123.78	57.86	5.43%
6	Total Full-time Fees	6,212.00	6,524.00	6,784.00	7,020.00	7,336.00	1,124.00	18.09%
7	Percentage Increase	6.1%	5.0%	4.0%	3.5%	4.5%		
8								
9	Part-time Credit Hour Fees							
10	Undergraduate Tuition and Fees	\$252.50	\$267.50	\$280.50	\$292.50	\$307.00	\$54.50	21.58%
11	Undergraduate Fees	\$58.50	\$58.50	\$58.50	\$58.50	\$60.00	\$1.50	2.56%
12	Total Part-time Cr Hr Fees	\$311.00	\$326.00	\$339.00	\$351.00	\$367.00	\$56.00	18.01%
13								
14	Other Student Fees							
15	Academic Year Graduate Fees:							
16	Full-Time Tuition	\$4,230.18	\$4,534.30	\$4,784.06	\$5,002.60	\$5,266.32	\$1,036.14	24.49%
17	Full-Time Grad	\$950.00	\$1,062.00	\$1,098.00	\$1,202.00	\$1,298.00	\$348.00	36.63%
18	Full-Time Other Fees	\$1,981.82	\$1,989.70	\$1,999.94	\$2,017.40	\$2,069.68	\$87.86	4.43%
19	Total	\$7,162.00	\$7,586.00	\$7,882.00	\$8,222.00	\$8,634.00	\$1,472.00	20.55%
20	Part-Time Tuition	\$252.50	\$304.00	\$318.50	\$331.50	\$348.00	\$95.50	37.82%
21	Part-Time Grad	\$48.00	\$59.00	\$61.00	\$67.00	\$72.00	\$24.00	50.00%
22	Part-Time Other Fees	\$58.50	\$58.50	\$58.50	\$58.50	\$60.00	\$1.50	2.56%
23	Total	\$359.00	\$421.50	\$438.00	\$457.00	\$480.00	\$121.00	33.70%
24	Academic Year Outreach Programs:							
25	Full-Time Tuition (UG & GR)	\$5,562.84	\$5,874.00	\$6,134.00	\$6,370.00	\$6,656.00	\$1,093.16	19.65%
26	Full-Time Grad Fee	\$950.00	\$1,062.00	\$1,098.00	\$1,202.00	\$1,298.00	\$348.00	36.63%
27	Full-Time Other Fees (UG & GR)	\$649.16	\$650.00	\$650.00	\$650.00	\$680.00	\$30.84	4.75%
28	Total Undergrad Full-Time	\$6,212.00	\$6,524.00	\$6,784.00	\$7,020.00	\$7,336.00	\$1,124.00	18.09%
29	Total Grad Full-Time	\$7,162.00	\$7,586.00	\$7,882.00	\$8,222.00	\$8,634.00	\$1,472.00	20.55%
30	Part-Time Undergrad Tuition	\$278.50	\$293.50	\$306.50	\$318.50	\$333.00	\$54.50	19.57%
31	Part-Time Grad Tuition	\$278.50	\$330.00	\$344.50	\$357.50	\$374.00	\$95.50	34.29%
32	Part-Time Grad Fee	\$48.00	\$59.00	\$61.00	\$67.00	\$72.00	\$24.00	50.00%
33	Part-Time Other Fees (UG & GR)	\$32.50	\$32.50	\$32.50	\$32.50	\$34.00	\$1.50	4.62%
34	Total Undergrad Part-Time	\$311.00	\$326.00	\$339.00	\$351.00	\$367.00	\$56.00	18.01%
35	Total Grad Part-Time	\$359.00	\$421.50	\$438.00	\$457.00	\$480.00	\$121.00	33.70%
36	Summer Session							
37	On-Campus							
38	Part-Time Undergrad Tuition	\$252.50	\$267.50	\$280.50	\$292.50	\$307.00	\$54.50	21.58%
39	Part-Time Grad Tuition	\$252.50	\$304.00	\$318.50	\$331.50	\$348.00	\$95.50	37.82%
40	Part-Time Grad Fee	\$48.00	\$59.00	\$61.00	\$67.00	\$72.00	\$24.00	50.00%
41	Part-Time Other Fees (UG & GR)	\$58.50	\$58.50	\$58.50	\$58.50	\$60.00	\$1.50	2.56%
42	Outreach/Off-Campus							
43	Part-Time Undergrad Tuition	\$278.50	\$293.50	\$306.50	\$318.50	\$333.00	\$54.50	19.57%
44	Part-Time Grad Tuition	\$278.50	\$330.00	\$344.50	\$357.50	\$374.00	\$95.50	34.29%
45	Part-Time Grad Fee	\$48.00	\$59.00	\$61.00	\$67.00	\$72.00	\$24.00	50.00%
46	Part-Time Other Fees (UG & GR)	\$32.50	\$32.50	\$32.50	\$32.50	\$34.00	\$1.50	4.62%
47	Nonresident Tuition (See Notes A & B)							
48	Full-Time Tuition (UG & GR)	\$12,788.00	\$13,076.00	\$13,530.00	\$14,004.00	\$14,704.00	\$1,916.00	14.98%
49	Part-Time Tuition Undergrad	\$639.00	\$654.00	\$677.00	\$700.00	\$735.00	\$96.00	15.02%
50	Part-Time Tuition Grad	\$639.00	\$726.00	\$752.00	\$778.00	\$817.00	\$178.00	27.86%
51	Professional Fees:							
52	Law College FT	\$7,874.00	\$8,188.00	\$8,598.00	\$9,008.00	\$10,134.00	\$2,260.00	28.70%
53	Law College PT	\$394.00	\$455.00	\$478.00	\$500.00	\$563.00	\$169.00	42.89%
54	Law College PT Summer	\$394.00	\$455.00	\$478.00	\$500.00	\$563.00	\$169.00	42.89%
55	Art & Architecture FT UG & GR	\$986.00	\$1,026.00	\$1,068.00	\$1,106.00	\$1,246.00	\$260.00	26.37%
56	Art & Architecture PT Undergrad	\$49.00	\$51.00	\$53.00	\$55.00	\$62.00	\$13.00	26.53%
57	Art & Architecture PT Summer UG	\$49.00	\$51.00	\$53.00	\$55.00	\$62.00	\$13.00	26.53%
58	Art & Architecture PT Grad	\$49.00	\$57.00	\$59.00	\$61.00	\$69.00	\$20.00	40.82%
59	Art & Architecture PT Summer GR	\$49.00	\$57.00	\$59.00	\$61.00	\$69.00	\$20.00	40.82%
60	Self-Support Program Fees:							
61	Executive MBA (2 years)	\$37,000.00	\$37,000.00	\$37,000.00	\$42,000.00	\$42,000.00	\$5,000.00	13.51%
62	Professional Practices Doctorate (3 yrs)	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$0.00	0.00%
63	Masters of Science Athletic Training (1 yr)	\$18,000.00	\$18,540.00	\$20,394.00	\$20,394.00	\$22,434.00	\$4,434.00	24.63%
64	Doctorate Athletic Training (1 yr)	\$16,000.00	\$16,480.00	\$18,128.00	\$18,128.00	\$19,941.00	\$3,941.00	24.63%
65	MOSS Environmental Education	\$5,986.00	\$5,986.00	\$5,986.00	\$7,238.00	\$7,527.00	\$1,541.00	25.74%
66	Doctorate Higher Ed Leadership (4 yrs)	N/A	N/A	N/A	\$36,000.00	\$36,000.00	New	New
67	Other Fees:							
68	Overload Fee	\$252.50	\$267.50	\$280.50	\$292.50	\$307.00	\$54.50	21.58%
69	Western Undergrad Exchge	\$3,106.00	\$3,262.00	\$3,392.00	\$3,510.00	\$3,668.00	\$562.00	18.09%
70	In-service Fees/Cr Hr - UG	\$96.00	\$100.00	\$103.00	\$106.00	\$111.00	\$15.00	15.63%
71	In-service Fees/Cr Hr - UG Summer	\$96.00	\$100.00	\$103.00	\$106.00	\$111.00	\$15.00	15.63%
72	In-service Fees/Cr Hr - Grad	\$115.00	\$121.00	\$125.00	\$132.00	\$139.00	\$24.00	20.87%
73	In-service Fees/Cr Hr - Grad Summer	\$115.00	\$121.00	\$125.00	\$132.00	\$139.00	\$24.00	20.87%

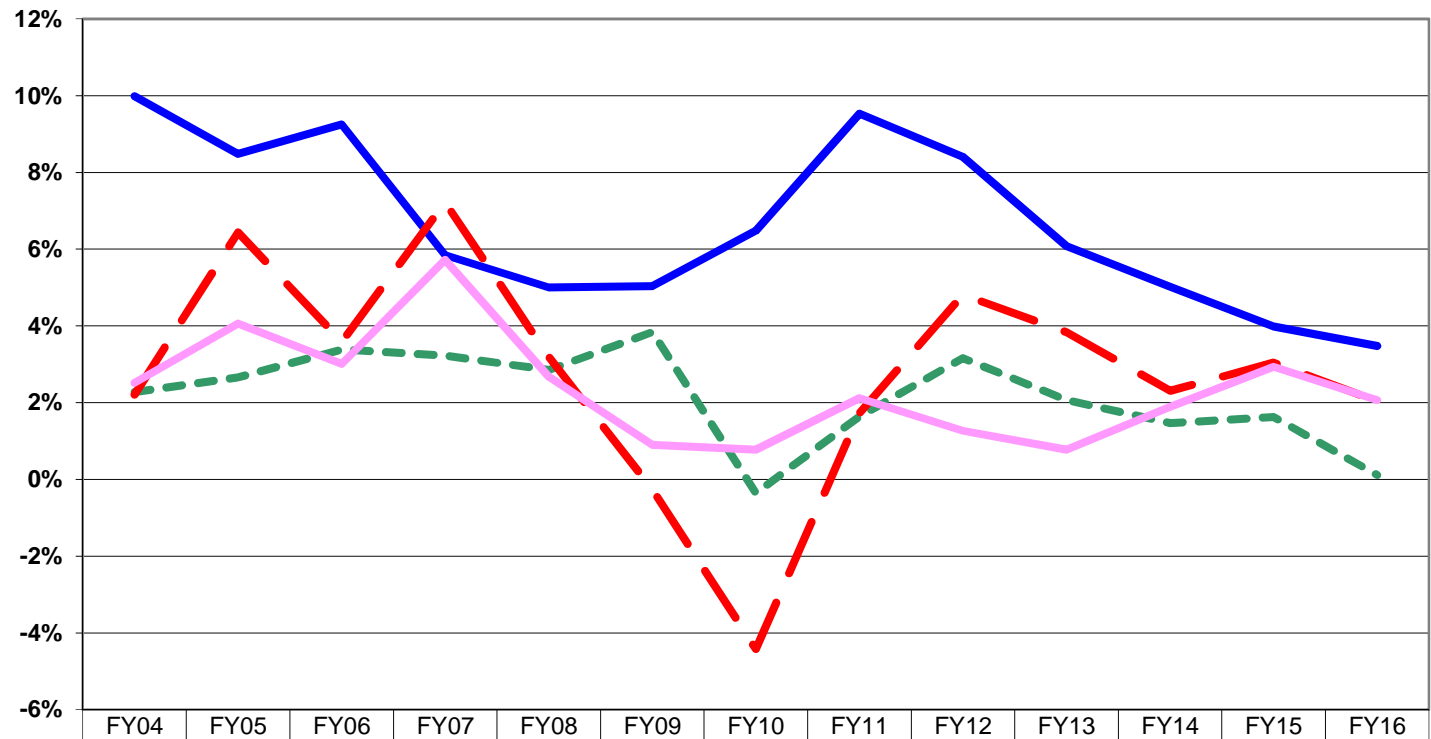
Cost of Attending College vs. Per Capita Income University of Idaho



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	FY14	FY15	FY16
Resident Fees	9.99%	8.48%	9.25%	5.85%	5.00%	5.03%	6.48%	9.53%	8.40%	6.08%	5.02%	3.99%	3.48%
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%	0.12%
Idaho Per Capita Income	2.21%	6.44%	3.59%	7.22%	3.19%	-0.26%	-4.42%	1.72%	4.81%	3.84%	2.31%	3.04%	2.03%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.78%	1.89%	2.94%	2.07%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2016

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COLLEGE OF LAW

UNIVERSITY OF IDAHO

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

Memorandum

Date: February 26, 2016

To: John Wiencek, Provost & Executive Vice President
Trina Mahoney, Director, Budget Office

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

Re: Law Student Dedicated Professional Fee Request for FY 2017

As described in this memorandum, the College of Law requests an increase in the Law School Dedicated Professional fee of \$1,126 per year in the law student dedicated professional fee in Fiscal Year 2017. This dollar amount represents an increase of 12.5% over the current level of \$9,008.00 per year to \$10,134.00 per year. The FY 2017 charge per credit hour will be \$563, or an increase of \$63 per credit hour.

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 2017 requested increase will be used as a needed investment in Academic Success and Bar Preparation support. More specifically, the College of Law intends to engage with BARBRI, the leading educational examination and testing service provider for the bar exam, to provide comprehensive support to increase UI's outcomes on the bar exam. The requested increase will allow the College to offer students programming and support throughout their entire law school career, hopefully culminating in higher bar passage. The BARBRI services include the following:

- Lawyering Fundamentals Curriculum - A weeklong intensive course that teaches first year students the skills necessary to succeed in law school. These materials will be used in the first year Orientation program each August.

- Extended 3L Bar Review Curriculum – Course materials that ease students into bar preparation by allotting more time for instruction and applied practice through focusing on contextualized substantive review of the most heavily tested MBE doctrines. These materials will be used in the Applied Legal Reasoning course offered each spring for graduating students.
- Bar Review Course and Monitoring Resources – Included in this increase, every student will be provided the BARBRI Bar Review course and materials. UI faculty and staff will have access to monitoring resources to track, advise and support students over the bar review course to maximize success on the bar exam.
- Support Resources and Materials - Students will also receive additional benefits such as BARBRI's 1L Success Program, 2L/3L outlines, lectures, and practice questions, and BARBRI AMP for all MBE subjects. UI will also receive access to real-time student progress reporting during the bar review/exam periods.

After a concerning decline in overall bar passage in summer 2015 and our accrediting body, the American Bar Association, considering new, stricter bar passage standard for the future, it is critical that the College of Law be aggressive about supporting students in this area. These services directly impact the quality of education for our students and position the College of Law to excel as an institution of legal education.

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 is provided to maximize success on the bar exam. The fee increase reflects this balancing of interests, though the College's overall funding needs are greater.

Conclusion:

The FY 2017 fee increase of 12.5%, or \$1,126, 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

University of Idaho
College of Art and Architecture

Office of the Dean

875 Perimeter Drive MS 2461
Moscow, ID 83844-2461

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

February 25, 2016

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 letter I am requesting the College of Art & Architecture (CAA) professional increase to be 4.5%, equal to the overall full time undergraduate tuition and fee increase for the University of Idaho. In addition as the Bioregional Planning Program is now an integral part of CAA, we request to incorporate their professional fee (currently at \$553/semester) into the CAA professional fee which is also at \$553/semester. There is no need for separate fees since the BIOP program is now housed in CAA. Along with requesting the proposed increase CAA would like to include the college Technology fee currently paid by the same students assessed the professional fee into this request. It is currently \$43.00 per student per semester. Rather than have two fees it was suggested to merge the two and title "Professional Fees". Funds would then be allocated for technology needs into appropriate accounts during our annual internal budget process.

The proposed increase and calculations are as follows:

$$\$553.00 + \$43.00 = \$596.00 \times 4.5\% = \$622.82 (\$623.00)$$

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

Sincerely,



Mark Elison Hoversten, PhD
Dean

University of Idaho
College of Art and Architecture

Office of the Dean

875 Perimeter Drive MS 2461
Moscow, ID 83844-2461

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

Date: February 25, 2016

To: Idaho State Board of Education (SBOE)

From: Student Congress of Art & Architecture (SCAA)
College of Art & Architecture
University of Idaho

We, the student leaders of the College of Art & Architecture at the University of Idaho are writing you to acknowledge that we have been informed through a meeting and with dialogue of the continuing and pre-arranged 4.5% increase in our student professional fees. Reactivation of the College was based on the premise that Student Professional Fees would be used to support the administrative functions and operations of the College of Art & Architecture, and in addition, to provide services and opportunities directly to students to enhance their academic experience. The Student Congress of Art & Architecture (SCAA) represents all students in the College.

Sincerely,



Justin Bise
President

cc: SCAA members
College of Art & Architecture

Monday, February 29, 2016

Re: DAT and MSAT Fees

Dear Members of the Board,

In 2011, the Doctor of Athletic Training and Master of Science in Athletic Training were approved by the State Board of Education. The first doctoral class was admitted in June 2011 and the first master's class was admitted in May of 2013. The purpose of this memo is to request an increase in fees (10%).

There are 4 main reasons for the requested fee increase of 10%:

- 1) The annual fees that are associated with the professional fees (e.g., books, technology) have increased significantly since the initial proposal and outpaced our initially proposed 3% annual increase.
- 2) Educational delivery costs have increased nationally and outpaced our 3% annual fee increase. Additionally, the planned 3% annual increase has not been applied in 3 of the five years.
- 3) Cost of national accreditation has risen significantly (MSAT) and we are seeking accreditation of the DAT.
- 4) Internal administrative costs have increased significantly from the original proposal (due to higher than expected administrative time associated with each program).

In conclusion, we are requesting the following actions be approved by the Idaho State Board of Education:

- 1) A 10% increase for both the MSAT and DAT programs for FY 17. We plan to implement smaller increases, more consistently moving forward. This will increase the DAT from \$18,128 to \$19,941 per year (3 semesters). The MSAT would increase from \$20,394 to \$22,434 per year (3 semesters).
- 2) The "other expense" category (see attachment) includes costs such as books, supplies for teaching and learning, assessment/accreditation data system, student professional membership dues, recruitment/marketing, library materials, and continuing education courses. This is a significant component of the operating budget with the intent to not have students have any additional out of pocket program fees during their program of study.

Please also find attached our FY12 to FY17 actuals and projections.

Sincerely,



Cori Mantle-Bromley, PhD
Dean, College of Education



Philip W. Scruggs, PhD
Chair, Department of Movement Sciences

DAT (Doctoral Athletic Training)	FY 12 (Actuals)	FY 13 (Actuals)	FY 14 (Actuals)	FY 15 (Actuals)	FY 16 (Actuals) as of January EOM	FY 16 Projections	FY 17 (Projections) based on 27 student enrollment	FY 17 (Projections) based on 27 student enrollment w/10% increase
Original Budget (actual course fee plus carry forward)								
01-Salaries	\$112,000.00	\$277,335.00	\$475,738.05	\$869,041.50	\$1,079,668.73	\$1,079,668.73	\$625,053.72	\$674,004.72
02-Fringe	\$60,913.24	\$132,577.57	\$171,884.72	\$302,707.89	\$157,867.61	\$245,514.00	\$249,514.00	\$249,514.00
03-Irregular Help	\$6,487.92	\$19,003.16	\$32,548.71	\$69,576.59	\$50,392.02	\$62,104.00	\$62,736.00	\$62,736.00
04-Travel	\$1,720.00	\$50.00	\$0.00	\$9,597.39	\$0.00	\$0.00	\$0.00	\$0.00
05-Other Expense	\$3,312.62	\$7,309.01	\$3,402.17	\$3,375.28	\$6,496.54	\$8,800.00	\$8,800.00	\$8,800.00
06-5k > Capital Outlay	\$10,803.38	\$73,301.60	\$45,969.29	\$73,077.00	\$41,615.21	\$182,350.00	\$202,550.00	\$202,550.00
07-5k < Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$4,078.75	\$100,000.00	\$17,500.00	\$17,500.00
10-Trustee Benefits	\$0.00	\$0.00	\$0.00	\$4,835.40	\$2,156.35	\$105,000.00	\$5,000.00	\$5,000.00
15-Transfers	\$47,813.00	\$35,192.00	\$61,601.00	\$64,371.50	\$65,448.00	\$65,448.00	\$22,680.00	\$22,680.00
Sub Total Expenses	\$131,050.16	\$267,433.34	\$315,405.89	\$602,541.05	\$476,924.61	\$944,071.01	\$631,285.37	\$636,180.47
BALANCE	-\$19,050.16	\$9,901.66	\$160,332.16	\$266,500.45	\$602,744.12	\$135,597.72	-\$6,231.65	\$37,824.25

MSAT (Master's Athletic Training)	FY 12 (Actuals)	FY 13 (Actuals)	FY 14 (Actuals)	FY 15 (Actuals)	FY 16 (Actuals) as of January EOM	FY 16 Projections	FY 17 (Projections) based on 25 student enrollment	FY 17 (Projections) based on 25 student enrollment w/10% increase
Original Budget (actual course fee plus carry forward)								
01-Salaries	\$0.00	\$84,000.00	\$323,333.65	\$627,796.76	\$602,594.17	\$602,594.17	\$565,120.17	\$616,120.17
02-Fringe	\$0.00	\$1,333.50	\$53,355.05	\$87,821.71	\$146,280.15	\$273,764.00	\$282,514.00	\$282,514.00
03-Irregular Help	\$0.00	\$133.63	\$15,043.95	\$18,541.69	\$40,441.29	\$50,201.00	\$54,843.00	\$54,843.00
04-Travel	\$0.00	\$0.00	\$10,500.03	\$4,789.19	\$12,405.30	\$25,000.00	\$0.00	\$0.00
05-Other Expense	\$0.00	\$2,600.48	\$8,068.08	\$5,980.72	\$8,164.55	\$11,500.00	\$11,500.00	\$11,500.00
06-5k > Capital Outlay	\$0.00	\$19,507.09	\$46,134.28	\$44,309.13	\$59,866.27	\$77,050.00	\$95,250.00	\$95,250.00
07-5k < Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$4,078.75	\$50,000.00	\$2,500.00	\$2,500.00
10-Trustee Benefits	\$0.00	\$0.00	\$0.00	\$1,034.80	\$5,854.35	\$4,200.00	\$5,000.00	\$5,000.00
15-Transfers	\$0.00	\$12,445.65	\$12,600.00	\$40,177.00	\$18,270.00	\$18,900.00	\$80,634.00	\$80,634.00
Sub Total Expenses	\$0.00	\$36,020.35	\$145,701.39	\$277,654.24	\$358,276.86	\$547,324.00	\$588,753.02	\$593,853.02
BALANCE	0.00	\$47,979.65	\$177,632.26	\$350,142.52	\$244,317.31	\$55,270.17	-\$23,632.85	\$22,267.15

The "other expense" category (see attachment) includes costs such as books, supplies for teaching and learning, assessment/accreditation data system, student professional membership dues, recruitment/marketing, library materials, and continuing education courses. This is a significant component of the operating budget with the intent to not have students have any additional out of pocket program fees during their program of study.

15 February 2016

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

Dear Provost Wiencek,

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 further study at the UI main campus, students receive a Master of Science in Natural Resources.

The purpose of this memo is to request a 4% increase in the self-support program fee for school year 2016-17 from the current rate of \$7,237.50 per semester, to \$7,527.00 per semester. Specifically, this requested increase:

- 1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
- 2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. 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) 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 2016.

This popular graduate program has grown to be one of the largest in the College of Natural Resources. Talented students come to the University of Idaho/CNR from within the state as well as from across the U.S. and Canada. 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 to help them become the innovators and problem solvers that our state needs to compete in the 21st century economy. To date, this program has reached more than 25,000 Idaho K-12 students and helped more than 2,500 Idaho teachers learn new pathways to teach STEM fields to Idaho students.

I am happy to discuss this request further with you or to answer any questions you might have.
Thank you for your consideration.

Sincerely,

A handwritten signature in dark ink, appearing to read "Kurt S. Pregitzer", with a long horizontal flourish extending to the right.

Kurt S. Pregitzer, Ph.D.

Dean & Thomas Reveley Professor

	FY16 (Current)		FY17 (proposed)		
	FTE	Cost	FTE	Cost	
A. Personnel Costs					
1. Faculty	2.83	\$ 123,520	2.83	\$ 128,461	
2. Administrators	1.00	\$ 42,449	1.00	\$ 44,147	
3. Adjunct Faculty		\$ -		\$ -	
4. Graduate assistants		\$ -		\$ -	
5. Research Personnel		\$ -		\$ -	
6. Support personnel		\$ -		\$ -	
7. Fringe Benefits	3.83	\$ 63,642	3.83	\$ 66,188	
8. Other		\$ -		\$ -	
Total Personnel	3.83	\$ 229,611	3.83	\$ 238,796	
	FY16 (Current)		FY17 (proposed)		
B. Operating					
1. Travel		\$ 20,000		\$ 20,800	
2. Professional Services		\$ 5,000		\$ 5,200	
3. Other Services		\$ -		\$ -	
4. Communications		\$ -		\$ -	
5. Utilities		\$ -		\$ -	
6. Materials/Supplies		\$ 7,500		\$ 7,800	
7. Rentals		\$ -		\$ -	
8. Repairs & maint.		\$ -		\$ -	
9. Materials for resale		\$ -		\$ -	
10. Misc. (Facility fee)		\$ 27,400		\$ 28,496	
Total Operating		\$ 59,900		\$ 62,296	
	FY16 (Current)		FY17 (proposed)		
C. Capital Outlay					
1. Library		\$ -		\$ -	
2. Equipment		\$ -		\$ -	
Total Capital Outlay		\$ -		\$ -	
D. Facilities		\$ -		\$ -	
E. Indirect Costs		\$ -		\$ -	
Grand Total Expenditures		\$ 289,511		\$ 301,092	
III. Revenues					
	FY16 (Current)		FY17 (proposed)		
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		\$ 301,092	
Grand Total Revenues		\$ 289,511		\$ 301,092	
B. Nature of Funds					
1. Recurring		\$ -		\$ -	
2. Non-recurring		\$ 289,511		\$ 301,092	
Grand Total Revenues		\$ 289,511		\$ 301,092	
Divided by 20 students (average enrollment)					
Cost per student 2 semesters at MOSS		\$ 14,475.55		\$ 15,054.58	
Requested percentage increase				4%	

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WORKSESSION
APRIL 13, 2016

SUBJECT

Institution, Agency, and Special/Health Programs Strategic Plans

REFERENCE

April 2015	The Board reviewed the institution, agency, and special/health programs strategic plans.
June 2015	Board approved the strategic plans for the agencies, community colleges, and the special/health programs.

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

Pursuant to section 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. 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 state requirement that they be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board the Office of the State Board of Education submits the plans to DFM.

The current guidelines set by the Board are in alignment with DFM's guidelines and the requirements set out in section 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

- **Vision:** An Outcome-Based Vision statement is an inspiring picture of a preferred future. The Vision Statement provides the reader with a clear description of how the agency/institution sees the future should their goals and objectives be achieved.
- **Mission Statement:** Agency/Institution Mission specifies an agency's/institution's purpose. It concisely identifies what the agency/institution does, why, and for whom. A mission statement identifies the unique purposes promoted and served by the agency/institution.

Institution mission statements must articulate a purpose appropriate for a degree-granting institution of higher education, with its primary purpose to serve the educational interests of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

WORKSESSION
APRIL 13, 2016

- **Goals:** A goal is a planning element that describes the broad condition or outcome that an agency, institution or program is trying to achieve. Goals are the general ends toward which agencies direct their efforts. A goal addresses issues by stating policy intention. Goals can be presented in both qualitative and quantitative form. In a strategic planning system, goals are ranked for priority. Goals stretch and challenge an agency, but they are realistic and achievable.
- **Objectives:** The objective is a planning element that describes how the agency plans to achieve a goal. Objectives are clear targets for specific action. They mark quantifiable interim steps toward achieving an agency's/institutions long-range mission and goals. Linked directly to agency/institution goals, objectives are measurable, time-based statements of intent. They emphasize the results of agency/institution actions at the end of a specific time period.
- **Strategies (optional):** Strategies are methods to achieve goals and objectives. Formulated from goals and objectives, a strategy is the means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources. A strategy reflects budgetary and other resources.
- **Performance Measures:** Performance measures assess the progress the agency is making in achieving a goal (quantifiable indicator). Performance Measures are gauges of the actual impact or effect upon a stated condition or problem. They are tools to assess the effectiveness of an agency's/institutions performance and the public benefit derived.
- **Benchmarks:** Benchmarks are performance targets for each performance measure for at a minimum the next fiscal year (and an explanation of how the benchmark level was established which can mean an industry standard or agency research of circumstances that impact performance capabilities).
- **External Factors:** Identify external factors that are beyond the control of the agency that affect the achievement of goals. Key factors external to the agency are those factors which are beyond the control of the organization. They include changes in economic, social, technological, ecological or regulatory environments which could impact the agency and its ability to fulfill its mission and goals.

Each of these components is a standard strategic plan component. The term Key Performance Indicators, is also used interchangeably with 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 Board has requested for a number of years now that the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the "status quo."

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At the October 2011 Board meeting the Board requested the postsecondary institutions include the following system wide 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 measures is currently reported to IPEDS by each institution.*

Through the planning process Board staff have worked with the Institutional Research staff at the institutions to refine the system-wide performance measures to assure there is a common understanding of the required performance measures and they are being reported consistently across the institutions. The performance measures have been refined as follows:

- **Graduation Rate:**
This area is made up of two measures.
 - a) Total degree production (split by undergraduate/graduate).
 - b) Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
- **Retention Rate:**
Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).
- **Cost of College:**
The audited financial statements are used for determining these measures.
 - a) Cost per credit hour – Financials divided by total weighted undergraduate credit hours.
 - b) Efficiency – Certificates (of at least 1-year or more) and degree completions per \$100,000 of financials.
- **Remediation** (Optional: may be reported under Cases Served rather than a Performance Measures):

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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 placement benchmarks.

- **Dual Credit:**

Total credit hours earned and the unduplicated headcount of participating students.

The “Remediation” performance measure 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 may be reported by the institutions on the performance measure report under “Cases Served” or as a performance measure with a benchmark.

In addition to these components all of the strategic plans are required to be in alignment with the Board’s system-wide strategic plans, these include the Board’s overarching K-20 education strategic plan, the Science, Technology, Engineering and Math (STEM) Education Strategic Plan, Higher Education Research Strategic Plan, and the Idaho Indian Education Strategic Plan.

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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STAFF COMMENTS AND RECOMMENDATIONS

Board staff will be prepared to discuss each of the plans during the April Board meeting work session and their alignment with the Boards strategic plans and institution staff will be on hand to discuss their individual plans and answer questions.

BOARD ACTION

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

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Idaho State Department of Education

STRATEGIC PLAN, 2015-2021

Superintendent Sherri Ybarra

December 9, 2015

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Part 1: 2015-2021 Strategic Plan Summary

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.

STRATEGIC PLAN INTRODUCTION

As Superintendent of Public Instruction, I am committed to supporting districts and schools to ensure a high quality education for all Idaho students so that they are ready to succeed in life. In keeping with this commitment, the Idaho State Department of Education's Strategic Plan establishes specific and measureable goals as well as the Department's strategies for achieving them. This plan will both clarify and focus the work of the Department, enabling targeted support to districts and unifying the efforts of Idaho's educators for the benefit of students statewide.

The plan embodies the Department's strong emphasis on improving K-12 education culture in Idaho, and will empower districts to provide high quality education while moving away from a rigid philosophy of over-testing, compliance, and a one-size-fits-all accountability structure. Moving forward, the Department will work with local districts to achieve high-level outcomes for students while also adhering to its guiding principles in order to ensure that this cultural shift occurs seamlessly.

GUIDING PRINCIPLES

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

STATE AND LOCAL AUTHORITY

The following statement in Idaho Code articulates the authority for the state to govern the public K-12 education system.

"The state board shall adopt rules, pursuant to the provisions of chapter 52, title 67, Idaho Code, and section 33-105(3), Idaho Code, to establish a thorough system of public schools with uniformity as required by the constitution, but shall not otherwise impinge upon the authority of the board of trustees of the school districts. Authority to govern the school district, vested in the board of trustees of the school district, not delegated to the state board, is reserved to the board of trustees."

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Our plan acknowledges and honors the distinction of roles between the state and local districts. Indeed, the state seeks to partner with districts to improve education for all students.

THE GOVERNOR'S TASK FORCE FOR IMPROVING EDUCATION RECOMMENDATIONS

The Department's new Strategic Plan builds on the State School Accountability Scorecard and the 2012 Governor's Task Force for Improving Education recommendations, which list 20 priorities that help to describe a new vision for Idaho's public schools. Some recommendations have since been completed, and I believe in the value of the 16 recommendations that are in the process of being implemented. This plan builds upon these recommendations and helps to integrate them into the work of the Department. They include:

- Transitioning to a mastery education system
- Retaining the Idaho Core Standards
- Increasing literacy proficiency
- Providing advanced opportunities for all students
- Introducing a new, mutually responsible accountability system
- Empowering districts with autonomy to innovate
- Maintaining continuous improvement through effective planning and progress monitoring
- Encouraging the development of *district-wide* collaboration systems
- Improving high speed bandwidth and wireless infrastructure
- Providing educators and students with technology in the classroom
- Enabling district autonomy through increased operational funding
- Utilizing the career ladder compensation model
- Funding schools through an enrollment model
- Emphasizing and encouraging teacher-to-teacher mentoring and collaboration
- Supporting teachers and leaders with job-embedded professional learning
- Providing teachers with enhanced pre-service training

The full summary recommendations are appended to this document.

OUR GOALS

The Department has articulated its goals for public education in Idaho in terms of outcomes for students, and will give districts and schools the necessary support to reach these goals. This plan also describes the supporting strategies which will drive the Department's work.

I have chosen to focus the Department's work on three goals, all of which will contribute to success for Idaho's students.

1. All Idaho students persevere in life and are ready for college and careers.
2. All education stakeholders in Idaho are mutually responsible for accountability and student progress.
3. Idaho attracts and retains great teachers and leaders.

OUR STRATEGIES TO ACHIEVE EACH GOAL

The Department has adopted a set of strategies that will contribute to each goal's success. Each strategy has been assigned a responsible leader at the Department as well as underlying key projects that are either already underway or are planned.¹ While these strategies aim to codify the work that will have the most significant impact on each goal, we acknowledge that the work of all educators in Idaho impacts student achievement in ways far beyond this document's description.

GOAL 1: ALL IDAHO STUDENTS PERSEVERE IN LIFE AND ARE READY FOR COLLEGE AND CAREERS

Strategy 1.1: Fully implement the Idaho Core Standards (TF 2)

Idaho's methodology for fully implementing the Idaho Core Standards is largely based in the expansion of successful teacher coaching programming, which will grow to include Math teachers in addition to the existing ELA component. This coaching model is designed to invest in human capital that remains in local districts and that meets local needs. Coaches focus on instructional shifts and work over time, face-to-face with teachers to help provide coherence and flexibility around the Idaho Core, as well as immediate impact in classrooms. Long term, coaches will also include training administrators and regional cadres.

Specific projects associated with this strategy include:

- Request funding for systems and professional development to enable progress monitoring
- Scale coaching program to include Math in addition to English Language Arts
- Promote and emphasize the importance of teacher-to-teacher mentoring (TF 15)

Strategy 1.2: Explore options and opportunities for students to attend pre-kindergarten

Historically, publicly funded Pre-K has only been available to a small group of students with special needs in Idaho. While some have called for optional, public and voluntary Pre-K, others have shown opposition to this idea. In order to better understand the possibility of offering state-funded public Pre-K for 3 and 4 year olds in Idaho, SDE seeks to explore options, needs and costs through research and, possibly, incubation programs.

Strategy 1.3: Implement multiple pathways to graduation

In order to implement multiple pathways to graduation, SDE will assert, provide and offer increased flexibility (alternative methods) for students to demonstrate competency in satisfying state and local graduation requirements. The 8-in-6, P-Tech, GEAR UP, Fast Forward, Dual Credit for Early Completion, and Mastery Advancement programs will all contribute to this strategy, as will targeted efforts for special education and gifted and talented students.

Specific projects associated with this strategy include:

- Investigate alternate routes to graduation (including demonstrated mastery)
- Promote and emphasize career coaches and teacher-to-student mentoring
- Provide advanced opportunities to all students (TF 4)

¹ Note that strategies or projects that relate directly to the Governor's Task Force for Improving Education recommendations are indicated with a TF in parentheses, followed by the associated recommendation number.

Strategy 1.4: Improve the ways in which funding is leveraged to benefit students

The State Department of Education (SDE) seeks to more purposefully allocate state funds for programs in a way that maximizes flexibility for districts. Historically, the budgeting process does not afford adequate attention to the mechanisms through which funds are disbursed, leading to unnecessary burden to districts using these funds. As a result of stakeholder feedback on this process, SDE is working with the appropriate state-level personnel to adjust funding streams and allow greater flexibility.

Specific projects associated with this strategy include:

- Support local school districts through a revised, strategic public schools budget which removes barriers and mandates to provide flexibility and local control
- Request funding for SDE priorities including career counseling, regional education centers, personalized learning, and the Career Ladder
- Leverage all federal funds, where possible, for district use

Strategy 1.5: Support technology in the classroom

SDE will endeavor to support districts to integrate locally chosen technology solutions that will improve student learning. While SDE seeks to offer feedback and guidance when asked, the state seeks to fund and empower each district to implement technology improvements.

Specific projects associated with this strategy include:

- Provide all schools with broadband internet and wireless networks (TF 9)
- Ensure that all students and teachers can use technology in the classroom (TF 10)
- Provide guidance and expertise to enable each district to choose an Instructional Management System that works best for them, and funds its implementation

GOAL 2: ALL EDUCATION STAKEHOLDERS IN IDAHO ARE MUTUALLY RESPONSIBLE FOR ACCOUNTABILITY AND STUDENT PROGRESS

Strategy 2.1: Increase district autonomy and ability to innovate

To implement this strategy, we recommend the Governor's Office, State Board of Education, and State Department of Education evaluate existing education laws and administrative rules and work with the Legislature to remove those which impede local autonomy, flexibility to adapt to local circumstances, and the ability of the schools to be agile, adaptive, innovative, and drive continuous improvement.

Specific projects associated with this strategy include:

- Reduce compliance-based rules and regulations where possible (TF 6)
- Encourage district-wide empowerment to choose their own electronic collaboration systems to avoid unnecessary centralization of information (TF8)
- Reduce line-item mandates to ensure flexibility with district discretionary funding
- Implement increased district flexibility under the New Every Student Succeeds Act

Strategy 2.2: Build a new accountability system

SDE will continue to design and implement a fair and equitable accountability system, using a pipeline of support through district partnerships. The system will allow districts flexibility to support schools using locally-determined interventions, and better enable districts to react to feedback from schools. While the state will work with districts to create their plans to improve struggling schools, guided by a clear set of improvement principles, districts will be the final approvers of school plans. The new accountability model will replace the star-rating system, which was revealed through feedback from the field to be difficult to understand and communicate to stakeholders.

Specific projects associated with this strategy include:

- Prioritize the use of district strategic plans to drive improvement (TF 7)
- Rebuild school accountability plans so that they reinforce mutual accountability based on multiple measures of student performance, rather than compliance

Strategy 2.3: Establish a Mastery Education Network (TF 1)

Mastery education is being embraced by districts and schools across the country as a method of empowering learners, allowing more student voice and enabling students to learn at their own pace. At its core is the shift to learning as measured by a student's ability to demonstrate mastery, not seat time devoted to a subject or grade level. SDE will facilitate the creation of a voluntary network of schools that will begin to implement shifts toward mastery. During the first several years of this network, the state will convene these schools to learn from one another, support the schools where appropriate, learn from school innovations and best practices, and collect models for implementation to prepare for supporting additional schools in this shift. SDE will also investigate which state policies and rules impede a true mastery model, and work with state lawmakers to remove policy barriers to full implementation.

Specific projects associated with this strategy include:

- Investigate and initiate the necessary legislative policy changes
- Align funding and accountability models to the mastery education network
- Provide support and guidance to schools that opt-in to the mastery education network

Strategy 2.4: Engage and collaborate with diverse stakeholder groups to ensure mutual responsibility for K-12 education in Idaho

SDE will create a consistent process for the receipt of stakeholder groups' input. SDE will link its communications and feedback plan and the Community Relations Officer's work, allowing them to act in tandem with one another. SDE will continue to be present at stakeholder meetings and involved with their work, and will experiment with new approaches to structured consultation with stakeholders.

GOAL 3: IDAHO ATTRACTS AND RETAINS GREAT TEACHERS AND LEADERS

Strategy 3.1: Improve professional support for educators

SDE will work to enhance the experience of being a teacher in Idaho, both at the pre-service stage and in schools, by engaging districts to build their own capacity to train and support teachers.

Specific projects associated with this strategy include:

- Provide job-embedded professional development (including in support of the mastery-based education network) (TF 16)
- Provide school leader evaluation training (TF 18)
- Advocate for funding for a robust teacher mentoring program
- Allow more capacity-building activities to be used for administrator certification.

Strategy 3.2: Establish regional education centers

Idaho SDE will provide a central location of support for rural schools, enabling them to acquire the assistance and skills that their individual budgets do not allow, but that larger districts can often provide for themselves. This includes special education and English language learner support, recertification credit offerings, professional learning communities, substitute teacher pools, grant writers, and other specialized hires.

Strategy 3.3: Align systems to support educators

Idaho employs standards both for educators and for student learning. In order to be considered learner-ready and to continue to grow throughout their careers, educators should come out of teacher preparation programs with working knowledge of these sets of standards. This strategy seeks to ensure that teacher preparation programs are providing this knowledge of performance standards as well as incorporating the Idaho Standards of Learning.

Specific projects associated with this strategy include:

- Investigate school funding models that are aligned to the mastery-based education network (TF 13)
- Sustain and support the Career Ladder Compensation Model (TF 12)
- Engage colleges of education to adapt pre-service teacher training to Idaho Core Standards and mastery-based instructional practices (TF 19)
- Conduct State Specific Requirement Reviews of all teacher preparation programs in the state

Strategy 3.4: Communicate to change the culture and image of K-12 education in Idaho

The culture and image of K-12 education in Idaho are in need of a refresh, both in support of the Superintendent's budget and priorities, and to more broadly positively shift the public's perception of the teaching workforce. To drive change and tone, SDE plans to incorporate language in support of this culture change into all public facing communications (speeches, messaging, etc.) from the department, consistently highlighting the important work and value of teachers, and continuing to build strong relationships with reporters.

Strategic Plan Part 1 Appendix: Governor's Task Force for Improvement Education Summary Recommendations (September 6, 2013)

1. Mastery Based System

We recommend the state shift to a system where students advance based upon content mastery, rather than seat time requirements. This may require a structural change to Idaho's funding formula and/or some financial incentive to school districts. We also recommend that mastery be measured against high academic standards.

2. Idaho Core Standards

We strongly endorse the rigorous and successful implementation of the Idaho Core Standards as an essential component of high performing schools. Higher standards in all subject areas help raise student achievement among all students, including those performing below grade level.

3. Literacy Proficiency

We recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student's education. Students must learn to read before they can read to learn content in other subject areas.

4. Advanced Opportunities

We recommend the state ensure that all students have access to advanced opportunities by expanding post-secondary offerings while a student is still in high school.

5. Revamp the State's Accountability Structure Involving Schools

We recommend the state revamp the accountability structure involving schools. The existing structure that relies on compliance mandates should be replaced with a system that is based on accountability for student outcomes.

6. Empower Autonomy by Removing Constraints

We recommend the Governor's Office, State Board of Education, and State Department of Education evaluate existing education laws and administrative rules and work with the Legislature to remove those which impede local autonomy, flexibility to adapt to local circumstances, and the ability of the schools to be agile, adaptive, innovative, and drive continuous improvement.

7. Annual Strategic Planning, Assessment, and Continuous Focus on Improvement

We recommend each district be required to have a strategic plan (and to renew it annually) that identifies and focuses district-wide continuous improvement toward statewide goals. Both the local board and the state should provide oversight to ensure that the plan is appropriate to local circumstances and aligns to and supports the state's goals. The plan forms the basis from which accountability will be structured and the superintendent will be evaluated.

8. Statewide Electronic Collaboration System

We recommend that a statewide electronic collaboration system be adopted for educators to share ideas and resources across the state.

9. High Speed Bandwidth and Wireless Infrastructure

We recommend the state expand the existing high speed bandwidth infrastructure to ensure every school (high school, middle school, and elementary school) has the bandwidth and wireless infrastructure necessary for simultaneous equal access and opportunity. This will require ongoing funding for the repair and replenishment of equipment.

10. Educator and Student Technology Devices

We recommend that every educator and student have adequate access to technology devices with appropriate content to support equal access and opportunity. Educator professional development is critical to the effective implementation of technology.

11. Restoration of Operational Funding

We recommend restoration of operational funding to the FY 2009 level. Although traditionally called “discretionary” funding, operational funds are the normal, reasonable costs of doing business and include such items as paying for heat, lights and fuel; transporting students in a safe manner to and from school; and providing timely and relevant content materials and training for teachers. A multiple year approach could be implemented to rebuild operational funding.

12. Career Ladder Compensation Model

We recommend a phased implementation of a Career Ladder of teacher compensation. The model proposed combines competitive salaries with incentives, rewards and accountability. Further, we believe it should be tied to a revised system of state licensure.

13. Enrollment Model of Funding Schools

We recommend a change from Average Daily Attendance (ADA) to Average Daily Enrollment/Membership. This will enhance fiscal stability and remove current barriers to personalized and/or mastery learning models that are required to meet the State Board’s 60 percent goal.

14. Tiered Licensure

We recommend a continuum of professional growth and learning that is tied to licensure. Movement through the system would be accomplished in a very specific, objective way using performance measures.

15. Mentoring

We recommend that each district develop a mentoring program for the support of new teachers based on the Idaho Mentor Program Standards. These standards provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. We recommend the state provide funding support for a mentoring program.

16. Ongoing Job-embedded Professional Learning

Teacher effectiveness is paramount to student success, and professional development is paramount to teacher effectiveness. Professional development must be regularly scheduled and ongoing. We recommend that districts provide regular professional learning opportunities, and we support ongoing funding for professional development. We recommend the use of the research-based standards of the National Staff Development Council known as Learning Task Force for Improving Education Forward. We further recommend that resources for educator learning be prioritized, monitored and coordinated at the state level.

17. Site-based collaboration among teachers and instructional leaders

Time to collaborate is critical to effective teaching and implementation of higher standards and technology. We strongly encourage districts to restructure the traditional school day schedule to allow for job-embedded collaboration time. We support the creation of professional learning communities that increase educator effectiveness and results for all students. We recommend providing training models to districts for their use in training the members of the professional learning communities, and encourage models that focus on team outcomes and collective responsibility.

18. Training and development of school administrators, superintendents and school boards

We recommend continued training and professional development of school administrators, superintendents and school boards. The committee supports further development and implementation of the Idaho Standards for Effective Principals and the pilot work being conducted in the 2013-14 school year to further explore effective performance measures for school administrators. This includes ongoing implementation and support for administrator training in assessing classroom performance through observation.

19. Provide enhanced pre-service teaching opportunities through the state's colleges of education

We support the efforts of Idaho's higher education institutions to increase and enhance clinical field experiences for pre-service teachers.

20. Participation in the CCSSO's "Our Responsibility, Our Promise" recommendations to improve teacher preparation

We support Idaho's participation in implementing The Council of Chief State School Officers (CCSSO) "Our Responsibility, Our Promise" recommendations to help ensure that every teacher and principal is able to prepare students for college and the workforce.

Part 2: Strategic Plan Strategy Profiles

The Department has adopted a set of strategies that will contribute to each goal's success. Each strategy has been assigned a responsible leader at the Department as well as underlying key projects that are either already underway or are planned.² While these strategies aim to codify the work that will have the most significant impact on each goal, we acknowledge that the work of all educators in Idaho impacts student achievement in ways far beyond this document's description.

GOAL 1: ALL IDAHO STUDENTS PERSEVERE IN LIFE AND ARE READY FOR COLLEGE AND CAREERS

STRATEGY 1.1: FULLY IMPLEMENT THE IDAHO CORE STANDARDS

Description	Idaho's methodology for fully implementing the Idaho Core Standards is largely based in the expansion of successful teacher coaching programming, which will grow to include Math teachers in addition to the existing ELA component. This coaching model is designed to invest in human capital that remains in local districts and that meets local needs. Coaches focus on instructional shifts and work over time, face-to-face with teachers to help provide coherence and flexibility around the Idaho Core, as well as immediate impact in classrooms. The coaches' long-term, ingrained and frequent work will also include training administrators and regional cadres.	
Definition of success	This strategy will be successful if Idaho sees an increase in the number of students proficient in ELA and Math (>30%) on measures aligned to the Core Standards. Increased demand from the field for participation in the coaching program will demonstrate success, as will a "new normal" in which teachers collaborate face-to-face as a true professional learning community.	
Leadership	This strategy is led by Scott Cook, SDE's Content Director. Nicole Hall will provide support for Math and Diann Roberts will provide support for ELA.	
Other offices involved and resources required	Office or Resource	Desired involvement
	<ul style="list-style-type: none"> IHE (prep, re-cert) Univ. of Idaho tech integration: summer program, Doceo Center Region 4 collaborative BSU Writing Project Inquiry workshop 	<ul style="list-style-type: none"> Coordination with SDE directors Workshop in a Box, funding Model success for collaborative learning and professional learning Funding Funding <p>*leverage funding opportunities for Math where possible</p>
Scale	<ul style="list-style-type: none"> About 600 ELA teachers are involved in the coaching program In its first year, at least 300 Math teachers will be involved in the coaching program 12 ELA coaches, 12 Math coaches and 3 Literacy coaches will work with teachers as part of the program 	

² Note that strategies or projects that relate directly to the Governor's Task Force for Improving Education recommendations are indicated with a TF in parentheses, followed by the associated recommendation number.

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Metrics	<ul style="list-style-type: none"> ▪ Student results on Smarter Balanced ▪ Surveys administered to teachers, leaders and superintendents ▪ Number of contact hours between coached and teachers (target of about 300 per year per teacher) ▪ Improved NAEP ELA and Math scores ▪ Integration of coaching program in district strategic plans ▪ Number of districts that sign up for coaching program (there are about 90 for ELA) ▪ Perverse indicator: teacher time out of the classroom 		
Milestones	2015-16	2016-17	2018-19
	<ul style="list-style-type: none"> ▪ Determine math network leadership ▪ In March 2016: Finalize application and recruitment materials for coaching program ▪ June 2016: Finalize coach assignments ▪ Coordinate field support through monthly meetings (continuous) 	<ul style="list-style-type: none"> ▪ 1st year coaching math teachers ▪ Analyze efficacy (webs of impact) ▪ Refine math coaching model based on impact ▪ Capture Region 4 story 	<ul style="list-style-type: none"> ▪ Math web of impact grows (need to benchmark expected impact) ▪ Increase ELA-focus on in-classroom support ▪ Determine how SDE can facilitate expansion of face-to-face collaboration among teachers
Risks	<ul style="list-style-type: none"> ▪ Empty teacher slots left by teachers recruited for coaching positions – could SDE help fill these roles? ▪ Fully making the shift to align Math instruction to Core – a lot has already been done, but this work is different ▪ Districts using Math curriculum that is not actually aligned – state can provide suggestions for deeply aligned materials (ex: Doceo Center) 		

STRATEGY 1.2: EXPLORE OPTIONS AND OPPORTUNITIES FOR STUDENTS TO ATTEND PRE-KINDERGARTEN

Description	Historically, publicly funded Pre-K has only been available to a small group of students with special needs in Idaho. While some have called for optional, public and voluntary Pre-K, others have shown opposition to this idea. In order to better understand the possibility of offering state-funded public Pre-K for 3 and 4 year olds in Idaho, the State Department of Education seeks to explore options, need and costs through research and, possibly, incubation programs.		
Definition of success	As a result of this strategy, SDE will have a firm understanding of the changes necessary to support a successful Pre-K program in Idaho, as well as likely costs and benefits of Pre-K in the state. If the appropriate stakeholders feel that Pre-K should move forward, the strategy will be successful if legislators support the program and SDE is able to gain funding for incubator Pre-K programs, perhaps in rural districts. If implemented (or in incubator programs), Pre-K in Idaho will be successful if participating students demonstrate increased achievement on the Idaho Reading Indicator (K-3 literacy assessment).		
Leadership	This strategy is led by Tim McMurtrey, SDE’s Chief Performance Officer, with input from the remainder of the executive committee. Diann Roberts (ELA Specialist) and Scott Cook (Content Director) will also play important roles. In the future, SDE may need to build additional capacity for this work, potentially hiring a Pre-K or Pre-K-3 Coordinator.		
Other offices involved and resources required	Office or Resource	Desired involvement	
	<ul style="list-style-type: none">▪ Institutions of Higher Education (IHEs)▪ Bussing department▪ Special Education Preschool Programs▪ Grant funding/ Albertson Foundation▪ Private pre-schools	<ul style="list-style-type: none">▪ Teacher training through pre-school certification programs, potential contracts to research best practices▪ Help build understanding of how to adapt the existing bussing program to support Pre-K▪ Resource around implementation to date in Idaho, may provide insight into how resources are leveraged to provide pre-k▪ SDE is working to rebuild a partnership with the Albertson foundation- private foundations may be a good source of funding for Idaho pre-K programs▪ Research private preschool enrollment trends to better understand climate for Pre-K in Idaho	
Scale	As this strategy refers to potential Pre-K programs’ research phase, scale is still to be determined. Scale for this strategy would likely refer to the number of students, schools, or districts participating in an optional, partially state-funded incubation program.		
Metrics	<ul style="list-style-type: none">▪ Idaho Reading Indicator (IRI) data▪ Number of Schools with full day, non-remedial kindergarten		
Milestones	2016-17	2017-18	2018-19
	<ul style="list-style-type: none">▪ Line item in SDE budget for IHE research into Pre-K outcomes and policy implications in similar states▪ Track existing pilot and SPED programs annually	<ul style="list-style-type: none">▪ Potential to introduce Pre-K incubator programs▪ Compile baseline research to justify budget request	

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Risks	<ul style="list-style-type: none">▪ Private pre-k programs will lobby against public Pre-K to resist losing funding due to loss of business▪ As exploration moves to implementation, SDE will need to determine whether to open Pre-K options to all children or just Title I?▪ This strategy could contribute to revived interest in pay for performance model▪ Lack of success in expanded Pre-K could diminish support for Pre-K generally statewide▪ Legislature does not fund the research and incubation necessary to explore and start building programs▪ Some Idahoans see public Pre-K as an infringement on family rights- could contribute to loss of favor or trust for SDE▪ Tension between funding for Pre-K versus full-day Kindergarten▪ Capacity and staffing challenges are likely, especially in smaller districts. Physical space is lacking and therefore an important consideration.
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STRATEGY 1.3: IMPLEMENT MULTIPLE PATHWAYS TO GRADUATION

Description	In order to implement multiple pathways to graduation, SDE will assert, provide and offer increased flexibility (alternative methods) for students to demonstrate competency in satisfying state and local graduation requirements. The 8-in-6, P-Tech, Gear Up, Fast Forward, Dual Credit for Early Completion, and Mastery Advancement programs will all contribute to this strategy, as will targeted efforts for special education and gifted and talented students.	
Definition of success	If this strategy is successful, low expectations for students will be disrupted through leveraging key programs that will allow students to demonstrate learning through diverse means. A critical mass of districts will adopt multiple pathways to graduation, helping to streamline and demystify decision pathways for students, and SDE will be able to document examples of successful pathways for students. Through multiple pathways activities, children from diverse contexts will be able to demonstrate competency, helping to reach a goal of 60% of Idahoans age 25-34 holding post-secondary degrees or certificates by 2020, up from 48% in 2015.	
Leadership	This strategy will be led by Matt McCarter, SDE's Director of Student Engagement & Postsecondary Readiness. Tina Polishchuk (Advanced Opportunities Coordinator), Dana Kelly (Dual Credit), Charlie Silva (Special Education), Kelly Brady (Mastery) and Cheryl Finley (Director of Assessment) will all support components of the strategy.	
Other offices involved and resources required	Office or Resource	Desired involvement
	<ul style="list-style-type: none"> ▪ Scott Cook (standards) ▪ Peggy Wenner (G&T, AP) ▪ Charlie Silva (SPED) ▪ AVID programs ▪ Business leaders ▪ Mentoring/coaching money in budget ▪ Local advising initiatives ▪ State Board staff ▪ IHE (especially dual credit coordinators) 	<ul style="list-style-type: none"> ▪ Determine whether EOC texts are aligned to standards for MAP ▪ Leverage G&T grant to make more G&T offerings available ▪ Provide guidance on implications for SPED ▪ Determine how to leverage ▪ Generate urgency for career readiness ▪ Leverage funding and align with multiple pathways initiatives ▪ Guide students to effective pathways choices ▪ Streamline process for offering multiple pathways (and P-Tech) ▪ Communicate, partner and share data *Leverage teacher credit requirements to encourage teachers to get dual credit certified
Scale	Looking for 5% increase in student participation each year through '18-'19 in each of these areas as compared with '15-'16 baseline: <ul style="list-style-type: none"> ▪ 15 districts participating in MAP ▪ Fast Forward in ____ districts ▪ Gear Up pilot in ____ districts ▪ P-Tech in ____ districts 	
Metrics	<ul style="list-style-type: none"> ▪ Number of students participating in multiple pathways programs ▪ Number of courses offered ▪ Number of districts offering multiple pathways ▪ Number of remedial courses offered at IHEs ▪ Number of teachers who are dual-enrollment certified (in urban vs. rural districts) ▪ Counselor-to-student ratios in each district ▪ Number of dual enrollment credits awarded by IHEs ▪ In the future, postsecondary completion rates 	

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Milestones	2015-16	2016-17	2018-19
	<ul style="list-style-type: none">▪ Research working models for job-shadow-internship policies and practices▪ Understand current status- baseline number of districts offering alternate pathways▪ Use district plans to understand current and future status▪ Use baseline to plan increase in offerings▪ Determine baseline for dual-credit certified teachers	<ul style="list-style-type: none">▪ 50% improvement in offerings (tentative target)▪ Begin documenting examples of improvement/ pathways in districts/ best practice policy examples▪ Learn from IHEs about best practices for counselor training▪ Offer examples for mastery performance tasks	<ul style="list-style-type: none">▪ 2-3% increase in dual credit certified teachers each year▪ Complete tool to help students understand how to leverage pathways opportunities
			2020-2021
			<ul style="list-style-type: none">▪ Every district in the state offers flexible pathways
Risks	<ul style="list-style-type: none">▪ Reimbursing districts accurately gets tricky- districts don't want to lose money▪ State boards need to shift mindset toward flexible options▪ Students who are not socially/emotionally ready for advancement▪ Diluted rigor of dual enrollment courses▪ Limiting focus to G&T/advanced students→ what does this look like for alternative schools and struggling students to explore multiple pathways? – involvement from other SDE offices will be important for mitigation		

STRATEGY 1.4: IMPROVE THE WAYS IN WHICH FUNDING IS LEVERAGED TO BENEFIT STUDENTS

Description	<p>SDE seeks to more purposefully allocate state funds for programs in a way that maximizes flexibility for districts. Historically, the budgeting process does not afford adequate attention to the mechanisms through which funds are disbursed, leading to unnecessary burden to districts using these funds. As a result of stakeholder feedback on this process, SDE is working with the appropriate state-level personnel to adjust funding streams and allow greater flexibility.</p> <p>Specifically, SDE will focus on ensuring that offices and decision makers allocate funds appropriately for SDE expenditure and/or SDE disbursement. This confusion is a common culprit preventing funds from making a difference for students. The intent is not necessarily to preference disbursement over expenditure or vice versa, but rather to use each channel where appropriate.</p>	
Definition of success	<p>This strategy is intended to maximize dollars in service of students rather than of bureaucracy, and it will be successful if districts experience increased flexibility to use money where they need it the most. Concurrently, legislators must be provided some assurance that the policies they support with dollars are being effectively implemented.</p>	
Leadership	<p>Tim Corder, Special Assistant to the Superintendent Superintendent Ybarra</p>	
Other offices involved and resources required	<p>Office or Resource</p> <ul style="list-style-type: none"> ▪ District Leadership ▪ Idaho School Board Association (ISBA) ▪ Idaho Association of School Administrators (IASA) ▪ PTL/PTA-Parent Associations ▪ Idaho Education Association (IEA) ▪ NWPE-Educator Association 	<p>Desired involvement</p> <p>These stakeholders in the field will support and offer feedback on conversations pertaining to disbursement vs. expense. We will be especially purposeful leveraging stakeholders in legislative districts held by JFAC members.</p>
Scale	<p>This strategy will affect all students and districts statewide.</p>	
Metrics	<ul style="list-style-type: none"> ▪ Repurposing: % of money in disbursement and expenditure streams that can be repurposed ▪ Number of programs with corrected intent language ▪ Number of programs with ability to move money between streams (currently zero) 	

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Milestones	2015-16	2016-17	2017-18
	<ul style="list-style-type: none"> Currently, meeting with SDE CFO, budget analysts, etc. to begin to build assurances and demonstrate strong reasons for changes and flexibility Work with JFAC chairs and SDE executive team to dictate next steps and points of contact By mid-Feb 2016 (end of legislative session), vast majority of work needs to be done 	<ul style="list-style-type: none"> Define assurances in order to make best use of feedback from superintendents Collect feedback from district superintendents about assurance metrics to be leveraged in next legislative session 	<ul style="list-style-type: none"> Continue to use feedback to improve how funding is distributed statewide
Risks	<ul style="list-style-type: none"> Unsuccessful in our effort to ensure that all programs are in appropriate expenditures or disbursement. Mitigation: any progress is communicated as victory, and we will build on this knowledge and success to subsequent years. Changes in legislature and therefore variable support (likely about 1/3 new legislators). Mitigation: strong planning and communication around plan. Perspective in the field that districts do not or will not use the funding properly. Mitigation: need to educate the public about what this strategy really means. Clear and unembellished plan of where we want to go that explains potential remediation upfront. 		

STRATEGY 1.5: SUPPORT TECHNOLOGY IN THE CLASSROOM

Description	<p>SDE will endeavor to support districts to integrate locally chosen technology solutions that will improve student learning. While SDE seeks to offer feedback and guidance when asked, the state seeks to fund and empower each district to implement technology improvements. The activities associated with this strategy include:</p> <ul style="list-style-type: none"> ▪ Expanding existing funding for broadband in high schools to all schools ▪ Expanding existing program for wireless in high schools to all schools ▪ Engaging with Microsoft IT Academy to deliver technology training in classrooms ▪ Begin offering technical assistance to districts for writing contracts with technology vendors ▪ Provide guidance and expertise to enable each district to choose an Instructional Management System that works best for them, and funds its implementation ▪ Suggest a common framework for districts to employ to create concise and useful technology plans 	
Definition of success	<p>Bringing technology into the classroom will level the playing field for students in Idaho, and will play a role in increasing opportunities for students who grew up in disadvantaged areas. If this strategy is successful, all students in Idaho will have equitable access to technology resources. Technology will enable teachers to provide a more robust education experience for students, and to target interventions with readily available, locally maintained student data.</p>	
Leadership	<p>Chris Campbell, Chief Technology Officer and other key managers of technology programs.</p>	
Other offices involved and resources required	Office or Resource	Desired involvement
	<ul style="list-style-type: none"> ▪ Legislature-facing leadership (Sherri Ybarra, Tim Hill, Tim Corder, Legislature) ▪ Future regional center staff ▪ Lisa Colon & teacher certification policies ▪ IETA 	<ul style="list-style-type: none"> ▪ Procure additional funding to support programs, budget to continue to support existing positions ▪ Will be a source of staffing and district field support (technology training, contract writing) ▪ Make push to offer teacher endorsements for computer literacy as a content area - will impact student technology use and learning in the classroom ▪ Guide SDE understanding of district needs
Scale	<p>Currently, SDE supports wireless and broadband in all high schools (129 eligible LEAs, serving about 185,000 K-12 students as of 2015). Implementing this strategy will expand wireless and broadband to all LEAs and schools:</p> <ul style="list-style-type: none"> ▪ 160+ LEAs ▪ Approximately 290,000 students <p>Funding for districts for universal broadband will be distributed in July, 2016. SDE will continue to support wireless implementation within the means of our current contract, with a program to implement in all schools to be introduced in the 2019-20 school year.</p>	

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Metrics	<ul style="list-style-type: none"> ▪ Broadband utilization data: <ul style="list-style-type: none"> — Usage versus peak capacity ▪ Wireless capacity and density ▪ Number and frequency of issue reports received <ul style="list-style-type: none"> — Broadband — Wireless ▪ Number of issues resolved ▪ Number of devices per access point ▪ Survey results (TBD): Doceo Center or other teacher survey results 		
Milestones	<div> <div>2015-16</div> <div> <ul style="list-style-type: none"> ▪ Investigate methods for collecting feedback on funding usage and impact on equity in the field ▪ Compile final usage and cost projections for next year's broadband in order to secure funds ▪ Finish certifying remaining self-installed district wireless (need certification for reimbursement) </div> </div>		
	2016-17	2018-19	<ul style="list-style-type: none"> ▪ Release RFP for new wireless contract
Risks	<ul style="list-style-type: none"> ▪ Legislature doesn't buy into these goals as currently stated (could lose funding, could remove from SDE purview) <ul style="list-style-type: none"> — Mitigation: continue to engage with legislature to build understanding of the work (Tim Corder) ▪ Loss of experienced staff <ul style="list-style-type: none"> — Mitigation: use the strategic plan to create buy-in and investment around the work ▪ Lack of district, parent, and/or community buy-in <ul style="list-style-type: none"> — Mitigation: involve these stakeholders in decision making process, increase local control re: contracts, providers, etc., and ensure training for teachers and school staff 		

GOAL 2: ALL EDUCATION STAKEHOLDERS IN IDAHO ARE MUTUALLY RESPONSIBLE FOR ACCOUNTABILITY AND STUDENT PROGRESS

STRATEGY 2.1: INCREASE DISTRICT AUTONOMY AND ABILITY TO INNOVATE

Description	This strategy aims to remove state mandates for schools in order to increase autonomy and allow LEAs to monitor school accountability. In implementing this strategy, the State Department of Education will work directly with LEAs, which will in turn work with schools. LEAs will write their own strategic plans based on innovative methods. Idaho's response to ESEA reauthorization will be intentionally aligned to this new district autonomy framework. The State Department of Education will collect LEA feedback to continuously improve SDE-level understanding of potential outcomes or implications of regulations. The SDE will need the Office of the Governor and the State Board of Education to assist in removing laws which impede local autonomy and flexibility.	
Definition of success	Stakeholder feedback will serve as a significant indicator of success for this strategy. This strategy will be successful when the cabinet and regional superintendents are no longer looking for more autonomy, and some districts actually ask for more guidance from the State Department of Education. Increased legislature discretionary funding for districts and greater district involvement in the legislative process will also demonstrate success.	
Leadership	Chuck Zimmerly will lead this strategy.	
Other offices involved and resources required	Office or Resource	Desired involvement
	<ul style="list-style-type: none"> SDE Executive Team Superintendent's Cabinet 	<ul style="list-style-type: none"> Discuss and provide feedback on regional and legislative concerns or regulations Bring issues and concerns from regions to greater cabinet meetings for deliberation and share response back to regional contacts after deliberation
Scale	All 163 (as of November 2015) LEAs will be included in this strategy.	
Metrics	<ul style="list-style-type: none"> Student achievement data improves year after year Number or percentage of LEAs with strategic plans Improved educator recruitment and retention Use of regional resource centers A formal check on level of autonomy offered and district perspective on this autonomy- possibly a survey Number of districts that require levees for Operation and Maintenance 	
Milestones	2015-16	2016-17
	<ul style="list-style-type: none"> Implementation of state accountability system 	<ul style="list-style-type: none"> Review results of accountability model
Risks	<ul style="list-style-type: none"> Changes to law Some LEAs will underperform (To mitigate: even in a world of autonomy, encourage LEAs that need support to accept it) Informal feedback loops between districts and the SDE executive team can help mitigate risks 	

STRATEGY 2.2: BUILD A NEW ACCOUNTABILITY SYSTEM

Description	Idaho SDE will continue to design and implement a fair and equitable accountability system, using a pipeline of support through district partnerships. The system will allow districts flexibility to support schools using locally-determined interventions, and better enable districts to react to feedback from schools. While the state will work with districts to create their plans to improve struggling schools, guided by a clear set of improvement principles, districts will be the final approvers of school plans. The new accountability model will replace the star-rating system, which was revealed through feedback from the field to be difficult to understand and communicate to stakeholders.	
Definition of success	As a result of the new accountability system, approved by the U.S. Department of Education, districts and schools will be able to communicate their progress clearly, and feedback from the field will indicate increasing rates of approval for accountability structures in Idaho. The system will more accurately reflect school performance relative to peers, and will therefore enable improved student outcomes through fair and targeted support. As a result of improved outcomes, identified struggling schools will be able to exit improvement status promptly.	
Leadership	This strategy will be led by Karen Seay, with support from Tim Corder, Marcia Beckman, Tyson Carter, and Chuck Zimmerly	
Other offices involved and resources required	Office or Resource	Desired involvement
	<ul style="list-style-type: none"> Education Northwest Michelle Clement-Taylor (SDE) SDE Comms – Jeff Church Karen Hargrove (USDOE) CEE staff IBC 	<ul style="list-style-type: none"> Assistance and expertise with waiver approval Input and assessment expertise throughout accountability system planning and implementation Communicating SDE’s goals and important information related to the new system Technical assistance Assistance gathering feedback from the field Educator coaching services
Scale	<ul style="list-style-type: none"> All districts and schools will be assessed using our new accountability model in the 2016-17 school year We expect approximately 21 priority schools and a maximum of approximately 42 focus schools to be identified for improvement (though selected using different criteria than currently, as described above), with roughly 12,000 students affected by improvement efforts 	
Metrics	<ul style="list-style-type: none"> Number of schools in each improvement category identified and exiting improvement status School achievement and gap closure (low income, special education, racial/ethnic gaps) Selected feedback metrics from field using survey tool Future: CFSGA and school-selected improvement metrics 	

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Milestones	2015-16	2016-17	2017-18, 2018-19
	<ul style="list-style-type: none"> ▪ Solidify district and school improvement plan requirements ▪ March 2016 – accountability plan due to USDOE ▪ Gather stakeholder feedback and communication about system implementation ▪ Review data and complete first year school ranking under new system ▪ Survey schools (likely anecdotal in first year) to assess success 	<ul style="list-style-type: none"> ▪ Add school improvement feedback to CFSGA ▪ Review applications and provide appropriate services ▪ Use accountability criteria to exit qualified schools from status ▪ Survey districts using new tool to assess satisfaction with accountability system ▪ Write multi-year ESEA waiver if required 	<ul style="list-style-type: none"> ▪ Review resources provided and student outcomes to understand impact of improvement support
Risks	<ul style="list-style-type: none"> ▪ Negative perception of school identified as in improvement status – need to leverage communication strategy to clarify need for improvement, not a “bad” school ▪ Conflicting priority and focus lists from prior system – determine from Karen Hargrove whether we can start over with a new list this year ▪ What happens to SIG funding recipients if schools are removed from improvement? – also consult Karen Hargrove ▪ System does not identify most critical schools for improvement fairly – monitor movement in and out of improvement carefully (against peer groups of similar schools) to assess improvement from new system 		

STRATEGY 2.3: ESTABLISH A MASTERY EDUCATION NETWORK

Description	Mastery-based education is being embraced by districts and schools across the country as a method of empowering learners, allowing more student voice and enabling students to learn at their own pace. At its core is the shift to learning as measured by a student's ability to demonstrate mastery, not seat time devoted to a subject or grade. Idaho SDE will facilitate the creation of a voluntary network of schools that will begin to implement shifts toward mastery. During the first several years of this network, the state will convene these schools to learn from one another, support the schools where appropriate, learn from school innovations and best practices, and collect models for implementation to prepare for supporting additional schools in this shift. Idaho SDE will also investigate which state policies and rules impede a true mastery model, and work with state lawmakers to remove policy barriers to full implementation.	
Definition of success	This strategy will be successful if mastery network schools are able to learn and implement mastery-based education models that lead to increased student achievement and more students graduating on time from high school. These students will be ready for postsecondary education without needing remedial coursework. Schools within the network will feel safe to communicate with one another while attempting innovative approaches, and will form lasting collaborative relationships that lead to continuous improvement. The network will demonstrate to communities the merits of mastery-based education models, parents and other stakeholders will invest in the shifts toward mastery, and students will feel more empowered and motivated in school.	
Leadership	This strategy is led by Kelly Brady, SDE's Mastery-Based Specialist. She will be assisted by Marcia Beckman, Pete Koehler, Michelle Clement-Taylor, and Karen Seay	
Other offices involved and resources required	Office or Resource	Desired involvement
	<ul style="list-style-type: none"> ▪ Jenny Poon (CCSSO) and the "model" districts who are implementing mastery ▪ SDE curriculum and IT professionals ▪ Karla Phillips-Foundation of Excellence ▪ Tim Hill, Deputy Superintendent of Public School Finance ▪ Learning management systems ▪ Regional centers ▪ Other existing expertise, resources, and research in the field 	<ul style="list-style-type: none"> ▪ The Innovation Lab Network and model districts will be an invaluable resource to learn from those who are already engaged in mastery ▪ Mastery will require the engagement of the entire SDE, but content and technology expertise will be especially critical ▪ SDE will need to develop and test funding formulas that do not depend on student seat time ▪ These systems will be essential tools for helping districts in the shift to mastery ▪ As these centers come online, they will be an important line of support for mastery schools ▪ To be leveraged as needed
Scale	<ul style="list-style-type: none"> ▪ The network will consist of 20 interested and dedicated schools, or approximately 4,000 students, for several (4-5) years. ▪ At the conclusion of this period, SDE will assess, using feedback from the field, how to proceed with scaling mastery approaches statewide. 	

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Metrics	<ul style="list-style-type: none"> ▪ School-defined metrics for measuring progress (e.g. student engagement) <ul style="list-style-type: none"> – I.e., ISAT Scores ▪ Student growth and graduation rates across the network compared with the state ▪ Public perception of the network and mastery-based education; stakeholder feedback through a selected feedback or survey mechanism ▪ Diversity of schools (region, size, level) included in the network ▪ Diversity of students (subgroups, rural) included in the network 		
Milestones	2015-16	2016-17	2018-19
	<ul style="list-style-type: none"> ▪ Procure required legislative funding ▪ Finish network outreach and recruitment ▪ Obtain school letters of intent and applications ▪ Determine feedback mechanism for gauging community support ▪ Perform needs assessment for network schools 	<ul style="list-style-type: none"> ▪ June 2016 network kickoff ▪ Report progress to the legislature ▪ 20 schools will be participating ▪ Engage AIR to determine and resolve testing implications 	<ul style="list-style-type: none"> ▪ Report progress to the legislature ▪ Codify and communicate progress using data, case stories, etc.
Risks	<ul style="list-style-type: none"> ▪ Funding formula trial and error – rely on existing nationwide expertise ▪ Not enough attention paid to instructional shifts of technology shifts – leverage network to communicate the importance of focusing on instructional shifts ▪ Initial failure/implementation bump – state will need to communicate about the need to try to approaches ▪ School leadership turnover – include in school applications a request for leadership backing/stability (principle and district board of education) 		

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STRATEGY 2.4: ENGAGE AND COLLABORATE WITH DIVERSE STAKEHOLDER GROUPS TO ENSURE MUTUAL RESPONSIBILITY FOR K-12 EDUCATION IN IDAHO

Description	This strategy will create a consistent process for the State Department of Education’s receipt of stakeholder groups’ input. It serves as the link between SDE’s communications and feedback plan and Chuck Zimmerly’s community relations work, allowing them to act in tandem with one another. SDE will continue to be present at stakeholder meetings and involved with their work, and will experiment with new approaches to structured consultation with stakeholders.		
Definition of success	This strategy will be successful if stakeholders feel they have a voice and are acknowledged, and they understand why decisions have been made.		
Leadership	This strategy will be led by Superintendent Ybarra with support from the SDE executive committee.		
Other offices involved and resources required	Office or Resource	Desired involvement	
	<ul style="list-style-type: none">▪ Jeff Church▪ Chuck Zimmerly	<ul style="list-style-type: none">▪ Communications<ul style="list-style-type: none">– Weekly and monthly communication to stakeholders, as well as superintendents and charter administrators– School releases directing educational content or application changes/development based on user/stakeholder feedback▪ Community Engagement	
Scale	The following stakeholder groups (scale would be dependent upon each stakeholder group membership level and effort of distribution): <ul style="list-style-type: none">▪ Idaho School Boards Association▪ Idaho Association of School Administrators▪ Idaho Association of School Counselors▪ Idaho Education Association▪ Idaho Education Technology Association▪ Idaho Parent Teacher Association		
Metrics	Metrics will largely be based on qualitative measure as gathered by Dr. Chuck Zimmerly. The effort will be based on building relationships, rebuilding the culture of education throughout the state—in this, quantitative measure will not be available in the short-term. Moving forward, metrics may be gathered through stakeholder surveys to determine whether the effort is on track. Surveys may be considered as key measures or milestones in implementing mutual accountability. Superintendent’s Cabinet and Webinar questions will be used as well.		
Milestones	2015-16	2016-17	2018-19
	<ul style="list-style-type: none">▪ Stakeholder Survey	<ul style="list-style-type: none">▪ Stakeholder Survey	<ul style="list-style-type: none">▪ Stakeholder Survey
Risks	Stakeholder groups have varied interests that may not always be aligned to other groups’ needs. The risk that comes with known variance in interests is public dissention on particular issues. The department’s communications and community relations teams will make the best effort to work through these impending dissentions and make the public perception of these differing interests as minimal as possible—this would fall under risk mitigation as highlighted in the SDE Communication Plan.		

GOAL 3: IDAHO ATTRACTS AND RETAINS GREAT TEACHERS AND LEADERS*STRATEGY 3.1: IMPROVE PROFESSIONAL SUPPORT FOR EDUCATORS*

Description	<p>Idaho SDE will work to enhance the experience of being a teacher in Idaho, both at the pre-service stage and in schools, by engaging districts to build their own capacity to train and support teachers. Specifically, SDE will use the following projects and initiatives to address common areas of constructive feedback from educators:</p> <ul style="list-style-type: none"> ▪ Partner with institutions of higher education to offer regional career fairs for new teachers. This will both give teachers the opportunity to explore working in a wider variety of districts and enable rural districts increased visibility with new teachers. ▪ Advocate for funding for a robust teacher mentoring program. SDE's goal is to provide more opportunities for rapid feedback and learning between teachers, and to foster a culture of sharing and collaboration in schools. ▪ Improve support to school administrators to evaluate teachers effectively. Professional evaluation systems are most valuable when they can be used to create a safe dialogue between school leaders and educators in classrooms. SDE will provide principals with training that will enable this approach. ▪ Allow more capacity-building activities to be used for administrator certification. This will incentivize the use of other supports offered while reducing the amount of time administrators spend outside of school on other certification activities. 	
Definition of success	<p>As a result of this strategy, teachers will feel supported through the opportunity for more frequent, lower-stakes, formative feedback with peers and with school leaders. Administrators will feel empowered to engage in more frequent dialogue with educators, and will be able to provide mentor support to educators who seek it. Districts, especially in rural areas, will be able to recruit from a larger pool of teachers.</p>	
Leadership	<p>Lisa Colón will lead this strategy, with assistance from Tyson Carter and Chuck Zimmerly.</p>	
Other offices involved and resources required	Office or Resource	Desired involvement
	<ul style="list-style-type: none"> ▪ Danielson training funding for teachers and administrators ▪ Institutes of higher education and districts ▪ Educator Effectiveness lead 	<ul style="list-style-type: none"> ▪ Imbed coaching training and offer 3 credits for certification renewal ▪ Universities in each region will send new teacher candidates to career fairs; districts will send representatives who will speak with and recruit teachers ▪ Partner to streamline communication about how to use educator evaluation (also leverage Chuck Zimmerly for this)
Scale	<ul style="list-style-type: none"> ▪ 2016-2017: establish trainers 2 districts per region (12 districts total), including charters ▪ 2018-2019: 1 coach trainer per region by end of year 	

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Metrics	<ul style="list-style-type: none"> ▪ Possible perverse indicators: <ul style="list-style-type: none"> — Number of alternative authorizations granted (could increase) — Number of interim certificates for alternate route teachers ▪ Teacher retention rates ▪ Responses to candidate surveys questions in university surveys ▪ Number of teachers recruited to rural districts ▪ Number of teachers and districts attending career fairs ▪ Number of coaches and trainers in the field (and per region) ▪ Number of mentees 		
Milestones	<p style="text-align: center;">2015-16</p> <ul style="list-style-type: none"> ▪ Hold the first regional fairs ▪ Develop model for teacher mentoring (with significant input from districts) ▪ Develop communications strategy for educator support initiatives 	<p style="text-align: center;">2016-17 to 2017-18</p> <ul style="list-style-type: none"> ▪ Select representative districts for mentor pilot ▪ Hold workshops for mentor candidates ▪ Leverage early adopter districts to refine coaching model ▪ Refine communication strategy based on lessons learned from the field ▪ Develop process for training trainers Develop guidance for mentor implementation in districts ▪ Gather research to justify expanding mentoring support 	<p style="text-align: center;">2018-19</p> <ul style="list-style-type: none"> ▪ Mentoring now required in each district; offer more trainings ▪ Synchronize trainer training and coach training ▪ Introduce biannual career fairs (fall and spring candidates)
Risks	<ul style="list-style-type: none"> ▪ As always, will be important to balance teacher quality and ensuring we provide teachers for every classroom in Idaho ▪ Districts could go straight to alternative authorization instead of recruiting teachers from universities ▪ Improve support to rural districts – regional centers will eventually help with this 		

STRATEGY 3.2: ESTABLISH REGIONAL EDUCATION CENTERS

Description	Idaho SDE will provide a central location of support for rural schools, enabling them to acquire the assistance and skills that their individual budgets do not allow, but that larger districts can often provide for themselves. This includes special education and English language learner support, recertification credit offerings, professional learning communities, substitute teacher pools, grant writers, and other specialized hires.	
Definition of success	As a result of this strategy, rural school districts will be able to acquire and retain services that contribute to their efficacy and to student learning. These districts will enjoy more budgetary flexibility as a result of these centrally-located supports. Therefore, fewer teachers will leave small rural districts because they are able to find similar supports to those provided by large districts.	
Leadership	The Chief Deputy Superintendent will lead this strategy, with assistance from a potential additional SDE staff member who coordinates the regional centers.	
Other offices involved and resources required	Office or Resource	Desired involvement
	<ul style="list-style-type: none"> ▪ Funding sources for centers: <ul style="list-style-type: none"> — Identified amount from SDE for overhead and operations (budget line item) — One of two incidental contributions from districts: on-access fee or dues per ADA ▪ In-the-field specialists employed by SDE ▪ Allocation of federal funds (Marcia Beckman) ▪ IDLA – PD portal 	<ul style="list-style-type: none"> ▪ Legislature will approve line item in budget for center operation and overhead ▪ Districts will contribute for actual services provided ▪ Accessed through the centers as needed – these individuals are already on contract but will be able to spend more time in the field (no additional cost, but more effectively used) ▪ Oversee and monitor use of federal funds ▪ Collect feedback from educators in the field on support needed
Scale	<ul style="list-style-type: none"> ▪ 1 region by 2016-2017 ▪ 3 regions by 2020-2021 ▪ 6 regions by 2024-2025 	
Metrics	<ul style="list-style-type: none"> ▪ Number of districts served ▪ Number of times services are accessed ▪ LEA budget spent on services for educators ▪ Teacher retention ▪ Number of calls to SDE from field asking for support ▪ Metrics from re-certification survey questions TBD ▪ Teacher shortages in rural districts decrease 	

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Milestones	2015-16	2016-17	2019-20
	<ul style="list-style-type: none"> Regional center 1 planning Confirm \$300K budget for overhead Continue to communicate about center through the SBE and Chuck Zimmerly Recruit retired district superintendent for region 1 leader 	<ul style="list-style-type: none"> First regional center established (begin collecting 2 years of data to show efficacy) 	<ul style="list-style-type: none"> Establish additional regional center if efficacy is shown. Repeat in 2020-2021
Risks	<ul style="list-style-type: none"> Smaller districts don't have access to resources despite creating additional entity LEAs don't use regional center (track calls and interactions to monitor use) Centers could instead become a drain on rural districts and lead to no improve outcomes for students 		

STRATEGY 3.3: ALIGN SYSTEMS TO SUPPORT EDUCATORS

Description	Idaho employs standards both for educators and for student learning. In order to be considered learner-ready and to continue to grow throughout their careers, educators should come out of teacher preparation programs with working knowledge of these sets of standards. This strategy seeks to ensure that teacher preparation programs are providing this knowledge of performance standards as well as incorporating the Idaho Standards of Learning. In order to accomplish this goal, Idaho SDE will conduct State Specific Requirement Reviews of all teacher preparation programs in the state. State Specific Requirement Reviews will occur over the course of seven year cycles, and schools will be reviewed by the state on years when they are not under review by the national authorizing body (national reviews also occur every seven years).		
Definition of success	This strategy will be successful if all educators are learner-ready when they exit their respective preparation programs.		
Leadership	Chuck Zimmerly and Lisa Colón will serve as leaders for this strategy.		
Other offices involved and resources required	Office or Resource	Desired involvement	
	<ul style="list-style-type: none">Professional Standards Committee (PSC)LegislatureState Board of EducationEducator Preparation Programs	<ul style="list-style-type: none">Approve and guide State Specific Requirement approval process for preparation programs, including endorsementsProvide funding and approve standardsApprove preparation programsImplementation: teach standards and graduate learner-ready educators	
Scale	<ul style="list-style-type: none">'15-16: Full NCATE with State Requirements Review at BSU and ISU (programs include about 150-200 candidates for teacher prep each year)'16-17: Pilot at U of I and Lewis-ClarkWithin seven years of '17-18, reviews will have taken place at all seven educator prep programs in Idaho, impacting every teacher prepared in Idaho during that time and moving forward (process repeats after first seven years).		
Metrics	<ul style="list-style-type: none">Institutions of Higher Education's teacher preparation program approval statusResults of surveys: Teacher preparation candidates and teachers finishing their first yearLocal school district interview and survey results		
Milestones	2015-16	2016-17	2017-18
	<ul style="list-style-type: none">Draft state-specific requirements reviewDesign candidate/ 1st year teacher surveys and pilot them at some universities	<ul style="list-style-type: none">Pilot State Specific Requirements Review at U of I and Lewis-ClarkStatewide survey of all first year teachers and teacher prep students implementedEnd of year: State Specific Requirements finalized	<ul style="list-style-type: none">State Specific Requirements Review of Educator Preparation Programs (EPPs) begins, using seven-year cycleAll EPPs are included in seven year review cycle
Risks	<ul style="list-style-type: none">State rejects Idaho Standards of LearningReluctance of universities to change established programsFunding: cost of reviews is unknown		

STRATEGY 3.4: COMMUNICATE TO CHANGE THE CULTURE AND IMAGE OF K-12 EDUCATION IN IDAHO

Description	The culture and image of K-12 education in Idaho are in need of a refresh, both in support of the Superintendent’s budget and priorities, and to more broadly positively shift the public’s perception of the teaching workforce. To drive change and tone, SDE plans to incorporate language in support of this culture change into all public facing communications (speeches, messaging, etc.) from the department, consistently highlighting the important work and value of teachers, and continuing to build strong relationships with reporters.	
Definition of success	This strategy’s success will be reflected in the general public and schools’ commitment to the Superintendent’s vision. While there has been hesitation from the field with the direction of the prior administration, SDE is starting to see results of efforts to rebuild trust between teachers and district leaders, and Superintendent Ybarra and her vision. This strategy’s success will also be marked by even greater trust between these groups and the Superintendent, increased interest from the public in helping shift culture and view of teachers, continued public support of Superintendent Ybarra, and positive response from legislators.	
Leadership	Jeff Church, SDE’s Chief Communications Officer, will lead this strategy. The SDE executive team and communications team (including web developer and content analyst) will also contribute to the strategy’s success.	
Other offices involved and resources required	Office or Resource	Desired involvement
	<ul style="list-style-type: none">▪ SDE directors▪ District Public Relations and Communications Directors▪ Diverse external stakeholders and membership groups (School Boards Association, Teachers Association, etc.)▪ Financial resources from new line items in FY ‘17 budget including support for teachers, support for counselors, direct grants for ELLs, literacy, etc.▪ Institutions of Higher Education (IHEs)	<ul style="list-style-type: none">▪ Subject matter expertise, collaborating on how to communicate content expertise, sources of technical information and data. Regular (weekly) conversations with this group are suggested. Focus will also be placed on community/school success stories to drive involvement of local education reporters. This will be initiated by each director when it is pertinent to their program.▪ These individuals will be contacted on a monthly basis to gather feedback on public, and teacher perception of the work that is being done at the SDE.▪ Rebuilding relationships, communicating culture change.▪ SDE will need to publicly communicate and celebrate these line items as a reflection of direct needs at the local level. Concerning the question of priority as it relates to the budget—all line items are equally important as the budget was built through feedback from the field.▪ Potential surveys of teacher preparation and general university students to identify shift in interest around teaching profession

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Scale	<p>There are about 1.6 million Idaho residents. This strategy seeks to create a culture shift that impacts all Idaho residents, encouraging support of the Superintendent and teachers. Given the limited budget for this strategy and SDE communications generally, it is important to keep working with reporters to change their tone and thus that of communications created outside of SDE.</p> <p>This strategy's efforts will specifically target JFAC, which consists of 20 legislators.</p>		
Metrics	<ul style="list-style-type: none"> ▪ Digital communications analytics (web presence, video views, click paths, drop-off rate, time on page, jump rate) will help demonstrate this strategy's implementation and success. ▪ ROI data from radio and television advertising buys including frequency and reach ▪ (These metrics can be tracked with regard to SDE's greater communications strategy, or connected to specific content initiatives.) ▪ Results of teacher surveys – data around how satisfied teachers are with the ways in which their profession is perceived 		
Milestones	<p style="text-align: center;">2015-16</p> <ul style="list-style-type: none"> ▪ Jan 1, 2016: Website updates and new communications package ready for implementation ▪ Jan-April 2016 (legislative session): Superintendent communications ▪ Budget passage ▪ End of year: Survey of teachers about their feelings on culture of education to determine whether they are seeing a shift 	<p style="text-align: center;">2016-17</p> <ul style="list-style-type: none"> ▪ Refresh the Superintendent's message and begin to utilize updated communications ▪ Superintendent will begin to travel the state more frequently to meet with school district leaders and teachers. ▪ Increased travel time will parallel with increased media time (i.e. radio shows, editorial boards, etc.) 	<p style="text-align: center;">2017-18</p> <ul style="list-style-type: none"> ▪ Use feedback from field to improve communication plan for 2017
Risks	<ul style="list-style-type: none"> ▪ There are many moving parts associated with this strategy- many people are involved and will need to be kept on-message. Given increased attention, all communications should be filtered through Jeff and media training should be conducted for staff. ▪ Separation between the Superintendent and her budget poses a risk. To mitigate, ensure that almost all communication about the budget comes from the Superintendent directly. 		

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Idaho Division of
Vocational Rehabilitation

2017 - 2021

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) 2017 through 2021.

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 2017 to meet or exceed FFY 2016 performance.

Benchmark: The average hourly wage of all successful rehabilitations in FFY 2017 will exceed FFY2016 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 students and youth with disabilities who are transitioning and in need of VR services.

Benchmark: The number of transition age youth exiting the IDVR program who achieved an employment outcome in FFY 2017 will exceed FFY 2016 performance.

Benchmark: The number of applications for transition aged youth entering the IDVR program in FFY 2017 will exceed FFY 2016 performance.

- B. **Performance Measure:** To provide work experience opportunities for students with disabilities while in high school.

Benchmark: Develop and implement paid after-school and summer work experience programs for students with disabilities.

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 2017 will exceed FFY2016.

Benchmark: The rehabilitation rate of individuals exiting the IDVR program in FFY 2017 will meet or exceed the Federal performance standard of 55.8%.

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

Performance Measure: To provide benefits planning information and referral material to customers initiating and exiting the VR program, specifically Partnership Plus and Medicaid for Workers with Disabilities.

Benchmark: Increase Social Security reimbursements to VR in FFY 2017 from FFY 2016 performance.

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 FFY2017.

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 audits with zero findings conducted in FFY 2017.

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 conducted in FFY 2017.

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

Benchmark: Increase the number of successful rehabilitations in FFY 2017 to meet or exceed FFY 2016 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 2017.

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 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 2017 from FFY 2016.

- B. **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 2017 from FFY 2016.

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

2017 from FFY 2016 performance.

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

Benchmark: Increase the number of successful rehabilitations in FFY 2017 to meet or exceed FFY 2016 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 informed choice, flexibility and opportunities for meaningful employment.

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

Benchmark: To provide appropriate levels of support to customers.

Benchmark: Support customer choice.

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, website pages 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 and trainings to various groups through education and social media.

Benchmark: Present to various organizations including state agencies, 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, social media, 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 administer assessments, 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. The Council will also continue to work with Idaho Hospital systems to develop strategies and plans to strengthen the relationship with the deaf and hard of hearing community in the field of healthcare.

Benchmark: The Council will support the Legislative process for the Licensure of Sign Language Interpreters. The Council also will participate in the medical advisory committees and meetings to further the goal.

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, medical centers, 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 remain unclear due to the absence of final regulations, 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. The most impactful changes are the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities. The Division has been diligently working to address this new requirement and continues to move forward with implementation of pre-employment transition service provision and strategically evaluate the impact of this requirement to the overall program.

Adequate Availability of Services

Due to the rural nature of Idaho, there are isolated pockets of the state with limited vendor options. This can directly impact customer informed choice. Furthermore, a vendor's inability to meet required credentialing under IDAPA could impact a customer's options. Lastly, changes to other program criteria could 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.

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SFY 2017-2021 STRATEGIC PLAN SUPPLEMENT

The following is a supplement to the SFY 2017-2021 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 2017 to meet or exceed FFY 2016 performance.

FFY 2015 = 2,186 successfully rehabilitated individuals

Benchmark: The average hourly wage of all successful rehabilitations in FFY 2017 will exceed FFY 2016 year's average hourly wage.

FFY 2015 average hourly wage for VR customers (post services) = \$11.74 per hour

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

IDVR continues to deliver WorkStrides workshops to enhance customer "soft skills". Regions are customizing the curriculum to meet the unique needs of the region, including workshops for students and youth with disabilities.

Performance Measure: To work with Idaho School Districts, Special Education Directors, and the State Board of Education to identify and assist students and youth with disabilities who are transitioning and in need of VR services.

Benchmark: The number of transition age youth exiting the IDVR program who achieved an employment outcome in FFY 2017 will exceed FFY 2016 performance.

574 transition age youth achieved an employment outcome in FFY 2015.

Benchmark: The number of applications for transition aged youth entering the IDVR program in FFY 2017 will exceed FFY 2016 performance.

Number of applications for transition aged youth in FFY2015: 1,782

Performance Measure: To provide work experience opportunities for students with disabilities while in high school.

Benchmark: Develop and implement paid after-school and summer work experience programs for students with disabilities.

With the enactment of the Workforce Innovation and Opportunity Act (WIOA), IDVR is developing and implementing opportunities for students with disabilities pre-employment transition services, which specifically include paid after-school and summer work 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 2017 will exceed FFY 2016.

Number of first time approved plans in FFY 2015: 3,859

Benchmark: The rehabilitation rate of individuals exiting the IDVR program in FFY 2017 will meet or exceed the federal performance standard of 55.8%.

The percentage of individuals receiving services under an Individualized Plan for Employment (IPE) who achieved employment (successful closures after plan divided by the total number of successful and unsuccessful closures after plan). This percentage will meet or exceed 55.8%.

FFY 2015 rate = 56.59%

Performance Measure: To provide benefits planning information and referral materials to customers initiating and exiting the VR program, specifically Partnership Plus and Medicaid for Workers with Disabilities.

Benchmark: Increase Social Security reimbursements for VR in FFY 2017 from FFY 2016 performance.

FFY 2015 Reimbursements = \$948,362.55

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 2017.

IDVR modified the customer satisfaction survey process in FFY2015. IDVR has experienced challenges with formalizing the process due to staff turnover and other priorities created by the Workforce Innovation and Opportunity Act (WIOA). IDVR anticipates a greater level of concentration on formalizing the process in FFY2017.

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

Benchmark: Demonstrate compliance with state and federal regulation through audits with zero findings which were conducted in FFY 2017.

IDVR experienced two different audits during fiscal year 2015, a Management Audit which covered fiscal years 2009 -2013 and a Single Audit in SY 2014, in which the results were presented in SY 2015.

The Management Audit resulted in three findings regarding documentation processes and procedures. The first finding was regarding fiscal processes. The Division’s finance functions are being restructured to address this finding and it remains open. The other two findings, one of which continues to remain open, are field processes related to customer inventory tracking, in which the Division is implementing procedures to address this finding.

The single audit resulted in one fiscal finding related to documentation for federal reporting. It should be noted that the documents could not be provided, not that the procedures were not performed. Furthermore, IDVR has implemented new procedural changes and has a second review process to ensure proper documentation is created.

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 2017.

IDVR experienced two different audits during fiscal year 2015, a Management Audit which covered fiscal years 2009 -2013 and a Single Audit in SY 2014, in which the results were presented in SY 2015. The Management Audit resulted in three findings, two of which were field processes and procedures related to the customer inventory tracking. One of the customer inventory tracking findings has been addressed and closed and the other finding is being addresses by a change in procedures, however remains open.

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

Benchmark: Increase the number of successful rehabilitations in FFY 2017 to meet or exceed FFY 2016 performance.

FFY 2015 = 2,186 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 2017.

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 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 2017 from FFY 2016.

FFY2015 Occupational Category Data:

<u>Occupation Category</u>	<u># Employed</u>	<u>Percentage (%)</u>
Service Occupations	979	44.79%
Prod, Const., Operating, Maint. & Material Handling	549	25.11%
Professional, Paraprofessional and Technical	342	15.65%
Clerical and Administrative Support	113	5.17%
Sales and Related Occupations	89	4.07%
Managerial and Administrative	61	2.79%
Agricultural, Forestry, Fishing and Related	33	1.51%
Computer and Mathematical Occupations	7	.32%
Community and Social Service Occupations	3	.05%
Education, Training, and Library Occupations	2	.09%
Healthcare Practitioners	2	.09%
Healthcare Support Occupations	2	.09%
Production Occupations	2	.09%
RSA Special Occupations and Miscellaneous	1	.05%
Protective 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 2017 from FFY 2016.

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 2017 from FFY 2016 performance.

Number of applicants entering VR in FFY2016: 6,071

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: To provide appropriate levels of support to current customers.

SFY 2015 = 760 customers were served.

Benchmark: Support customer choice.

Through continuation of program protocols that allows funds 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.

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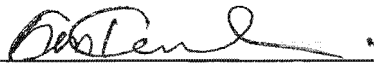


*Idaho Public
Television*
STRATEGIC PLAN
FY 2017-2021

Idaho Public Television STRATEGIC PLAN FY 2017-2021

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.



(3/04/16)

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 2017-2021

SBoE Goal 1: A WELL-EDUCATED CITIZENRY

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

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: FY17 – 48
 - Benchmark: FY21 – 48
(established by industry standard)
 - Number of cable companies carrying our multiple digital channels.
 - Benchmark: FY17 – 28
 - Benchmark: FY21 – 28
(established by industry standard)
 - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
 - Benchmark: FY17 – 8
 - Benchmark: FY21 – 8
(established by industry standard)
 - Percentage of Idaho's population within our signal coverage area.
 - Benchmark: FY17 – 98.4%
 - Benchmark: FY21 – 98.4%
(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: FY17 – 21
 - Benchmark: FY21 – 26
(established by agency research)
- 3) Operate an efficient statewide delivery/distribution system.
 - Performance Measure:
 - Total FTE in content delivery and distribution.
 - Benchmark: FY17 – less than 29
 - Benchmark: FY21 – less than 24
(established by industry standard)

- 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: FY17 – 98.5%
 - Benchmark: FY21 – 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: FY17 – 25%
 - Benchmark: FY21 – 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: FY17 – 1,575,000
 - Benchmark: FY21 – 1,750,000
 - (established by agency research)
 - Number of visitors to IdahoPTV/PBS video player.
 - Benchmark: FY17 – 350,000
 - Benchmark: FY21 – 400,000
 - (established by agency research)
 - Number of alternative delivery platforms and applications on which our content is delivered.
 - Benchmark: FY17 – 6
 - Benchmark: FY21 – 12
 - (established by agency research)
- 6) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
 - Performance Measure:
 - Number of broadcast hours of educational programming.
 - Benchmark: FY17 – 28,000
 - Benchmark: FY21 – 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: FY17 – 13,000
 - Benchmark: FY21 – 13,500
 - (established by agency research)

- 8) Provide relevant Idaho-specific information.
 - Performance Measure:
 - Number of broadcast hours of Idaho-specific educational and informational programming.
 - Benchmark: FY17 – 2,000
 - Benchmark: FY21 – 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: FY17 – 40
 - Benchmark: FY21 – 55
(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: FY17 – 21.3%
 - Benchmark: FY21 – 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: FY17 – Yes/Yes/Yes
 - Benchmark: FY21 – Yes/Yes/Yes
(established by industry standard)

SBoE 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.

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: FY17 – 21
 - Benchmark: FY21 – 26
(established by agency research)

- 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: FY17 – 1,575,000
 - Benchmark: FY21 – 1,750,000
(established by agency research)
 - Number of visitors to IdahoPTV/PBS video player.
 - Benchmark: FY17 – 350,000
 - Benchmark: FY21 – 400,000
(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: FY17 – 28,000
 - Benchmark: FY21 – 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: FY17 – 13,000
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- 5) Provide relevant Idaho-specific information.
 - Performance Measure:
 - Number of broadcast hours of Idaho-specific educational and informational programming.
 - Benchmark: FY17 – 2,000
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(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: FY17 – 40
 - Benchmark: FY21 – 55
(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: FY17 – 21.3%
 - Benchmark: FY21 – 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: FY17 – Yes/Yes/Yes
 - Benchmark: FY21 – Yes/Yes/Yes
(established by industry standard)

SBoE GOAL 3: EFFECTIVE AND EFFICIENT EDUCATIONAL DELIVERY SYSTEM

Ensure educational resources are coordinated throughout the state and used effectively.

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: FY17 – 48
 - Benchmark: FY21 – 48
(established by industry standard)
 - Number of cable companies carrying our multiple digital channels.
 - Benchmark: FY17 – 28
 - Benchmark: FY21 – 28
(established by industry standard)
 - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
 - Benchmark: FY17 – 8
 - Benchmark: FY21 – 8
(established by industry standard)
 - Percentage of Idaho's population within our signal coverage area.
 - Benchmark: FY17 – 98.4%
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(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:
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 - Benchmark: FY17 – 21
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(established by agency research)
- 3) Operate an efficient statewide delivery/distribution system.
 - Performance Measure:
 - Total FTE in content delivery and distribution.
 - Benchmark: FY17 – less than 29
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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: FY17 – 1,575,000
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(established by agency research)
 - Number of visitors to IdahoPTV/PBS video player.
 - Benchmark: FY17 – 350,000
 - Benchmark: FY21 – 400,000
(established by agency research)
 - Number of alternative delivery platforms and applications on which our content is delivered.
 - Benchmark: FY17 – 6
 - Benchmark: FY21 – 12
(established by agency research)
- 5) Provide high-quality, educational television programming and new media content.
 - Performance Measure:
 - Number of awards for IdahoPTV media and services.
 - Benchmark: FY17 – 40
 - Benchmark: FY21 – 55
(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: FY17 – 21.3%
 - Benchmark: FY21 – 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: FY17 – Yes/Yes/Yes
 - Benchmark: FY21 – 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.

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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**WORKSESSION
APRIL 13, 2016**

Idaho Public Television
FY 2017 – 2021 Strategic Plan Supplemental

Performance Measure	FY 2015 Data	FY 2017 Benchmark	FY 2021 Benchmark
Number of DTV translators.	47 of 49	48	48
Number of cable companies carrying our multiple digital channels.	*	28	28
Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.	8	8	8
Percentage of Idaho's population within our signal coverage area.	98.4%	98.4%	98.4%
Number of partnerships with other Idaho state entities and educational institutions.	22	21	26
Total FTE in content delivery and distribution.	18.5	Less than 29	Less than 24
Percentage of broadcast hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	98.4%	98.5%	100%
Percentage of online hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	25.11%	25%	75%
Number of visitors to our websites.	1,670,923	1,575,000	1,750,000
Number of visitors to IdahoPTV/PBS video player.	344,651	350,000	400,000
Number of alternative delivery platforms and applications on which our content is delivered.	**	6	12
Number of broadcast hours of educational programming.	28,374	28,000	29,000
Number of broadcast hours of news, public affairs and documentaries.	13,450	13,000	13,500
Number of broadcast hours of Idaho-specific educational and informational programming.	1,955	2,000	2,000
Number of awards for IdahoPTV media and services.	55	40	55
Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.	31.1%	21.3%	21.3%
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes

* New performance measure beginning FY 2017.

**New performance measure beginning FY 2016.

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Strategic Plan

2017-2021

Legal Authority

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

Statutory authority for and definition of career & technical education (PTE) is delineated in Idaho Code, Chapter 22, Sections 33-2201 through 33-2212. IDAPA 55 states the role of DCTE is to administer career & technical education in Idaho and lists specific functions.

Mission

The mission of the Career & Technical Education system is to prepare Idaho youth and adults for high skill, in-demand careers.

Vision

The vision of the Division of Career & 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 career & 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

Initiatives

1. Career Advising – Assist PTE students with their high school, 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 workplace 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.
6. Program Quality – Identify those factors at both the secondary and postsecondary level that help define a quality program.

Definitions

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

- Advanced Opportunities: The State Board of Education recognizes four advanced opportunity programs:
 1. Advanced Placement® (AP)
 2. Dual Credit
 3. Technical Competency Credit (formerly known as Tech Prep)
 4. International Baccalaureate program
- Board of Education III.Y Policy: This policy provides program standards for advanced opportunities for secondary students by preparing secondary graduates for postsecondary programs and to enhance postsecondary goals.
- Completer: A college student who has graduated from a PTE program of study.

- Concentrator: A high school junior or senior enrolled in the identified capstone course of a pathway or career speciality program.
- 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.
- Postsecondary CTE Student: student admitted/accepted into a CTE program and enrolled in one or more of the required courses for the session or year.
- PTE (now referred to as Career & 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 7-12
- SkillStack: SkillStack is competency-based, online platform that will provide badges/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.
- SLDS: Statewide Longitudinal Data System
- TSA (Technical Skill Assessment): An end of program assessment, administered by a third party organization that provides a summative assessment of the student's technical knowledge and skills.
- Workforce training: Non-credit bearing training for basic entry level programs, 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.

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 career & technical education to ensure that both career & technical programs and careers will be valued by Idaho's students, parents and educators, leading to a talent pipeline that supports and is valued by Idaho's business and industry.

Performance Measure: Improvement in the image of career & technical education and careers.

FY 2017 Benchmark: A marketing plan continues to be implemented, 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 2017 Benchmarks:

Secondary: 75.6

Postsecondary: 92.5

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

FY 2017 Benchmarks:

Secondary: 94.2

Postsecondary: 95.5

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

FY 2020 Benchmark: 70

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

FY 2020 Benchmark: 65

Performance Measure: The percentage of postsecondary students at the six technical colleges who are enrolled in PTE programs.

Annual Benchmark: Identify strategies for growth

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: 24 programs are aligned

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

FY 2017 Benchmark: Identify baseline data

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 PTE courses that are offered statewide as an option for meeting state non-elective graduation requirements.

FY 2017 Benchmark: Identify baseline data and analyze courses being offered for academic credit

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

FY 2017 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 2017 Benchmarks:

- i. PTE is a co-applicant for the New Skills for Youth Initiative . If funded, a statewide career readiness plan will be developed

in collaboration with SDE, OSBE, Labor and other cross-sector team members.

- ii. Update the industry standards and develop end-of-course assessments for the electrical apprenticeship program
- 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: Advocate for alignment between education and the workforce through speaking events targeted to industry, education, students and the media.

FY 2017 Benchmark: Strategic outreach to relevant audiences, including local, state, and national stakeholders

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 2017 Benchmarks:

- i. SkillStack is formally launched in Fall 2016, supporting 5-10 PTE programs of study (number of programs dependent on successful postsecondary alignment and execution of statewide articulation).
- ii. SkillStack is adopted by Workforce Training Centers and other postsecondary institutions (e.g. Boise State)

FY 2018 Benchmark: Additional 10 programs of study will be added to SkillStack

FY 2019 Benchmark: The remaining programs of study for which standards are available will be added to SkillStack

Performance Measure: Number of postsecondary technical credits earned via Advanced Learning Opportunities process that satisfies graduation requirements for postsecondary technical programs.

FY 2017 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).

FY 2017 Benchmark: Workforce Training Centers begin reporting data to SLDS for training programs on the state Eligible Training Provider list

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 2019 Benchmarks: Identify baseline data for the Workforce Innovation and Opportunity Act (WIOA) performance targets in FY 2019

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, entering employment or continuing their training.

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

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.

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 2017 Benchmark: Identify areas for improvement based on survey results

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 Career & Technical Education Management System (P-TEMS).

FY 2017 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 2017 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 2017 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: Funding Quality Programs –Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

Performance Measure: A secondary program assessment model that clearly identifies the elements of a quality program.

FY 2017 Benchmark: Develop a plan for secondary quality program assessment

FY 2018 Benchmark: Identify strategies to increase funding for high quality secondary CTE programs

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

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

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 FY 2016

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 FY 2016

Performance Measure: Enrollment of non-state government entities.

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



Eastern Idaho Technical College

Strategic Plan 2016-2020

2016



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.

CORE THEMES

Learning for work and Life: EITC is a place of learning where students prepare for careers and effective citizenship. We embrace hands-on learning and provide instruction that is not only academically rigorous, but tailored to the needs of the community. Learning for work and life takes place in all areas of campus through professional-technical education, adult basic education, and workforce education.

Student Centered: EITC faculty and staff throughout the college are committed to students and their success. Well-functioning student support areas are critical to our students' success, help model outstanding workplace behaviors, and provide comprehensive student support from pre-enrollment through employment.

Community Engagement: EITC's value of community is evident in our safe, clean and inviting campus, which fosters communication and professional growth; and our broader, collaborative relationships within the local, regional, and academic communities who are key stakeholders.



STRATEGIC PLAN GOALS, METHODS, AND OBJECTIVES

GOAL 1: LEARNING FOR WORK AND LIFE

Objective A: Eastern Idaho Technical College will provide industry-driven Career and Technical Education (CTE).

Method 1: Program Reporting

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

FY	Advisory Meetings held per Program
FY 2012	1
FY 2013	1
FY 2014	1
FY 2015	1

Method 2: Degree Production (SBOE Goal 1 Objective B)

- Performance Measure: Degree and certificate production and headcount of recipients (Split by undergraduate/graduate).
- Benchmark: Increase number of completions greater than prior year

FY	Degrees (completions)	Headcount (completers)
FY 2012	244	243
FY 2013	232	231
FY 2014	240	239
FY 2015	217	216

- **Performance Measure:** Unduplicated number of graduates over rolling 3-year average degree seeking FTE (split by undergraduate/graduate). (SBOE Goal 1 Objective B) (CTE Objective D ii.)
- **Benchmark:** Maintain at or above 55%



FY	Degrees	3-year average degree seeking FTE	Status	Comments
FY 2012	243	549	44%	Undergraduates Only
FY 2013	231	513	45%	
FY 2014	239	499	48%	
FY 2015	217	450	48%	

- **Performance Measure:** Pass rates on Technical Skills Assessments (SBOE Goal 2 Objective B) (CTE Objective D ii.)
- **Benchmark:** Students performance will meet the 90% of the Perkins State performance level measure. (Perkins Performance Measures Report – State performance required level is 92%)

FY	EITC Performance Level	State Performance Level
FY 2012	92%	91%
FY 2013	89%	92%
FY 2014	92%	92%
FY 2015	95%	92%

Method 3: EITC Placement Office Report

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

FY	Placement Rate
FY 2011	73%
FY 2012	70%
FY 2013	79%
FY 2014	76%
FY 2015	73%

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 Adult Basic Education (ABE) into EITC without further remediation

Performance Measure: Percentage of student's continuing education at EITC from ABE (SBOE Goal 1 Objective C) (CTE Objective D iii.)

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- **Benchmark:** 60% of ABE students entering into EITC

FY	Status	Comments
FY 2012	*	* FY2012 NRS guidelines changed calculation
FY 2013	45%	
FY 2014	45%	
FY 2015	49%	

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

FY	Comments
FY 2012	*See Attachment 1 for data
FY 2013	
FY 2014	
FY 2015	

Method 2: Remediation - Monitor remedial needs in English and Math

- **Performance Measure:** Percentage 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

FY	Status
FY 2012	74%
FY 2013	70%
FY 2014	72%
FY 2015	76%

- **Performance Measure:** Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education –unduplicated.
- **Benchmark:** Decrease students enrolled in remedial courses by two percent (2%) annually.

FY	Freshmen	% Requiring remedial
FY 2012	12	24%
FY 2013	13	22%
FY 2014	7	14%
FY 2015	10	23%



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) (CTE Objective C iii.)

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

FY	Headcount
FY 2012	14, 143
FY 2013	11,789
FY 2014	11,446
FY 2015	11,289

Objective D: Services will be efficient and cost effective.

Method 1: Monitor cost of college to deliver educational resources

- **Performance Measure:** Undergraduate cost per credit - Non-weighted (SBOE Goal 3 Objective A)
- **Benchmark:** At or below 25% of IPEDS Peers

FY	Cost per credit hour	IPEDS PEERS	EITC	Comments
FY 2012	\$599	\$13,078	\$17,877	Peer comparison form IPEDS DFR report Fig.15 (Instruction, academic support, student services, institutional support)
FY 2013	\$671	\$15,210	\$17,978	
FY 2014	\$663	\$15,937	\$20,102	
FY 2015	\$730	\$17,095	\$19,863	

- **Performance Measure:** Graduates per \$100,000: Total cost of certificate or degree completions (e.g. cost of instruction, academic support, student services, institutional support, and other expenses) (SBOE Goal 3 Objective A)
- **Benchmark:** Within 20% of statewide mean for 2 year college peers

FY	EITC Efficiency	Peers	Comments
FY 2012	2.32	1.67	Peers compared are state funded 2-year colleges average (CSI, CWI, NIC) <i>* Data comes from peer reports</i>
FY 2013	2.16	2.16	
FY 2014	2.31	*	
FY 2015	2.04	*	



GOAL 2: STUDENT CENTERED: 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%

FY	Status
FY 2012	90%
FY 2013	100%
FY 2014	100%
FY 2015	100%

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

- **Performance Measure:** Noel Levitz scale report gap result for Student Centeredness
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.38	0.62	less than peers	Annual survey administered in the FY Fall
FY 2013	0.39	0.61	less than peers	
FY 2014	0.60	0.63	less than peers	
FY 2015	0.33	0.60	less than peers	

Method 3: Utilization of annual Student Satisfaction Survey results for Instructional Effectiveness (Noel Levitz Annual Survey).

- **Performance Measure:** Noel Levitz scale report gap result for Instructional Effectiveness
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.52	0.79	less than peers	Annual survey administered in the FY Fall
FY 2013	0.54	0.78	less than peers	
FY 2014	0.71	0.79	less than peers	

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FY 2015	0.47	0.76	less than peers	
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Method 4: Fall to Fall Retention - IPEDS Fall Enrollment Report
(SBOE Goal 1 Objective B)

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

FY	Status
FY 2012	59%
FY 2013	62%
FY 2014	64%
FY 2015	68%

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 annual Student Satisfaction Survey results for Admission Services (Noel Levitz Annual Survey)

- **Performance Measure:** EITC Admissions services meets the expectations of students
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.51	0.75	less than peers	Annual survey administered in the FY Fall
FY 2013	0.66	0.73	less than peers	
FY 2014	0.64	0.74	less than peers	
FY 2015	0.39	0.71	less than peers	

Method 2: Utilization of results of Student Satisfaction Survey results for Financial Aid Services (Noel Levitz Annual Survey)

- **Performance Measure:** Financial Aid services meets the expectations of students
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.82	1.09	less than peers	Annual survey administered in the FY
FY 2013	0.78	1.06	less than peers	

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FY 2014	0.74	1.04	less than peers	Fall
FY 2015	0.65	1.01	less than peers	

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 (*FY 2015 benchmark at 95%)

FY	Status
FY 2012	96%
FY 2013	94%
FY 2014	94%
FY 2015	99%

Method 2: Tutoring contact hours to support student needs.

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

FY	Status
FY 2012	4 hours
FY 2013	6 hours
FY 2014	5 Hours
FY 2015	4 Hours

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

Method 1: Utilization of results of Student Satisfaction Survey results for Information Technology Services (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 satisfaction

FY	Importance	Satisfaction	Gap	Comments
FY 2014			*	



FY 2015	6.46	6.31	.16	*New measure for 2014FA – * No Peer data on NL survey
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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%

FY	Status	Comments
FY 2014		New Measure – for FY 2015
FY 2015	99% Avg.	

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:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
FY 2012	0.78	0.46	more than peers	Annual survey administered in the FY Fall
FY 2013	0.60	0.49	more than peers	
FY 2014	0.83	0.44	more than peers	
FY 2015	0.38	0.39	less than peers	

Objective F: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes. (SBOE Goal 1 Objective C 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	Clients Served
FY 2012	686
FY 2013	518
FY 2014	411
FY 2015	258

- **Performance Measure:** Number of client contact hours



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

FY	Contact Hours	Comments
FY 2012		* New measure
FY 2013		
FY 2014	825	
FY 2015	1020	

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, Clery Act)
- **Benchmark:** 100% compliance

FY	% Compliance	Comments
FY 2012	100%	* New measure
FY 2013	100%	
FY 2014	100%	
FY 2015	100%	

Method 2: Maintain active EITC safety committee

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

FY	# Meetings	Comments
FY 2012		* New measure
FY 2013	0	
FY 2014	3	
FY 2015	9	

Method 3: Noel Levitz Survey Safety and Security Scale Report

- **Performance Measure:** On Campus safety and security student satisfaction
- **Benchmark:** Performance gap less than our peer comparisons

FY	EITC Gap	Peer Gap	Status	Comments
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FY 2012	1.11	1.02	more than peers	Annual survey administered in the FY Fall
FY 2013	0.84	1.00	less than peers	
FY 2014	0.78	0.93	less than peers	
FY 2015	0.66	0.87	less than peers	

Method 4: On-Campus Communication

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

FY	# Issues	Comments
FY 2012	6 issues	Measurement changing to Twice Monthly President update for FY16
FY 2013	6 issues	
FY 2014	6 issues	
FY 2015	6 issues	

Method 5: On-Campus Communication

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

FY	# Forums
FY 2012	2 forums
FY 2013	2 forums
FY 2014	2 forums
FY 2015	2 forums

Method 6: Professional Development

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

FY	Benchmark Results
FY 2013	New Measure No Data Available
FY 2014	\$10,000 Annual
FY 2015	\$10,000 Annual

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

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

FY	Benchmark Results
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FY 2014	New Measure
FY 2015	95% participation

Objective B: 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

FY	Headcount
FY 2012	612
FY 2013	533
FY 2014	347
FY 2015	328

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%

FY	% EITC Scholarships
FY 2012	18%
FY 2013	25%
FY 2014	26%
FY 2015	28%

Method 3: Eastern Idaho Technical College Advisory Council Meetings

- Performance Measure: Council will meet at least 2 times per calendar year.
- Benchmark: Measure Attained

FY	# Meetings
FY 2013	New Measure
FY 2014	2
FY 2015	2

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

FY	Benchmark Results
FY 2012	College participation
FY 2013	College participation
FY 2014	College participation
FY 2015	College participation

Method 2: Idaho Division for Career and Technical Education (CTE) confirmation of participation

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

FY	Benchmark Results
FY 2012	College participation
FY 2013	College participation
FY 2014	College participation
FY 2015	College participation

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Attachment 1 –

Goal 1, Objective B, Method 1. Academic gains of Adult Basic Education (ABE) students

FY12 Results	FY1 2 Stat e Targ et	FY13 Results	FY13 State Target	FY14 Results	FY14 State Targ et	FY15 Results	FY15 State Targe t
ABE1 41%	36%	ABE1 33%	52%	ABE1 N/A	41%	ABE1 50%	54%
ABE2 53%	41%	ABE2 57%	45%	ABE2 58%	44%	ABE2 57%	52%
ABE3 52%	40%	ABE3 54%	46%	ABE3 58%	43%	ABE3 58%	47%
ABE4 37%	32%	ABE4 36%	36%	ABE4 48%	33%	ABE4 51%	44%
ABE5 33%	30%	ABE5 41%	30%	ABE5 44%	31%	ABE5 41%	40%
ESL1 45%	39%	ESL1 56%	50%	ESL1 (no students)	42%	ESL1 20%	51%
ESL2 39%	40%	ESL2 53%	54%	ESL2 57%	44%	ESL2 33%	55%
ESL3 47%	44%	ESL3 50%	49%	ESL3 48%	46%	ESL3 44%	55%
ESL4 47%	39%	ESL4 33%	45%	ESL4 42%	42%	ESL4 48%	45%
ESL5 37%	30%	ESL5 32%	42%	ESL5 40%	35%	ESL5 50%	45%
ESL6 29%	20%	ESL6 20%	22%	ESL6 25%	21%	ESL6 19%	26%



**EITC STRATEGIC PLAN
GOALS**

Learning
for work
and Life

Student
Centered

Community
Engagement

**IDAHO STATE BOARD OF EDUCATION OBJECTIVES AND MEASURES
FOR HIGHER EDUCATION**

GOAL 1: A WELL EDUCATED CITIZENRY

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.



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



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



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



GOAL 2: CRITICAL THINKING AND INNOVATION

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.



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.



GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS

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





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

Some EITC goals fit into more than one SBOE category and have been identified in a single category

Key External Factors

Funding:

Many of our 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. An example is our

Goal 1 Objective A Methods 2 and 3: The number of awards each year is restricted by the current number of programs being offered and their respective capacity. We will be offering a new program beginning the fall of 2015 which has the potential of adding approximately 15 certificates/degrees per year. This addition was made possible through a state-wide line-item funding request facilitated by the State Division for Professional Technical Education. The potential for additional certificates/awards will rely on this technique in addition to specific line-item requests made by the institution. Our ability to produce a greater number of awards will in part be dictated by support for additional funding.

Compliance:

Ever increasing compliance issues arise from State and Federal policies/programs. This creates a tremendous burden on staff resources.

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The University of Idaho

Strategic Plan

2017-2021

Mission

Proposed University of Idaho Mission Statement:

The University of Idaho shapes the future through innovative thinking, community engagement and transformative education.

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 our society. We deliver ~~on this commitment through~~ focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices, and research facilities ~~throughout the state~~ across Idaho. Consistent with the land-grant ideal, our outreach activities serve the state ~~at the same time they~~ as well as strengthen our teaching, ~~as well as~~ scholarly and creative capacities statewide.

Our educational offerings seek to transform the lives of our students through engaged learning and self-reflection. Our teaching and learning includes undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs continually strive for excellence and ~~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.~~

Clean version of the proposed University of Idaho Mission Statement:

The University of Idaho shapes the future through innovative thinking, community engagement and transformative education.

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 our society. We deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices, and research facilities across Idaho. Consistent with the land-grant ideal, our outreach activities serve the state as well as strengthen our teaching, scholarly and creative capacities statewide.

Our educational offerings seek to transform the lives of our students through engaged learning and self-reflection. Our teaching and learning includes undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs continually strive for excellence and are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students, and staff.

Vision

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

Goal 1: Innovate

Scholarly and creative work with impact

Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

The leading indicator for this goal is the number of conferred “highest degrees in field” or terminal degrees. Research expenditures are typically highly correlated to advanced degrees conferred as well as other important factors (e.g. postdoctoral researchers), since funding and other factors are required to support advanced graduate student work. Our mission is knowledge production and dissemination. We choose terminal degrees as a proxy for the various measures of scholarly excellence. This measure also allows for the inclusion of applied research generated through master's degrees and creative activity generated through MFA and professional degrees. These projections are predicated on enrollment increases which bring about a faculty expansion from the current 450 tenure track faculty to nominally 650 tenure track faculty by 2025. The lead indicator and other measures are:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Terminal degrees in given field (PhD, MFA, etc.)	275	285	300	325	380	425
Number of Postdocs, and Non-faculty Research Staff with Doctorates	66	70	75	80	100	120
Research Expenditures (\$ million)	95	100	105	115	135	160
Invention Disclosures	17	20	25	30	40	50

Goal 2: Engage

Outreach that inspires innovation and culture

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.

Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

The State Board of Education and Governor of Idaho's Go-On Initiative outlines the first societal issue we will address and serve as the leading indicator for this goal. In parallel, we will seek input on other critical issues facing society both in Idaho and globally. The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Go-On Impact¹	In process					+50%
Number of Direct UI Extension Contacts	338,261	348,000	359,000	370,000	375,000	380,000
% Faculty Collaboration with Communities (HERI)	57%	61%	63%	65%	68%	70%
NSSE Mean Service Learning, Field Placement or Study Abroad	52%	56%	58%	60%	66%	72%
Alumni Participation Rate ²	9%	9%	10%	11%	13%	15%
Economic Impact (\$ Billion)	1.1	1.1	1.2	1.3	1.7	2.0

¹ Measured via survey of newly enrolled students, we will seek to estimate the number of new students that were not anticipating attending college a year earlier.

² Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

Goal 3: Transform

Educational experiences that improve lives

Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.

Objective B: Foster educational excellence via curricular innovation and evolution.

Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.

To accomplish this goal, we must grow enrollment and improve retention and persistence so we attain an increased number of graduates. We will focus on enrollment growth in the first waypoint, shifting our focus to increasing the number of graduates as the primary measure by the time we reach the final waypoint. College education is greatly enhanced when graduates have sufficient exposure to enriching experiences in college such as the NSSE high impact practices (experiences that promote contextual learning outside the classroom – see appendix). The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Enrollment	11,372	12,000	12,500	13,000	15,000	17,000
Equity Metric: First Term GPA & Credits (% equivalent)	75%	80.0%	85%	90%	95%	100%
Retention	80.1%	82%	83%	84%	87%	90%
Graduates (All Degrees)	2,861	2,900	2,950	3,000	3,500	4,000
NSSE High Impact Practices	67%	70%	70%	75%	80%	85%

Goal 4: Cultivate

A valued and diverse community

Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

Objective C: Improve efficiency, transparency and communication.

The University of Idaho is a purpose-driven organization. Our people invest their hearts and souls into providing a nurturing environment for all. We seek adjustments in culture, compensation and behavior consistent with our high aspirations. The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Chronicle Survey Score: Job Satisfaction	In process					Survey Avg in 4 th Group (of 5)
Multicultural Student Enrollment (heads)	2,605	2,922	3,130	3,305	4,000	4,300
International Student Enrollment (heads)	766	800	950	1,100	1,500	2,000
Full-time Staff Turnover Rate	17.6%	17%	16%	15%	12%	10%
% Multicultural Faculty and Staff	19% & 12%	20% & 13%	21% & 14%	22% & 15%	23% & 17%	25% & 18%

Universal Measures

State Board of Education 2017 Performance Measures & Benchmarks

In addition to University of Idaho-selected metrics, the below measures are currently collected from all of the public institutions of higher education and aggregated by the State Board of Education.

Performance Measures	Reported 2015	Benchmark 2017
Graduation Rate		
Total Undergraduate Degree Production (headcount) ³	1,767	1970
Total Graduate Degree Production (headcount) and Professional ⁴	741 / 123	750 / 126
Undergraduate unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE ⁵	20%	18%
Graduate unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE ⁶	51%	49%
Retention Rate		
Total Full-time new students retained or graduate to the following year ⁷	80%	84%
Total new transfer students retained or graduate to the following year ⁸	77%	76%
Cost of College		
Cost Per Credit Hour (Financials/total weighted UG credit hours from EWA report) ⁹	\$334.80	\$350
Efficiency (Graduates UG w/ Certificates or degree completion per \$100k) ¹⁰	1.199	1.20
Remediation of First-Time Freshman Graduating from Idaho High Schools		
Number ¹¹	150	155
Percentage of Total First Time Freshman ¹²	14%	15%
Dual Credit		
Total Credit Hours ¹³	6,002	7,200
Unduplicated Headcount of Participating Students ¹⁴	1,178	1,200

³ PMR page 3: Graduates Unduplicated Headcount.

⁴ PMR page 3: Graduates Unduplicated Headcount.

⁵ PMR page 3: In previous years this was reported in the PMR as “unduplicated FTE of Graduating Undergraduates/Total Unduplicated Undergraduate FTE” but last year was updated by SBOE to this degree production calculation.

⁶ PMR page 3: In previous years this was reported in the PMR as “unduplicated FTE of Graduating Graduates/Total Unduplicated Graduate FTE” but last year was updated by SBOE to this degree production calculation.

⁷ PMR page 4: This was initially reported in the PMR as 77% and was updated as of Census data 10/15/2015.

⁸ PMR page 4: This was initially reported in the PMR as 81% and was updated as of Census data 10/15/2015.

⁹ PMR page 3: Undergraduate Cost per credit.

¹⁰ PMR page 3: Undergraduate Graduates Cost per credit (efficiency section).

¹¹ PMR page 3: Remediation.

¹² PMR page 3: Remediation.

¹³ PMR page 3: Dual Credit hours taught.

¹⁴ PMR page 3: Dual Credit hours taught.

External Factors

Factors beyond our control that affect achievement of goals

1. The general economy, tax funding and allocations to higher education.
2. The overall number of students graduating from high school in Idaho and the region.
3. Federal guidelines for eligibility for financial aid.
4. Increased administrative burden increasing the cost of delivery of education, outreach and research activities.

Appendix: Metric and Data Definitions

Guiding principle for metric selection and use.

The core guiding principle used in selecting, defining and tracking the metrics used in the strategic plan is to focus on measures key to university success while remaining as consistent with the metrics used when reporting to state, federal, institutional accreditation and other key external entities. The desire is to report data efficiently and consistently across the various groups by careful consideration of the alignment of metrics for all these groups where possible. The order of priority for selecting the metrics used in the strategic plan is a) to use data based in the state reporting systems where possible, and b) then move to data based in federal and/or key national reporting bodies. Only then is the construction of unique institution metrics undertaken.

Metrics for Goal 1: Innovate

- 1.) **Terminal Degrees** in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D degrees awarded annually pulled for the “IR Degrees Awarded Mult” table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.
- 2.) **Postdocs, and Non-faculty Research Staff with Doctorates** as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (<http://www.nsf.gov/statistics/srvygradpostdoc/#qs>).
- 3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (<http://www.nsf.gov/statistics/srvyherd/>).
- 4.) **Invention Disclosures** as reported annually in the Association of University Technology Mangers Licensing Activity Survey (<http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/>).

Metrics for Goal 2: Engage

- 1.) **Impact (UI Enrollment that increases the Go-On rate)**: The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.
- 2.) **Extension Contacts**: Outreach to offices in relevant Colleges (CALS, CNR, Engineering etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
- 3.) **Collaboration with Communities**: HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, “Collaborated with the local community in research/teaching.” This survey is administered every three to five years.
- 4.) **NSSE Mean Service Learning, Field Placement or Study Abroad**: This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
- 5.) **Alumni Participation Rate**: This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for

the Voluntary Support of Education (VSE) report. (<http://cae.org/fundraising-in-education/>). It is updated annually.

- 6.) **Economic Impact:** This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and the data will be updated as it becomes available.

Metrics for Goal 3: Transform

- 1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
- 2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., <https://researchrundowns.wordpress.com/quantitative-methods/effect-size/>).
- 3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDS and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.
- 4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.
- 5.) **NSSE High Impact Practices:** This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.

Metrics for Goal 4: Cultivate

- 1.) **Chronicle Survey Score: Survey Average:** This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here <http://chroniclegreatcolleges.com/reports-services/>.
- 2.) **Multicultural Student Enrollment:** The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 3.) **International Student Enrollment:** The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 4.) **Full-time Staff Turn Over Rate** is obtained from UI Human Resources on an annual basis.

- 5.) **Percentage of Multicultural Faculty and Staff** is the **percentage of** full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.

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BOISE STATE UNIVERSITY

UPDATED FOR FY2017 THROUGH FY2021

**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 2017-2021

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 FY2017	For FY2021
% students achieving University Learning Outcomes¹ >Written & oral communication (ULOs 1-2) >Critical inquiry, innovation, teamwork (ULOs 3-4) >Civic & Ethical foundations (ULOs 5-6)	Preliminary scores re: DLS courses; Fall 2015. 4-point scale; 3 = "satisfactory" >Understanding indiv. as members of a culture 3.0 >Understanding Historical & Cultural Forces 3.0 >Reasoning, Inquiry, and Problem Solving 2.9 >Responsibility & Personal Reflection 2.9				Initial assessment of ULO's 1, 3, 5, 6 in spring 2016 via ePortfolios	90% of graduates rated as "good" or "exemplary"
	2008	2010	2012	2015	For FY2018	For FY2021
NSSE benchmarks of student perception of quality of educational experience (% of urban peer; seniors) >Level of academic challenge >Active and collaborative learning >Student-faculty interaction >Enriching educational experience >Supportive campus environment	97.8%	98.2%	98.5%			
	102.0%	96.5%	97.9%	See below		
	96.9%	87.0%	90.8%			
	96.7%	95.9%	93.0%			
	90.0%	90.1%	88.3%			
Revised² NSSE benchmark measures (% of peer group rating; for seniors only): Academic Challenge >Higher-Order Learning >Reflective & Integrative Learning >Learning Strategies >Quantitative Reasoning Learning with Peers >Collaborative Learning >Discussions with Diverse Others Experiences with Faculty >Student-Faculty Interaction >Effective Teaching Practices Campus Environment >Quality of Interactions >Supportive Environment						
				99%↔ ³	100%	105% ⁴
				102%↔	100%	105%
				97%↓	100%	105%
				102%↔	100%	105%
				103%↑	100%	105%
				94%↓	98%	100%
				90%↓	95%	100%
				96%↓	100%	100%
				101%↔	100%	105%
				91%↓	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).

² The NSSE was revised in 2013 to more accurately represent the constructs of student engagement being measured

³ ↔ indicates that Boise State's score is statistically the same as peers; ↓ & ↑ indicate statistically lower and higher than peers

⁴ A percentage of 105% indicates that Boise State would score 5% better than peers.

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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 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Number degree graduates (distinct by award level)^{5*}						
>Associate	195	165	132	166	150	150
>Baccalaureate	2,584	2,716	2,764	2,971	3,250	3,800
(SBOE target for baccalaureate graduates ⁶)	(2,270)	(2,413)	(2,557)	(2,700)	(2,986)	(3,565) ⁷
>Graduate Certificate	170	167	192	226	250	250
>Master's	653	691	640	703	740	800
>Doctoral	11	11	34	14	32	40
Total distinct graduates	3,503	3,621	3,629	3,938		
	F2011 cohort	F2012 cohort	F2013 cohort	F2014 cohort	F2016 cohort	F2019 cohort
Retention^{8*}						
>Percent first-time, full-time freshmen retained to year 2	71.5%	70.9%	74.5%	75.6%	78%	80%
>Percent full-time transfers retained or graduated by year 2	74.1%	74.0%	71.9%	73.5%	77%	80%
	F2006 cohort	F2007 cohort	F2008 Cohort	F2009 Cohort	Fall 2011 Cohort	Fall 2014 Cohort
6-year graduation rate of first-time, full-time freshmen	29.5%	38.2%	37.1%	37.9%	44%	50%
	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Dual enrollment^{9*}						
># credits produced	10,770	11,607	12,111	14,820	17,500	22,000
># students served	2,410	2,624	2,699	3,586	4,250	5,750
eCampus (Distance Education)						
>Student Credit Hours	55,571	60,146	66,058	73,668	85,000	105,000
>Distinct Students Enrolled	9,381	9,787	10,620	11,369	12,700	15,000
	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Baccalaureate graduates per 3-year average FTE¹⁰	18.2	18.9	19.2	20.7	21.0	22.5
Graduate degree graduates per 3-year average FTE^{11*}	54.4	55.0	48.6	47.2	50.0	50.0

⁵ Distinct graduates by award level, totaled for summer, fall, and spring terms. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

⁶ Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3.

⁷ FY2021 number for SBOE target assumes the same annual rate of increase (4.4%) as previous years; SBOE specified targets only through 2020.

⁸ Retention is measured as the percent of first-time, full-time baccalaureate-seeking freshmen cohort returning to enroll the subsequent year. Transfer retention reflects the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated by that time.

⁹ 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. Reflects data from the annual Dual Credit report to the Board.

¹⁰ Includes the unduplicated number of annual baccalaureate degree graduates divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30.

¹¹ Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking graduate students divided by 24.

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Goal 2 (continued)

	F2006 cohort	F2007 cohort	F2008 Cohort	F2009 Cohort	Fall 2011 Cohort	Fall 2014 Cohort
Success and Progress Rate (at six years)¹²						
>First-time, full-time Freshmen cohort	64%	70%	70%	66%	72%	75%
>Full-time Transfer student cohort	75%	74%	77%	72%	77.5%	81%
	2008	2010	2012	2015	For FY2017	For FY2021
NSSE student rating of administrative offices (as % of urban peer average score)	94.5%	97.1%	96.9%	See below		
Revised¹³ NSSE measures (% of peer group rating; for seniors only; higher score indicates better interaction):						
>Quality of interaction with academic advisors				100.5%↔	105%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)				97.7%↔	100%	100%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)				104.7%↑	105%	105%
	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Degrees and Certificates Awarded^{14*}						
>Professional Technical Degrees & Certificates						
>Associate	218	168	137	168	152	152
>Baccalaureate	2,766	2905	2,900	3,154	3,450	4,035
>Graduate Certificate	170	171	195	237	260	260
>Master's	664	691	640	703	740	800
>Doctoral	11	11	34	14	32	40
Unduplicated graduates per 3-YR average FTE^{15*}						
>Undergraduate	19.4	19.8	20.0	21.7	23.0	25.0

¹² "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.

¹³ The NSSE was revised in 2013 to more accurately represent the constructs of student engagement being measured

¹⁴ Reflects the number of awards made (first major, second major, plus certificates as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

¹⁵ Includes the unduplicated number of annual undergraduate degree graduates (Associate plus Bachelor's) divided by a three-year running average of FTE. FTE are determined using PSR1 Annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30. Boise State focuses on the ratio pertaining to baccalaureate graduates since that is our primary mission.

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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 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Total Research & Development Expenditures (as reported to the National Science Foundation)	\$27.9M	\$25.7M	\$26.6M	\$31.3M (tentative)	\$34.0 M	\$38 M
Number of doctoral graduates (PhD and EdD)	11	11	34	14	32	40
New doctoral programs	Fall 2012 start: PhD Biomol- ecular Science; PhD Material Science & Engineering; EdD Educational Technology	Fall 2013 start: Doctor of Nursing Practice; PhD in Public Policy	No new doctoral programs	PhD in Ecology, Evolution, & Behavior; (approved February 2016)	PhD Computing	
	CY 2008-12	CY 2009-13	CY 2010-14	CY 2011-14	For CY 2013- 17	For CY 2017-21
Number of peer-reviewed publications over 5-year period¹⁶	1,317	1,411	1,449	1,533	1,750	2,300
	CY 2008-12	CY 2009-13	CY 2010-14	CY 2011-14	For CY 2013- 17	For CY 2017-21
Citations of publications by Boise State authors over five year span¹⁷	5,445	7,264	9,499	11,190	15,000	20,000

¹⁶ # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science.

¹⁷ 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>

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 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Number of graduates with high impact on Idaho's college completion rate						
Baccalaureate graduates traditionally underrepresented groups ¹⁸						
>from rural counties ¹⁹	142	158	157	153	165	195
>from ethnic minorities	170	194	220	273	360	550
Baccalaureate graduates who are Idaho residents	2,264	2,317	2,298	2,408	2,635	3,080
Baccalaureate graduates who are of non-traditional age (age 30 and up)	767	811	859	822	900	1,050
Baccalaureate graduates who started as Idaho community college transfers (in Transfer Cohort)	173	234	288	371	500	750
Number of graduates in high demand disciplines (bachelor's, master's, doctoral) ²⁰	1,661	1,741	1,705	1,968	2,153	2,517
Number of STEM graduates (bachelor's, STEM education, master's, doctoral) ²¹	407	454	499	540	675	830
Students Participating in Courses with Service Learning Component	2,648	2,398	2,151	2,334	2,775	3,000
# of students requiring remedial coursework^{22*}	123 10.4%	102 8.7%	110 9.4%	142 11.7%	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. The classification was renewed in Spring 2015				Renewal of Community Engagement Classification in 2020	

¹⁸ 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

¹⁹ "Rural counties" is defined as the ten service area counties minus Ada and Canyon counties.

²⁰ 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.

²¹ 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.

²² 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.
- 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 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Cost of education²³ (resident undergrad with 15-cr load per semester; tuition & fees per year)	Boise State> WICHE avg> BSU as % of W>	\$5,566 \$6.645 83.8%	\$5,884 \$7,037 83.6%	\$6,292 \$7,331 85.8%	\$6,640 \$7,558 87.9%	Remain less than the WICHE state average	Remain less than the WICHE state average
	CPI adjusted?	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Total Expense per EWA-resident Weighted SCH delivered: Undergrad Only ^{24*}	<i>In 2011 \$\$></i> Unadjusted>	<i>\$247.02</i> \$252.13	<i>\$258.60</i> \$267.81	<i>\$270.73</i> \$284.92	<i>\$281.35</i> \$284.92	No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in CPI adjusted \$\$
Total Expense per EWA-resident Weighted SCH delivered: Undergrad & Graduate	<i>In 2011 \$\$></i> Unadjusted>	<i>\$229.95</i> \$234.71	<i>\$239.40</i> \$247.92	<i>\$248.98</i> \$262.03	<i>\$256.83</i> \$284.92	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
Total Expense per EWA-Total Weighted SCH delivered: Undergrad Only ^{25*}	<i>In 2011 \$\$></i> Unadjusted>	<i>\$231.71</i> \$236.50	<i>\$239.51</i> \$248.04	<i>\$247.30</i> \$260.27	<i>\$256.26</i> \$266.86	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
Total Expense per EWA-Total Weighted SCH delivered: Undergraduate and Graduate	<i>In 2011 \$\$></i> Unadjusted>	<i>\$217.90</i> \$222.41	<i>\$224.71</i> \$232.72	<i>\$231.40</i> \$243.53	<i>\$235.87</i> \$248.54	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
Distinct baccalaureate graduates per \$100k undergraduate expense ²⁶	<i>In 2011 \$\$></i> Unadjusted>	<i>1.43</i> 1.40	<i>1.44</i> 1.39	<i>1.43</i> 1.36	<i>1.49</i> 1.42	No decrease in CPI adjusted # per \$100k	No decrease in CPI adjusted # per \$100k

²³ 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/pub/tf>

²⁴ Expense information is from the Cost of College study, 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. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition.

²⁵ Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, resident and nonresident, weighted using standard EWA calculation rules.

²⁶ Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of baccalaureate graduates for summer, fall, and spring terms.

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Goal 5 (continued)

Measures required by OSBE but not used by Boise State							
	CPI adjusted?	FY 2012	FY 2013	FY 2014	FY 2015	For FY2017	For FY2021
Distinct baccalaureate, grad certificate, and graduate degree graduates per \$100k total undergraduate and graduate expenses ²⁷	<i>In 2011 \$\$></i> Unadjusted>	<i>1.58</i> 1.55	<i>1.57</i> 1.52	<i>1.53</i> 1.45	<i>1.58</i> 1.50	No decrease in CPI adjusted # per \$100k	No decrease in CPI adjusted # per \$100k
Distinct undergraduate graduates (baccalaureate plus associate) per \$100k undergraduate expense ^{28*}	<i>In 2011 \$\$></i> Unadjusted>	<i>1.52</i> 1.49	<i>1.51</i> 1.46	<i>1.48</i> 1.41	<i>1.58</i> 1.50	No decrease in CPI adjusted # per \$100k	No decrease in CPI adjusted # per \$100k

²⁷ Expense information is from the Cost of College study and includes undergraduate and graduate expenses. Distinct graduates reflect unduplicated numbers of graduates at the baccalaureate, graduate certificate, and graduate degree (master's and doctoral) levels for summer, fall, and spring terms.

²⁸ Expense information includes undergraduate costs from the Cost of College study. Distinct undergraduate graduates include unduplicated associate's and baccalaureate degree completers for summer, fall, and spring terms.

Mapping of Boise State University's Strategic Plan onto the SBOE Strategic Plan					
Boise State 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>
↓SBOE Strategic Goals↓					
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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Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan					
Boise State Strategic Goals→ ↓Complete College Idaho 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>
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

2017-2021

Idaho State University Strategic Plan 2017-2021

Vision: Leading in Opportunity and Innovation

Mission

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: LEARNING AND DISCOVERY – Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.

Objective 1.1 ISU fosters student learning through teaching, research, and creative activity. Students learn through opportunities that develop their careers, and engage in research and scholarly activities. Faculty are actively engaged in research and creative activities.

Performance Measures

- 1.1.1a Number peer reviewed creative works and research presentations as examples of innovation, creativity and research
- 1.1.1b Number of popular creative works and research presentations as examples of innovation, creativity and research
- 1.1.2 Number of theses and dissertations completed
- 1.1.3 Number of students employed to work with faculty on research projects
- 1.1.4 Number of graduate assistantships with teaching and/or research responsibilities

Benchmarks:

Benchmark	Benchmark Definition
1.1.1.a 542	Two-year average plus a five-percent increase over five years
1.1.1.b 400	Two-year average plus a five-percent increase over five years
1.1.2. 143	Five-year average plus five-percent increase from 2015 over five years

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1.1.3	402	Five-year average plus five-percent increase over five years
1.1.4	366	A 10-percent increase from 2015 over five years

Objective 1.2 ISU provides high-quality programs at all levels: demonstrates academic excellence at all program levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training. Academic programs prepare students for employment or postgraduate study.

Performance Measures:

- 1.2.1 Number of students employed as content-area tutors
- 1.2.2 Number of students participating in Career Path Internships
- 1.2.3 Number of certificate, associate, and baccalaureate students who enroll in programs at the next degree level upon graduating
- 1.2.4a Percentage of graduate placement in academic programs in College of Technology
- 1.2.4b Percentage of graduate placement in Professional Technical programs in College of Technology
- 1.2.5 Number of regular comprehensive program and specialized accreditation reviews conducted each year
- 1.2.6 Number of undergraduate and graduate degrees awarded

Benchmarks:

Benchmark	Benchmark Definition
1.2.1 146	Five-year average plus five-percent increase over five years
1.2.2 935	Five percent increase from 2015 over five years
1.2.3 298	Five-year average plus 10-percent increase over five years
1.2.4.a 97	Five-percent increase from 2015 over five years
1.2.4.b 99	Five-year average plus five-percent increase over five years
1.2.5 Yes/No	Did the University complete internal program review and/or specialized accreditation requirements in that year (1-No/2-Yes)
1.2.6 2,628	Increase of 345 from the trend (average 69 x5) 2011-2015 over five years

Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.

Objective 2.1 ISU provides educational pathways with multiple access points and diverse opportunities for students to enter and be successful in higher education.

Performance Measures:

(red text indicates 2013-2014 SBOE-required measures for all institutions)

- 2.1.1a Number of students enrolled in ISU's Early College Program
- 2.1.1b Total number of credits earned in ISU's Early College Program
- 2.1.2 In-state tuition and fees are competitive with peer institutions (rank)
- 2.1.3 Out-of-state tuition and fees are competitive with peer institutions (rank)

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- 2.1.4 Number of total programs taught at all ISU locations (rollup)
- 2.1.4a Number of programs taught at main campus in Pocatello
- 2.1.4b Number of programs taught at Idaho Falls Center for Learning
- 2.1.4c Number of programs taught at Twin Falls Center for Learning
- 2.1.4d Number of programs taught at Meridian Health Science Center for Learning
- 2.1.4e Number of on-line Center for Learning programs taught (e-ISU)
- 2.1.5 Number of Early College Program courses taught at High Schools
- 2.1.6 Number of on-line Center for Learning courses taught (e-ISU)
- 2.1.7 University enrollment

Benchmarks:

Benchmark	Benchmark Definition
2.1.1.a 2,334	Five-percent increase from 2015 over five years
2.1.1.b 18,866	Average difference from 2011 to 2015 (1,002) then multiply that number by five and add to the 2015 data to equate to the five-year growth
2.1.2 #2	Maintain #2 ranking among peers
2.1.3 #7	Maintain #7 ranking among peers
2.1.4 618	Roll up of the total number of program offerings at ISU and the Centers for Learning
2.1.4.a 500	Increase of three program offerings from 2015 over five years
2.1.4b 50	Increase of five program offerings from 2015 over five years
2.1.4c 20	Increase of five program offerings from 2015 over five years
2.1.4d 20	Increase of three program offerings from 2015 over five years
2.1.4e 28	Increase of five program offerings from 2015 over five years
2.1.5 427	Twenty-percent increase from 2015 over five years
2.1.6 1,667	Fifty-percent increase from 2015 over five years
2.1.7 12,285	Twenty-percent increase from 2015 over five years

Objective 2.2 ISU provides support services and resources designed to enhance the academic success and non-cognitive skills of every student, while respecting their varying interests, abilities, academic goals, and levels of readiness.

Performance Measures:

(red text indicates 2013-2014 SBOE-required measures for all institutions)

- 2.2.1 Number of reported coach advisor contacts with students
- 2.2.2 Number of reported advising center contacts with students
- 2.2.3 Number Retention rate of degree seeking new transfer degree-seeking students
- 2.2.4 Number of reported Student Support Network contacts with students.
- 2.2.5 Retention rate of degree seeking first-time students
- 2.2.6 Retention rate of degree seeking new transfer degree-seeking students
- 2.2.7 Cost per weighted credit hour to deliver undergraduate education.
- 2.2.8 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).
- 2.2.9 Total degree production (split by undergraduate/graduate).

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

Benchmarks:

Benchmark	Benchmark Definition
2.2.1	New Indicator (collecting data to establish baseline)
2.2.2 11,250	Five-percent increase from 2015 over five years
2.2.3 21,549	Five-year average, plus a 10% increase over five years
2.2.4 400	Three-year average, plus a 10% increase over three years
2.2.5 80%	Set by the Idaho SBOE
2.2.6 85%	Set by the Idaho SBOE
2.2.7 5% Increase	Positively impact by 5% over next 3 years
2.2.8 5% Increase	Positively impact this ratio by 5% over next 3 years
2.2.9 5% Increase	Increase undergraduate and graduate awards by 5% over the next 3 years
2.2.10 5% Increase	Positively impacts this ratio by 5% over next 3 years

Objective 2.3 ISU provides opportunities for students to effectively transition to college, participate in co-curricular programs, and prepare for career success in an increasingly diverse society.

Performance Measures:

- 2.3.1 Number of programs that serve diverse populations
- 2.3.2 Number of different co-curricular programs available to students
- 2.3.3 Number of students participating in co-curricular programs
- 2.3.4 Number of transition-related courses
- 2.3.5 Number of transition-related programs
- 2.3.6 Number of career path-related opportunities

Benchmarks:

Benchmark	Benchmark Definition
2.3.1 50	Five-percent increase from 2015 over five years
2.3.2 156	Five-percent increase from 2015 over five years
2.3.3 5,444	Five-percent increase from 2015 over five years
2.3.4 116	Increase of 26 from the trend (average 5.65 x5) 2011-2015 over five years
2.3.5 3	Maintain the number of transition related programs from 2015
2.3.6 935	Five-percent increase from 2015 over five years

Goal 3 THREE: LEADERSHIP IN THE HEALTH SCIENCES – Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.

Objective 3.1 ISU consistently provides Idaho the broadest array of high-quality health professions programs distributed throughout the state.

Performance Measures:

- 3.1.1 Number of health professions programs offered
- 3.1.2 Number of degrees/certificates awarded in the health professions.
- 3.1.3 Number of graduates completing within 150% of expected time to degree/options/certificate in the health professions.
- 3.1.4 Pass rates on first time licensure, and certification, and registration exams in the health professions
- 3.1.5 Number of locations of didactic and clinical educational sites throughout the state

Benchmarks:

Benchmark	Benchmark Definition
3.1.1 61	Five-percent increase from 2015 over five years
3.1.2 777	Five-year average plus 10-percent increase over five years
3.1.3	New Indicator (collecting data to establish baseline)
3.1.4 Yes or No	Did the University's Health Sciences programs achieve at or above standards for National Pass
3.1.5	New Indicator (collecting data to establish baseline)

Objective 3.2 ISU contributes to the development of new knowledge in the biomedical, translational, rural, and health services research.

Performance Measure:

- 3.2.1 Dollar amount of extramural support for research in the Health Sciences (\$Million)

Benchmark:

Benchmark	Benchmark Definition
3.2.1 \$13.62M	Increase of \$4M from the a five-year trend (\$1.74M average from 2011-2015) over five year

Objective 3.3 ISU emphasizes expanded interprofessional experiences through teaching, research, and community partnerships.

Performance Measures:

- 3.3.1 Number of IPE educational activities
- 3.3.2 Number of IPE research activities
- 3.3.3 Number of IPE service/clinical activities
- 3.3.4 Number of team-taught courses which multiple professions participate AND co-teaching

Benchmarks:

Benchmark	Benchmark Definition
3.3.1	New Indicator (collecting data to establish baseline)
3.3.2	New Indicator (collecting data to establish baseline)
3.3.3	New Indicator (collecting data to establish baseline)
3.3.4	New Indicator (collecting data to establish baseline)

Objective 3.4 ISU delivers health-related services and patient care in the state through its clinics, postgraduate residency training sites, and other community venues.

Performance Measures:

- 3.4.1 Number of client visits to outpatient clinics in a fiscal year
- 3.4.2 Income from clinic service in a fiscal year.
- 3.4.3 Number of clinics

Benchmarks:

Benchmark	Benchmark Definition
3.4.1 101,022	Established the benchmark using the following formula from 2015 data- Pharm: +15%, Health: +5%, Dental: +1%, Psych: +5%, Reside: +5%, Audio: -65%, Speech: +1%. This is a 1,918 increase over a five-year period
3.4.2 \$6,154,936	Established the benchmark using the following formula from 2015 data- Pharm: +15%, Health: +5%, Dental: +1%, Psych: +5%, Audio/Speech: -10%. This is a \$500,692 increase over a five-year period
3.4.3 22	Increase of two clinical sites over the next five years

Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

Objective 4.1 Number of community activities and events that meet university and community needs (e.g., CommUniversity, Donor Visits, Continuing Ed, Workforce Training, Health Fairs, Clinics, Community Health Screenings, etc.).

Performance Measures:

- 4.1.1 Total economic impact of the University
- 4.1.2 Number of community events held at ISU which involve the community, (e.g., high school and university athletics, cultural events, symposia)
- 4.1.3 Economic impact of ISU identified through student enrollment, community fundraising, federal and state resources secured through programs (including research), the provision of ISU facilities to community programs, and CommUniversity collaborations (e.g., Bengal Pharmacies). (\$Million)

Benchmarks:

Benchmark	Benchmark Definition
4.1.1	New Indicator (collecting data to establish a baseline)
4.1.2 239	Ten-percent increase from 2015 over five years
4.1.3 \$349M	Increase of \$20M from a five-year trend (4 per year average from 2011-2015) over five years

Objective 4.2 Idaho State University collaborates with its local, regional/state, national, and global communities for the mutually beneficial exchange of knowledge and resources to address issues of public concern.

Performance Measures:

- 4.2.1 Number of faculty who volunteer or serve community organizations.
- 4.2.2 Number of affiliation agreements, contracts, MOUs, etc. w/community partners
- 4.2.3 Number of ISU semi-annual meetings/surveys with community members to assess their attitudes about the institution's activities in and interactions with its communities

Benchmarks:

Benchmark	Benchmark Definition
4.2.1 354	Based on 60% of full time faculty (590)
4.2.2	New Indicator (collecting data to establish a baseline)
4.2.3 8	Each Center for Learning and the main campus should hold two meetings a year

**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, continues to refine the revised 2010 standards and associated 7-year review cycle. 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.

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.

 Idaho State UNIVERSITY		ISU STRATEGIC PLAN GOALS			
		Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.
STATE BOARD OF EDUCATION GOALS & OBJECTIVES	GOAL 1- A WELL EDUCATED CITIZENRY: Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.	✓	✓	✓	✓
	– Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.	✓	✓	✓	✓
	– Improve the processes and increase the options for re-integration of adult learners into the education system.	✓	✓		
	– Increase successful progression through Idaho's educational system.		✓	✓	
	– Quality Education: Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.	✓	✓	✓	
	– Education to Workforce Alignment: Deliver relevant education that meets the needs of Idaho and the region.	✓		✓	✓



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

 Idaho State UNIVERSITY		ISU STRATEGIC PLAN GOALS			
		Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.
STATE BOARD OF EDUCATION GOALS & OBJECTIVES	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.	✓	✓	✓	✓
	– Workforce Readiness: Prepare students to efficiently and effectively enter and succeed in the workforce.	✓	✓	✓	✓
	– Innovation and Creativity: Increase creation and development of new ideas and solutions that benefit society.	✓		✓	
	– Economic Growth: New objective currently under development.	✓			



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

 Idaho State UNIVERSITY		ISU STRATEGIC PLAN GOALS			
		Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.
STATE BOARD OF EDUCATION GOALS & OBJECTIVES	GOAL 3- Effective and Efficient Educational System: Ensure educational resources are coordinated throughout the state and used effectively.	✓	✓	✓	✓
	– Data-informed Decision Making: Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho’s educational system.	✓	✓	✓	✓
	– Quality Teaching Workforce: Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.	✓		✓	
	– Alignment and Coordination: Facilitate and promote the articulation and transfer of students throughout the education pipeline	✓			
	– Productivity and Efficiency: Apply the principles of program prioritization for resource allocation and reallocation.	✓	✓	✓	✓
	– Advocacy and Communication: Educate the public and their elected representatives by advocating the value and impact of the educational system.				✓



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

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Idaho State UNIVERSITY

Strategic Plan Performance Measure Data FY 2011 – FY 2015

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Current (FY 2015) Benchmarks
Goal 1: Learning & Discovery							
1.1 ISU provides a rich learning environment	# online course sections	614	727	849	1,023	1,111	900 course sections
	# students in CPI program	241	583	651	762	890	600 CPI students
	# dual credit students	1,434	1,668	1,914	2,111	2,232	1,800 dual credit students
1.2 ISU provides a dynamic curriculum	# new, expanded programs/degrees # programs/degrees discontinued	New programs / degrees: 3 Terminated programs/degrees: 17	New programs / degrees: 2 Terminated programs/degrees: 2	New programs / degrees: 8 Terminated programs/degrees: 14	New programs / degrees: 5 Terminated programs/degrees: 3	New programs / degrees: 6 Terminated programs/degrees: 8	# new/expanded programs/degrees in balance with # of programs/degrees closed
1.3 Students participate in undergraduate teaching	# teaching GTAs/Fellowships	74	75	112	117	116	Increase by 10 over the next 3 years
	# English, math, content area student tutors	191	112	141	134	118	Maintain adequate number of student tutors to meet need
1.4 Students engage in research/creative activities	# students employed to work with faculty on research projects	385	413	372	373	369	Increase by 3% per year for next 5 years
	# students participating in research symposia	134	160	142	183	370	250 students per year

**WORKSESSION
APRIL 13, 2016**

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Current (FY 2015) Benchmarks
1.5 Core faculty engaged in research/creative activity	# Faculty scholarly productivity output			177 publications, 541 presentations, 147 artistic performances and exhibits	528 publications, 1,141 presentations, 231 artistic performances and exhibits	347 publications, 855 presentations, 230 artistic performances and exhibits	New measure in FY 2013. Data from Activity Insight (electronic CV).
	# proposals submitted for funding # proposals funded Amount of funding awarded	377 Proposals 244 Funded \$36.3M Awarded	378 Proposals 287 Funded \$30.6M Awarded	360 Proposals 217 Funded \$23.9M Awarded	366 Proposals 219 Funded \$25.02M Awarded	379 Proposals 214 Funded \$28.2M Awarded	Increase amount of funding by 3% per year for next 5 years
1.6 Graduates prepared to enter workforce or advanced education	Pass rates on licensure/certification exams				See Appendix A		Maintain pass rates at or above national averages
	Placement rates of graduates				See Appendix B		Maintain placement rates at or above national averages
Goal 2: Access and Opportunity							
2.1 Support services provided to enhance retention are utilized by students	# of student contacts with a central advisor	7,737	7,171	8,436	8,495	10,714	Maintain sufficient access to Central Academic Advising
	% of full-time freshmen participating in First Year Seminar, and/or ACAD courses	28.7%	31.5%	31.5%	31.5%	27.7%	Increase to 50% or more over the next 3 years
	Average amount of need-based and merit-based financial aid/scholarships awarded	Average grant aid \$5,011 / Average loan amount \$6,242	Average grant aid \$5,226 / Average loan amount \$6,033	Average grant aid \$4,934/ Average loan amount \$5,939	Average grant aid \$5,428/ Average loan amount \$5,996	Average grant aid \$5,920/ Average loan amount \$5,965	To be determined (with changes in federal and state financial aid programs)
	# of hours of content area tutoring, math and writing centers	21,409	22,576	22,319	18,946	12,699	To be determined (impact of SBOE changes to remedial delivery models unknown)
2.2 Student's progression to graduation	Average time to degree for full-time and part-time undergraduate students by college				See Appendix C		Positively impact by 5% over next 3 years
	Retention rates from freshman to sophomore,				See Appendix D		Positively impact retention rates by 5% over next 3 years

**WORKSESSION
APRIL 13, 2016**

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Current (FY 2015) Benchmarks
	and sophomore to junior years, for full-time and part-time students						
	Cost per weighted credit hour to deliver undergraduate education	\$280.68	\$287.65	\$301.93	\$308.44	\$324.41	Positively impact by 5% over next 3 years
	Graduates per \$100,000 of education and related spending (undergraduates)	1.29	1.25	1.25	1.29	1.19	Positively impact this ratio by 5% over next 3 years.
	Total degree production (split by undergraduate/graduate)	UG: 1,608 GR: 547 Total: 2,155	UG: 1,644 GR: 635 Total: 2,279	UG: 1,709 GR: 634 Total: 2,343	UG: 1,741 GR: 620 Total: 2,361	UG: 1,685 GR: 598 Total: 2,283	Increase undergraduate and graduate awards by 5% over the next 3 years.
	Unduplicated headcount of graduates and percent of graduates to degree-seeking FTE)	Undergraduate: 1,562 : 19% Graduate: 546 : 30%	Undergraduate: 1,577: 19% Graduate 633: 35%	Undergraduate: 1,626: 19% Graduate: 633: 35%	Undergraduate: 1,676: 20% Graduate: 615: 33%	Undergraduate: 1,631: 20% Graduate: 590: 31%	Positively impact this ratio by 5% over next 3 years
	Total first-time full-time students and new transfer students that are retained or graduate the following year.	first-time full-time: 62.1% new transfer: 73.9%	first-time full-time: 62.0% new transfer: 73.8%	first-time full-time: 62.1% new transfer: 69.2%	first-time full-time: 66.8% new transfer: 73.5%	first-time full-time: 71.3% new transfer: 74.3%	Increase retention rate to 75% for first-time full-time and 80% for new transfer students over the next 3 years.
2.3 Students who require remedial coursework are successful in completing their degree	% of students who successfully complete required remedial courses	58.2%	63.1%	56.6%	55.9%	67.2%	To be determined (based on changes to be made by the SBOE on remediation delivery models)
	Retention rate of students who complete remedial courses (fall-to-fall)	42.4%	68.5%	69.8%	71.9%	74.7%	Increase retention rate to 70% over the next 3 years

WORKSESSION
APRIL 13, 2016

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Current (FY 2015) Benchmarks
2.4 Students who enter college with dual credit are successful	# students enrolled in ISU's early college program; # credits earned while in high school	1,434 students 8,644 credit hours	1,669 students 10,453 credit hours	1,914 students 11,438 credit hours	2,111 students 12,746 credit hours	2,232 students 13,855 credit hours	Increase to 1,800 students and 10,800 credits in the next 3 years
2.5 Students participate in community and service learning projects, activities, etc.	# student organizations, and # students participating in those organizations	142 organizations 3,238 students	143 organizations 4,191 students	148 organizations 4,273 students	153 organizations 4,782 students	149 organizations 5,185 students	Increase participation to 4,500 students over the next 3 years
Goal 3: Leadership in the Health Sciences							
3.1 A broad array of health professions programs offered	# certificate and degree programs offered, and # of students enrolled	Programs: 52 Enrollment: 3,649	Programs: 57 Enrollment: 3,641	Programs: 56 Enrollment: 3,425	Programs: 55 Enrollment: 3,429	Programs: 58 Enrollment: 3,446	Maintain number of health professions programs offered, and maintain enrollments at or near program capacity.
	% of graduates who are employed in Idaho						Data to be obtained in the future from the State Longitudinal Data System (SLDS)
	Pass rates on professional licensure and certification exams in the health professions				See Appendix A		Pass rates at or above national averages
3.2 ISU serves the State, public, and health professions students through its clinics and other community health venues	# of patient visits to ISU clinics and clinical services	51,817	54,234	49,394 (this number has decreased slightly due to the transition with Family Medicine and Health West)	47,357	60,310	# of patient visits will increase by 5% over next 3 years
	# people attending ISU's community health fairs and screening events	1,159	1,208	1,088	975	1,037	# of people attending ISU's health fairs and screening events will increase by 5% over next 3 years
3.3 Faculty and students engage in basic, translational, and clinical research	# of faculty engaged in health sciences/ biomedical research	39	78	65	72	52	Increase to 80 over the next 3 years

WORKSESSION
APRIL 13, 2016

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Current (FY 2015) Benchmarks
in the health sciences	*Principal Investigators (PIs) and co-PIs.						
	Amount of external funding received for health-related and biomedical research	\$3.6M	\$4.0M	\$6.2M	\$7.3M	\$9.2M	Funding will increase by 3% per year
	# students participating in clinical/applied research as part of their degree program	694	727	706	684	663	Increase to 750 students over the next 3 years
Goal 4: Community Engagement and Impact							
4.1 ISU directly contributes to the economic well-being of the State, region, and communities it serves	Total economic impact of the University	baseline established by the 2011 ISU Economic Impact Study: \$312 million	\$318.46	\$323.12	\$328.36	\$328.75	Total economic impact will increase by 5% over next 5 years
4.2 Campus resource conservation efforts initiated; students and faculty conduct research in the areas of environment and in energy	# resource conservation efforts initiated				See Appendix E		Efforts to conserve campus resources will continue to be developed
4.3 ISU participates in partnerships with other entities and stakeholders	# of active partnerships, collaborative agreements, and contracts with public and private entities				ISU implemented a new process for data collection beginning in January 2016 for affiliation agreements. Staff are currently reviewing agreements signed in 2015.	337 active affiliation agreements signed in 2015. Agreements signed earlier that are still active are not included in this count.	# of partnerships will increase by 5% over next 5 years
Goal 5: Stewardship of Institutional Resources							

**WORKSESSION
APRIL 13, 2016**

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Current (FY 2015) Benchmarks
5.1 Institutional reserves comparable to best practice	The institution maintains or exceeds reserves of 5% of total budget - (formula: Unrestricted Net Asset Balance "Reserves"/Operating Expenses)	5.9%	7.3%	12.6%	16.2%	15.6%	Maintain a minimum target reserve of 5% of total budget.
5.2 Institution continually assesses and periodically reviews its utilization of resources.	# of academic, non-academic and co-curricular program reviews conducted each year.	2 academic	13 academic	6 academic	All academic and non-academic programs were reviewed with the Program Prioritization Project.	9 academic	All to be reviewed at least every 5 years. The Program Prioritization Project is on-going with the data being refreshed each year.

Appendix A

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

Description	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Nursing (RN) –ISU pass rate	91%	89%	96%	92%	87%	87%
Nursing (RN) –National pass rate	88%	87%	88%	90%	82%	82%
Nursing (FNP AANPCP Certification) - ISU pass rate		96%	97%	95%	97%	No students graduating in this option
Nursing (FNP AANPCP Certification) - National pass rate		89%	87%	88%	87%	No students graduating in this option
Nursing (ACNS ANCC Certification - ISU pass rate		100%	100%	100%	No students graduating in this option	No students graduating in this option
Nursing (ACNS ANCC Certification) - National pass rate		76%	71%	75.8%	No students graduating in this option	No students graduating in this option
Pharmacy – ISU pass rate	100%	98%	100%	97%	93%	91%
Pharmacy – National pass rate	95%	97%	98%	97%	96%	94%
Physician Assistant – ISU pass rate	96%	97%	97%	98%	93%	93%
Physician Assistant – National pass rate	92%	91%	93%	94%	95%	96%

WORKSESSION

APRIL 13, 2016

*Notes: This is not an exhaustive list of pass rates. Rates for Nursing, Pharmacy, etc. are provided as examples; academic health professions exceed the national pass rates.

PRAXIS-II Subject Area Tests required for Teacher Certification - All Program Completer for ISU	100%	100%	99%	100%	100%	100%
Occupational Therapy NBCOT - ISU first-time test takers (2010-2012)			94%	100%	100%	100%

exhaustive list of pass rates. Physician Assistant programs pass rates for graduates of all programs consistently meet or rates.

Appendix B

Idaho State University - Placement rates for selected programs

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

Description	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
College of Technology - All Professional Technical Education	83.33%	85.68%	87.20%	87.60%	91.58%	97.00%
Radiographic Science (self-reported on a survey)	100%	100%	100%	100%	100%	100%
Occupational Therapy (self-reported on a survey)			100%	100%	100%	100%
Pharmacy (self-reported on survey)	100%	100%	100%	100%	100%	100%

Appendix C

Idaho State University –

Performance Measure 2.2.1 - Average Time to Complete Degree in Years

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

Degree Type	FY11	FY12	FY13	FY14	FY15
Technical Certificate	4.69	4.56	3.90	3.97	5.22
Associate's	6.9	7.66	5.95	6.31	5.64
Bachelor's	8.27	8.02	8.09	7.58	6.05
Master's	5.92	6.42	5.91	5.45	4.73
Doctorate	6.48	7.11	6.58	5.68	5.76

Appendix D

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

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

Class level	FY11	FY12	FY13	FY14	FY15
Freshmen to Sophomore					
Full-time	62.3%	62.3%	67.6%	69.0%	69.1%
Part-time	49.8%	45.3%	46.8%	47.2%	45.6%
Sophomore to Junior					
Full-time	77.8%	77.3%	78.7%	78.5%	77.9%
Part-time	60.0%	61.4%	58.8%	57.9%	55.3%

Note: The first-time full-time freshmen cohort is a subset of the total full-time freshmen in the table above.

Cohort	FY11	FY12	FY13	FY14	FY15
First-time Full-time Freshmen	62.1%	62.0%	62.1%	66.8%	71.3%

Appendix E

Idaho State University – Conservation and Energy Reducing Projects

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

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

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

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

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

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

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

Appendix E - continued

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

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LEWIS-CLARK STATE COLLEGE



STRATEGIC PLAN FY 2017-2021



LEWIS-CLARK STATE COLLEGE

Connecting Learning to Life

STRATEGIC PLAN FY 2017-2021



March 11, 2016



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 2017-2021**

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 2017-2021 ongoing

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

Progress: Based on LCSC's program prioritization process and in support of the President's Strategic enrollment initiative, all instructional programs have been reviewed for relevancy and efficiency. Several programs/certificates were eliminated due to low enrollments. New academic and professional-technical majors, minors, and certificates have been identified for inclusion in the SBOE's 5-year plan for FY17 and beyond. Summer School has been reworked to include a predictable menu of courses to enhance student progression. Dual Credit has been shifted to Academic Programs which will strengthen the relationship between the divisions, college faculty, and high school faculty. NACEP accreditation is in progress. All instructional programs continue to engage in annual assessments, and when applicable, in ongoing work related to specialized accreditation. During AY 15-16, the President and Provost met with many academic and professional-technical program Advisory Committees to learn how the college and programs can continue to meet local and regional industry needs.

Performance Measure(s):

Assessment submission

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

Performance: 100% of units completed assessment (FY 2015)

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

Benchmark: Meet or exceed national average

Performance: RN: LCSC 89%/National 83%, PN: 100%/82%, ARRT 100%/88% (FY 2015)

Percentage of responding LCSC graduates with positive placement

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

Performance: 92% (FY 2015)

Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition

Benchmark: The percentage of first-time students passing the PRAXIS II will exceed 90%

Note: Given the changes made to the PRAXIS II exam, we are considering adjusting this benchmark to a more realistic one for our institution. PRAXIS II scores have gone down statewide.

Performance: 68% (FY 2015)

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

Benchmark: Associate- 69 (SBOE Benchmark) Bachelor - 138 (SBOE Benchmark)

Performance: Associate 101, Bachelor 140 (FY 2015)

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 2017-2021 (ongoing)

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

Progress: All general education courses have been aligned with the new state competencies, and new courses will be approved on an ongoing basis. During summer 2015, assessment rubrics were drafted in support of general education assessment. Along with the Dean for Academic Programs, a team of faculty attended a general education assessment conference in fall 2015 to determine additional ways to enhance assessment practices. As a result of early assessment data, General Education assessment leaders are planning a summer retreat to strengthen and improve the General Education Capstone Seminar. The ETS Proficiency Profile is one measure of general education goals and outcomes, and is delivered every three years (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)

Note: ETS Proficiency testing takes place every three years. We will update this measure with FY2017 result when they are available.

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 2017-2021 (ongoing)

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

Progress: LCSC has had a successful year using the Blackboard LMS managed hosting and outsourced Help Desk features. e-Learning Services provides basic operational tutorials for first-time online instructors and guides faculty in the use of Quality Matters principles and practices. The Teaching-Learning Center hosted numerous events during 2015 focused on pedagogy and best practices, including internal discussion groups and presentations by regional experts. The Dean for Academic Programs continues to provide course development stipends in support of the new Interdisciplinary degree options and other high demand programs. Ongoing enhancements include focus on ADA accessibility in online course delivery.

Performance Measure(s):

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

Benchmark: 10,000

Performance: 8,780 (FY 2015)

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 2017-2021 (ongoing)

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

Progress: Each semester the Dean for Academic Programs along with central advising staff, work to determine the appropriate number of needed course sections, particularly in first-year and general education areas. We continue to explore options for evening and weekend course sections and hybrid programming which could have a weekend component.

Students engage in many collaborative initiatives with faculty including Center for Arts and History events, presentations and competitions at regional conferences, the Research Symposium in Lewiston and Coeur d'Alene, INBRE poster sessions and conference events, campus presentations, informal activities, and field trips.

Performance Measure(s):

Student-to-faculty ratio

Benchmark: LCSC will maintain a 16 to 1 student-to-faculty ratio

Performance: 14 to 1 (FY 2015)

Number of students participating in undergraduate research

Benchmark: 400

Performance: 352 (FY 2015)

Objective 1E.

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

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

Timeline: FY 2017-2021 (ongoing)

Action: President, Provost and Vice Presidents, Deans

Progress: The College continues to work toward faculty/staff compensation that aligns with peer institutions. In FY16, a state 3% change in employee compensation was distributed. Additional institutional dollars were used to address the most egregious salary gaps and to augment promotion increases. Adjunct pay was also increased by 3%.

In 2016, the college is moving away from a per head payment schedule for summer session where faculty often teach for very low wages, and instead align summer pay with the adjunct pay schedule. Each year the full (though modest) balance of Faculty Development funds, plus additional funds from the Office of the Provost, are distributed by a faculty peer committee (Faculty Affairs) in support of faculty research, professional presentations, or conference attendance. Higher Education Research Council (HERC) funds have been used to incentivize faculty and staff to submit external grant applications. Faculty development opportunities with stipends are available through the Teaching-Learning Center and course development is supported through Academic Programs.

Performance Measure(s):

Classified Staff (State of Idaho Classified Staff Pay Schedule)

Benchmark: Classified Staff pay will be 100% of State of Idaho Policy

Performance: 84.4% of staff meet or exceed 100% of policy (October 2015)

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

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

Performance: Mean faculty salaries are 87% of that averaged over peer institutions

Objective 1F.

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

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

Timeline: FY 2017-2021 (ongoing)

Action: Vice President for Finance and Administration

Progress: In 2015 a totally renovated Silverthorne Theater was opened. This renovation was predicated on providing a fully accessible facility, including in the main theater, entrances, and greenrooms. During the summer of 2016, phase two of the ADA improvements to the interior sidewalk system will be completed. The project will continue to remove deteriorated brick walkways and replace with concrete. Designated sidewalk improvements and handicapped curb cuts will also be installed at that time. Additionally, an ad-hoc committee was formed to address ADA issues and concerns and to make recommendations to the college administration for needed improvements to campus and facilities. The committee is made up students, staff and faculty and is directed by the Director of Student Counseling and Disability Support Services and works in close coordination with the Campus Safety Committee. Finally, in the fall of 2015, design work started on a major multi-phased project to restore one of the older buildings on campus, Spalding Hall. The top priorities for the restoration are to improve accessibility and life safety by providing fire sprinklers throughout, create a third means of egress, upgrade existing building entrances so they meet ADA and fire code standards, upgrade mechanical and electrical systems and remove asbestos. The first phase of construction is planned to start in the Fall of 2017.

Performance Measure(s):

ADA compliance

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

Performance: Benchmark achieved—no ADA-related write-ups in 2015 DBS inspection

Wellness Programs

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

Performance: 16 wellness updates provided to each employee (FY 2015)

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 programs as a means to connect with high school students and invest in scholarships to strategically grow enrollment.

Timeline: FY 2017-2021 ongoing

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

Progress: The College has made substantial progress in its marketing and advertising efforts. A new Director of College Communications has been hired. In his first months on the job, he published a style guide and has promoted consistency in the college's marketing messages and logos. The college has significantly expanded its outreach to traditional students throughout Idaho, Eastern Oregon, Eastern Washington, and Northern Nevada. The demand for a residential experience has grown such that a new residence hall is being planned. In the Fall of 2015, the college offered a course intended to introduce non-traditional students to on-line education. The president of the college initiated a new enrollment planning process, which addresses strategies for enticing adult learners to enroll at LCSC and also outlines strategies for enticing the college's dual credit students to enroll as degree-seeking students.

Performance Measure(s):

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

Benchmark: Annual Enrollment – 2,000 Annual Total Credit Hours – 8,000

Performance: 1,750; 8,071 (FY 2015)

Scholarship dollars awarded per student FTE

Benchmark: \$1,950

Performance: \$2,289 (FY 2015)

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 2014-2017

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

Progress: A 3-credit student success course, ID 140, was approved by the faculty senate and has been taught for 4 semesters. The retention rates for the students required to take the class have shown to be slightly above the retention rate for the general population but, due to concerns about the sustainability of the course (e.g., financial, faculty) and concerns from academic leadership about the academic rigor the course, it has been discontinued effective Fall 2016. In its place, the college will expand its orientation program to include instruction for all new-entering, full-time, degree-seeking students throughout their initial semester. The courses that will be used are SD 107 and SD 307.

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

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Timeline: FY 2014-2018 (ongoing)

Action: Vice President for Student Affairs

Progress: Centralized Advising continues to serve all new-entering freshmen and transfer students who have not completed their core math and English requirements. Additional support for new advisees comes from the recently created First-Year Experience program, which focus on prescriptive advising and follow-up for students who have a greater risk of attrition.

LCSC will continue to leverage the Center for Teaching and Learning to support and share improvements in teaching, assessment, and curriculum development.

Timeline: FY 2017-2021 (ongoing)

Action: Provost, Vice President for Student Affairs

Progress: The Teaching-Learning Center has been fully functional for one year, with a full-time LCSC Professor serving as Director. Over the past year, the TLC has facilitated faculty development and weekly discussion events related to experiential and active learning, online teaching, and writing and research across campus. The TLC has also hosted invited regional speakers to discuss equity in the classroom and tools for student engagement. Four faculty learning communities which have included teachers from the local school district, have developed and implemented strategies for enhancing student success in the classroom. These faculty have presented their work at the annual Research Symposium and through other modes of communication. Teachers from the local school district are also currently collaborating with LC faculty on integration of high impact practices into K-12 science classrooms.

Performance Measures:

(SBOE system-wide performance measure)

Total degree production (undergraduate)

Benchmark: 800

Performance: 771 (FY 2015)

(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: 713; 15% (FY 2015)

(SBOE system-wide performance measure)

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

Benchmark: 25%

Performance: 713/2,973; 24% (FY 2015)

(SBOE system-wide performance measure)

Total full-time new and transfer degree seeking students that are retained or graduate the following year (excluding death, military service, and mission) (split by new and transfer students)

Benchmark: 70%

Performance – New Students: $304/474 = 64\%$ (FY 2015)

Performance – Transfer Students: $141/202 = 70\%$ (FY2015)

First-year/ full-time cohort retention rate

Benchmark: 60%

Performance: 61% (FY 2015)

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

Benchmark: 24

Performance: 26 (FY 2015)

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

Benchmark: 35%

Performance: 27% (FY 2015)

Objective 2C.

Maximize student satisfaction and engagement.

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

Timeline: FY 2017-2021 (ongoing)

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

Progress: The College has established a student survey schedule. In cooperation with Institutional Planning, Research, and Assessment, Student Affairs staff will develop a new survey to be issued to LCSC students in late April of 2016 in order to continue to assess students' satisfaction with services, programs, and extra-curricular activities. In addition, the college issues a survey to freshmen shortly after they have begun their courses in order to determine their concerns and interests. LCSC also participates in the American College Health Association's National College Health Assessment, which provides data about student's concerns, as well as the National Survey of Student Engagement (NSSE). These data are being used to shape the content of the student success programming referenced in the first update for Objective 2B.

Performance Measure(s):

National Survey of Student Engagement (NSSE)

Benchmark: 90% of LCSC students will be satisfied

Performance: 89% (FY 2014)

Note: We will administer NSSE again in FY 2017.

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 2017-2018

Action: Provost, Deans

Progress: Many students participate in internships as a required component of their educational programs. Hiring an Internship Coordinator continues to be a goal of Academic Affairs. In fall 2015, the Work Scholars program was introduced. This program pairs eligible students with an on or off campus work experience, which includes mentoring and active advisement by the supervisor and Program Director. A total of 20 spaces are available, with more industry supported slots in progress. Service Learning continues in many campus courses and is required of Work Scholars. The Teaching-Learning Center is developing a campus wide Service Learning plan.

Performance Measure(s):

Number of students participating in internships

Benchmark: 800

Performance: 743 (FY 2015)

Objective 3B.

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

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

Timeline: FY 2017

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

Progress: Faculty in the Teacher Education Preparation program are actively engaged in partnerships with our K-12 community school partners. External grant dollars have been received to facilitate professional development opportunities with our K-12 partners related to math and science education (TESLA and IRMC). In addition, further collaboration between LCSC faculty and local school districts has focused on the integration of mobile technologies (i.e. iPads) into classroom learning. Faculty are involved in a number of research initiatives that benefit the region (e.g., through EPSCOR: nitrate levels in Hells Canyon, health of Tammany Creek in Hells Canyon, and monitoring water quality in the Lewiston-Clarkston Valley). The Research Symposium which provides a forum for the

dissemination of student and faculty research, continues to be a successful event on the campus as well as at the Coeur d'Alene Center.

LCSC's Workforce Training Center collaborate with regional partners to provide entry level, upgrade, and industry-specific professional technical and safety training to meet individual and business/industry needs, including Idaho State employees throughout Idaho Educational Region II. Job related training (pre-employment or job skill upgrade) includes, but not limited to: apprenticeship(s), custom/contract, and short-term, industry specific training

Performance Measure(s):

Number of adults (duplicated) enrolled in workforce training programs

Benchmark: 4,000

Performance: 3,471 (FY 2015)

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 2017-2021 (ongoing)

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

Progress: The LCSC Alumni Association is increasingly aware of the vital role it plays in the life of the College. More alumni are participating in the mentoring program and engaging with current students, volunteering for alumni committees and programs, and attending local and regional events. We have four active alumni chapters and in 2015 created an international group so that alumni can connect with each other throughout the world. This year the LCSCAA played a major role in hosting LC's first homecoming event in 38 years.

Performance Measure(s):

Number of Alumni Association members

Benchmark: 15,000

Performance: 16,009 (FY15)

Objective 3D.

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

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

Timeline: FY 2017-2021 (Ongoing)

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

Progress: To more fully engage with the campus community, the LCSC Foundation Board of Directors routinely invites departments to give presentations and tours during Board meetings. This provides the Board with opportunities to learn about funding needs, program goals, and volunteer opportunities. This interaction has provided the Foundation Board with a better understanding on how donations and community engagement can enhance campus life for students, staff and faculty at LCSC. The Foundation hosts annual events such as the Scholarship Luncheon and President's Circle which allow key stakeholders to engage with scholarship recipients and learn about institutional goals and objectives.

The Foundation Board has approved a portion of the organizational budget for marketing efforts to better educate the community on the function of the Foundation and ways to get involved. The LCSC Foundation and its Board actively participate in: Rotary, Kiwanis, LCV Chamber of Commerce, Women's Connection, Governmental Affairs Council, Clearwater Estate Council, Nez Perce County Democrats, Nez Perce County Republicans, and a variety of Governor appointed Commissions.

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

Timeline: FY 2017-2021 (ongoing)

Action: Athletic Director

Performance Measure(s):

Benchmark: Annually meet National Association of Intercollegiate Athletics (NAIA) Five Star Champions of Character criteria

Performance: Met criteria (FY 2015)

Goal 4

Leverage resources to maximize institutional strength and efficiency.

Objective 4A.

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

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

Timeline: FY 2017-2021 (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 2015 planning and budgeting cycle to reflect the new LCSC strategic plan and included initiatives identified through the Program Prioritization Process (PPP) for review and improvement. Unit Action Plan proposals were directly tied to the new strategic plan. A new Institutional Assessment Plan was developed to reflect the strategic plan, and PPP guidelines were embedded in an expanded program assessment process. All planning and assessment reference materials and plans/reports were posted on the LCSC intranet for the Fall 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 academic credit hours from the EWA report and unweighted professional-technical hours from the PSR1 (new calculation)

Benchmark: \$400 (*Preliminary, reflects the SBOE strategic plan benchmark*)

Performance: \$497 (FY 2015)

Objective 4B.

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

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

Timeline: FY 2017

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

Progress: The College continues to explore ways to improve organizational structure and implement changes to allow processes to be more efficient and effective. Examples include the expansion of the Grants and Contracts Office reporting to the Vice President for Finance and Administration and the reassignment of support accounting and reporting duties to the Controller's Office for the Foundation reporting. Program assessment and Program Prioritization continue to be addressed in a Division/Department Assessment Committee and Functional Area Assessment Committee process which engages units and personnel across the college.

Performance Measure(s):

(SBOE system-wide performance measure)

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

Benchmark: 2

Performance: 1.6 (FY 2015)

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.

Timeline: FY 2017-2021 (ongoing)

Action: Provost, Vice President for Finance and Administration

Progress: A new Campus Facilities Master Plan was developed to reflect the new LCSC strategic plan and went into effect in July 2013. Classroom refurbishing and carpeting projects continued during FY 2014 and FY 2015. As of December 2015, the State has authorized over \$3 M in alteration and repair projects on campus. The College completed a renovation of the Childcare Building providing

new space for the Early Childhood Development program. Funds from the State were combined with institutional funds to start the renovation of Spalding Hall, an academic office building. This project is scheduled to start in Fiscal Year 2016 with the first phase to be completed in the Fall of 2017. The College has also initiated planning for a multi-purpose playfield and is in the initial planning stage of a Living and Learning Center that will house academic and student affairs programs along with a residence hall for up to 150 students.

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 2017-2021 (ongoing)

Action: Provost, Vice President for Finance and Administration

Progress: LCSC's capital equipment has been inventoried and, using the value of these assets and the depreciation schedules based on the useful life spans of the various equipment categories, the college submitted capital replacement requests to the Legislature for the FY 2015 and FY 2016 state budgets. The college received \$825,700 in FY 2016 to be used for equipment replacement, with a majority of those funds being dedicated to central technology equipment and software. The College was successful in providing funds for the standing reserve for unplanned contingencies for central technology systems and classroom technology. A capital equipment replacement funding mechanism has also been established within the Student Union operating budget to address planned or emergency replacement of high-cost equipment used by dining services and replacement of equipment and furniture in public areas of the building.

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: FY 2017-2021 (Ongoing)

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

Progress: LCSC's total General Education and Professional-Technical budget increased from FY 2015 to FY 2016 by nearly \$2.8 million to \$37,017,256, and shows an encouraging trend of support from the State of Idaho compared to recent years. The Grants Office was reorganized in 2014 to combine all grant pre-award and post-award activities within a single shop. Training of new grant writers and unit supervisors continues. In 2015, an incentive program was implemented that provided a series of rewards for writing and successfully obtaining grant funds. At the end of FY 2015, the college had over 64 active grants worth over \$5.2 million. As of December 30, 2015 the college had active grants worth more than \$5.5 million. In College Advancement the LCSC Foundation's total assets reached an all-time high of over \$7.8M at the end of calendar year 2015.

Performance Measure(s):

Institution funding from competitive grants

Benchmark: \$2.0M

Performance: \$2.3M (FY15)

LCSC Capital Campaign

Benchmark: \$12M

Performance: \$13.6M (FY15)

LCSC Consolidated Financial Index (CFI)

Benchmark: 3.0

Performance: 5.57

Goal 1 - Sustain and enhance excellence in teaching and learning					
Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
<u>Objective 1A: Strengthen courses, programs and curricula consonant with the mission and core themes of the institution</u>					
Assessment submission	85%	97%	98%	100%	All units of the college will submit assessment documents
First-time licensing/certification exam pass rates	NCLEX RN 89% (National Average=90%)	NCLEX RN 92% (National Average=91%)	NCLEX RN 95% (National Average=84%)	NCLEX RN 89% (National Average=83%)	Meet or Exceed National Average
	NCLEX PN 86% (National Average=84%)	NCLEX PN 100% (National Average=85%)	NCLEX PN 75% (National Average=85%)	NCLEX PN 100% (National Average=82%)	Meet or Exceed National Average
	ARRT 100% (National Average=93%)	ARRT 92% (National Average=90%)	ARRT 100% (National Average=89%)	ARRT 100% (National Average=88%)	Meet or Exceed National Average
Percentage of LCSC graduates with positive placement	87%	92%	95%	92%	95%
Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition	PRAXIS II 90%	PRAXIS II 93%	PRAXIS II 83%	PRAXIS II 68%	90%
Average number of credits earned at completion of certificate or degree program	Associate 107	Associate 102	Associate 94	Associate 109	Associate 70
	Bachelor 148	Bachelor 147	Bachelor 148	Bachelor 146	Bachelor 130
<u>Objective 1B: Ensure the General Education Core achieves its expected outcomes.</u>					
ETS Proficiency Profile Critical Thinking Construct ¹			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	7,945	7,726	8,726	8,780	10,000
<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	14:1	16:1
Number of students participating in undergraduate research	237	268	284	352	400
<u>Objective 1E: Recruit and retain a highly qualified and diverse faculty and staff.</u>					
State of Idaho Classified Staff Pay Schedule ²	81.7%	80.9%	81.2%	84.4%	100% of Policy
Instructional Personnel-Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report ³	87%	86%	89%	87%	100% of Average of Peer Institutions all Academic Rank
<u>Objective 1F: Provide a safe, healthy, and positive environment for teaching and learning</u>					
ADA Compliance			0	0	Zero ADA-related discrepancies
Wellness Programs			12	16	Provide info and updates to employees 10 times each FY

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Goal 2 - Optimize student enrollment and promote student success					
Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
<u>Objective 2A: Marketing efforts will focus on clearly identified populations of prospective students.</u>					
Credit hours of high school students participating in concurrent enrollment programs	6,972	8,312	7,963	8,071	8,000
Headcount of high school students participating in concurrent enrollment programs.	1,805	1,797	1,959	1,750	1,500
Scholarship dollars per FTE	\$1,728	\$1,831	\$2,142	\$2,260	\$1,950
<u>Objective 2B: Retain and graduate a diverse student body.</u>					
Total degree production and headcount (undergraduate)*	773/ 712	688/ 652	739/ 675	771/713	800
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate and graduate)*	712/ 12%	652/ 11%	675/12%	713/15%	700/12%
Unduplicated number of graduates over rolling 3-year average degree-seeking FTE (separated by undergraduate/graduate)	712/ 2762 26%	652/ 2812 24%	675/ 2756 25%	713/2973 24%	25%
Total full-time new and transfer students that are retained or graduate the following year (exclude death, military service, and mission)(split by transfer and new freshmen)*	New Freshmen 197/416 47%	New Freshmen 203/341 60%	New Freshmen 167/280 60%	New Freshmen 304/474 64%	70%
	Transfer 162/253 64%	Transfer 182/234 78%	Transfer 141/200 71%	Transfer 141/202 70%	70%
First-time full-time degree-seeking freshman retention rate	57%	51%	61%	61%	60%
Total certificates and degrees conferred and number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled.	23	22	25	26	24
First-time/full-time cohort 150% graduation rate	31%	30%	27%	27%	35%
<u>Objective 2C: Maximize student satisfactions and engagement.</u>					
NSSE-National Survey of Student Engagement ⁴			89%		90% LCSC Students Satisfied

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Goal 3 - Strengthen and expand collaborative relationships and partnerships					
Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
<u>Objective 3A: Increase volunteer, internship, and career placement opportunities.</u>					
Number of students participating in internships	698	654	655	743	800
<u>Objective 3B: Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge.</u>					
Number of adults (duplicated) enrolled in workforce training programs	3,627	3,659	3,533	3,471	4,000
<u>Objective 3C: Increase cooperation and engagement of alumni for the advancement of the college.</u>					
Number of Alumni Association members	12,726	13,301	13,904	16,009	15,000
Goal 4 - Leverage resources to maximize institutional strengths and efficiency					
Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
<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.*	\$409	\$467	\$471	\$497	\$400
<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*	1.5	1.4	1.5	1.6	2

* Indicates SBOE System-wide performance measures
Notes:

- | |
|---|
| 1. This test is administered every 3 years. 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 LC per the ETS Proficiency Profile Comparative Data. |
| 2. These values represent the percentage of individuals in this class who are making 90% of policy. |
| 3. The percentages for faculty represent LCSC's weighted average 9-month equivalent salary divided by the weighted average 9-month equivalent salary of LCSC's peer institutions. |
| 4. Reflects the overall percentage of students satisfied with LCSC. This survey is administered every 3 years. |

Key External Factors

Appendix 2

Academic Year 2014-2015 Data: Student headcount for the fall semester was 4,304 and the full-time equivalent enrollment was 2,958. The college employed 182 faculty, 84 adjunct faculty, 151 professional staff, and 133 classified staff.

Growth: The Idaho State Board of Education has directed the higher education institutions under its supervision to double the proportion and number of Idahoans (25 to 34 year old cohort) with a college certificate or degree by 2020. The following factors will affect LCSC's output:

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 growth in the number of secondary students, with significant growth in the Hispanic population. Thus, output of the K-12 pipeline may lead to an increase in enrollment at LCSC, perhaps to begin during the five-year planning window. Additionally, 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.

Currently, unemployment in Idaho is low. 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 have reduced the applicant pool in PTE programs as workers enter or re-enter the work force as the effects of the recession have eased.

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 student housing. 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. The joint facility to serve LCSC, North Idaho College (NIC), and University of Idaho students and staff on the NIC campus has been funded. The new facility could be opened toward the end of the current five-year planning window. 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 over \$20 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 five-year planning window is to focus on upgrades of existing facilities; however, because the available student housing units are currently at maximum capacity the feasibility of building and new student resident hall is being evaluated.

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).

On-campus and neighborhood parking is adequate to sustain employee and student operations. 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 continues to be 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 (15:1, and 8:1, 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. There has been limited enthusiasm among Idaho policy makers to restore pre-crisis levels of funding to higher education, but progress has been made.

Over the past 2 years, the state has provided funding to cover some maintenance of current operation costs (replacement of capital items and employee salaries) and has funded some 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. Increases in employee compensation has been funded during the past 2 years - half of the cost of those increases were transferred by state policymakers to student tuition.

There is 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 no support for 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.

Economic and population growth within LCSC's local operating area, Region II, has been flat. 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.

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.

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COLLEGE OF SOUTHERN IDAHO STRATEGIC PLAN 2017-2021

OUR VISION

To improve the quality of life of those impacted by our services.

OUR MISSION

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

DEFINITIONS OF MISSION TERMS

“Provide quality...opportunities that meet...the diverse needs”: This phrase is operationally defined within the document. Demonstration of mission fulfillment is based upon our ability to meet the performance indicators, benchmarks, and targets established in this document. These have been created to establish standards of quality that can be regularly assessed to ensure that we are providing quality opportunities that meet the diverse needs of the communities we serve.

“Educational”: Relating to activities typically encompassed by teaching and learning.

“Social”: Relating to the welfare of human beings as members of society.

“Cultural”: Relating to the customs, traditions, and values of a society.

“Economic”: Relating to economic development and economic welfare.

“Workforce Development”: Relating to the training of a qualified workforce.

“Communities we serve”: The communities we serve include the diverse populations of students, employees, and community members impacted by the college. These communities can be organized in many different ways. They include those living in our eight county service area as well as those who interact with the college from afar. They can also be organized by any number of demographic characteristics which transcend geographical boundaries.

DEFINITIONS OF PLAN TERMS

Core Themes/Goals: Individually, core themes manifest the essential elements of our mission and collectively they encompass the mission. They represent the broad themes that guide planning processes designed to lead to mission fulfillment.

Objectives: Planning goals contained within each core theme that collectively lead to fulfillment of the core theme.

Strategies: Specific action items contained within each objective that guide the college toward fulfillment of the objective.

Performance Measure Indicator: A quantitative or qualitative indicator used to measure progress in meeting strategies, objectives, core themes, and ultimately, mission fulfillment.

Critical Success Activity: A specific action item that must be completed in order to reach fulfillment of a strategy, objective, or core theme.

Benchmarks/Targets: Targets established by the college in an effort to assess achievement, track progress over time, and set goals for improvement.

Core Theme/Goal 1: Community Success

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

- **Objective #1: Strengthen the social fabric in the communities we serve**
- **Objective #2: Cultivate economic partnerships across the communities we serve**
- **Objective #3: Meet the workforce needs of the communities we serve**

Core Theme/Goal 1 Performance Measures

Workforce Training Headcount				
Workforce: Total duplicated headcount of workforce training completers (Source: State Workforce Training Report)				
FY2012	FY2013	FY2014	FY2015	Benchmark
4,426 (2011-2012)	3,368 (2012-2013)	3,137 (2013-2014)	4,319 (2014-2015)	Meet the workforce training needs of our area as determined by industry
Note: This is a new metric; a new benchmark is currently being established which will allow the college to better compare industry needs against CSI's ability to provide workforce training.				

Career Technical Education Completers				
CTE: Count of earned awards in CTE during the year (Source: VFA)				
FY2012	FY2013	FY2014	FY2015	Benchmark
454	584	489	493	Meet the workforce training needs of our area as determined by industry
Note: This is a new metric; a new benchmark is currently being established which will allow the college to better compare industry needs against CSI's ability to provide CTE training.				

Career Technical Education Placement				
CTE: Percentage of CTE completers employed or continuing their education (Source: Idaho CTE Follow-up)				
FY2012	FY2013	FY2014	FY2015	Benchmark
85.1%	86.1%	93.4%	94.1%	Maintain placement at or above the average for the previous four years (90%)

Additional Performance Measures Under Consideration/Development:

Establish tracking measures and benchmarks for the level and quality of community social partnerships
 Establish tracking measures and benchmarks for satisfaction rates of community social partners
 Establish tracking measures and benchmarks for the level and quality of community economic partnerships

WORKSESSION

APRIL 13, 2016

Establish tracking measures and benchmarks for the satisfaction rates of community economic partners

Establish tracking measures and benchmarks for participation levels and satisfaction rates in enrichment activities

Establish tracking measures and benchmarks for community access to campus and services

Establish tracking measures and benchmarks for the number of industry recognized credentials awarded to workforce completers annually

Establish tracking measures and benchmarks for post workforce program completion median wage growth

Establish tracking measures and benchmarks for pre- and post-completer earnings

Establish tracking measures and benchmarks for student satisfaction rates

Establish tracking measures and benchmarks for employer satisfaction rates

Critical Success Activities:

Establish additional performance measures and benchmarks (Summer 2016; begin reporting spring 2017)

Core Theme/Goal 2: Student Success

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

- **Objective #1: Foster participation in post-secondary education**
- **Objective #2: Reinforce a commitment to instructional excellence**
- **Objective #3: Support student progress toward achievement of educational goals**
- **Objective #4: Provide evidence of achievement of student learning outcomes**
- **Objective #5: Offer opportunities for student engagement that go beyond the classroom**

Core Theme/Goal 2 Performance Measures

Institutional Enrollment				
Annual Enrollment: Annual unduplicated headcount (Source: PSR Annual Enrollment Report)				
FY2012	FY2013	FY2014	FY2015	Benchmark
12,915 (2011-12)	12,042 (2012-13)	11,747 (2013-14)	10,686 (2014-15)	Reverse trend of post-recession declining enrollment

Institutional Enrollment				
Annual Enrollment: Annual FTE enrollment (Source: PSR Annual Enrollment Report)				
FY2012	FY2013	FY2014	FY2015	Benchmark
5,182.73 (2011-12)	4,934.83 (2012-13)	4,468.17 (2013-14)	4,153.70 (2014-15)	Reverse trend of post-recession declining enrollment

**WORKSESSION
APRIL 13, 2016**

Dual Credit Enrollment				
Dual Credit: Total dual credit hours earned for an entire academic year and unduplicated headcount of participating students. (Statewide Performance Measure) (Source: SBOE Dual Credit Report)				
FY2012	FY2013	FY2014	FY2015	Benchmark
14,187 credits 2,685 headcount (2011-2012)	14,218 credits 2,774 headcount (2012-2013)	12,171 credits 2,486 headcount (2013-2014)	16,331 credits 3,178 headcount (2014-2015)	Manage expected enrollment increases by increasing institutional dual credit infrastructure
Note: This is a new metric; a new benchmark is currently being established.				

Tuition and Fees				
Tuition and Fees: Per credit tuition and fees (Source: CSI)				
FY2012	FY2013	FY2014	FY2015	Benchmark
\$110 (2011-2012)	\$110 (2012-2013)	\$110 (2013-2014)	\$115 (2014-2015)	Maintain tuition at or below other Idaho Community Colleges

Remediation Rate				
Remediation Rate: First-time, first-year students attending Idaho high school within last 12 months (Statewide Performance Measure) (Source: CSI)				
FY2012	FY2013	FY2014	FY2015	Benchmark/Target
69.5% (892 / 1284) (2011-12)	65.6% (820 / 1250) (2012-13)	60.6% (692 / 1141) (2013-14)	60.6% (659 / 1087) (2014-15)	This measure is an input from the K-12 system and is not benchmarkable, per SBOE.

Retention Rate					
Retention Rate: Percentage of full-time new and transfer, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Statewide Performance Measure) (Source: IPEDS)					
	FY2012	FY2013	FY2014	FY2015	Benchmark/Target
First-time, Full-time, degree seeking (IPEDS)	54% (623/1148) Fall 2010 Cohort	57% (574/1005) Fall 2011 Cohort	56% (574/1020) Fall 2012 Cohort	56% (441/783) Fall 2013 Cohort	60%
Transfer-in, full-time, degree seeking students (VFA)	The college has not traditionally tracked the retention rates of students transferring into the college. Mechanisms for tracking these students are currently being established.				TBD

WORKSESSION
APRIL 13, 2016

Number of degrees and certificates awarded				
Degree Production: Degrees and certificates awarded and headcount of recipients (Statewide Performance Measure) (Source: IPEDS Completions)				
FY2012	FY2013	FY2014	FY2015	Benchmark/Target
1,129 awards 1,029 graduates (2011-12)	1,271 awards 1100 graduates (2012-13)	1,152 awards 963 graduates (2013-14)	1,137 awards 970 graduates (2014-15)	Maintain graduation rates at or above the median for IPEDS peer group.

Number of degrees and certificates awarded				
Degree Production: Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Statewide Performance Measure) (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE)				
FY2012	FY2013	FY2014	FY2015	Benchmark/Target
23.4% (1,029/4,392) (2011-12)	25.2% (1,100/4,360) (2012-13)	23.3% (963/4,135) (2013-14)	25.6% (970/3,784) (2014-15)	27%

Graduation Rate				
Graduation Rate: Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS)				
FY2012	FY2013	FY2014	FY2015	Benchmark/Target
17% (165/949) Fall 2008 Cohort	19% (200/1062) Fall 2009 Cohort	18% (186/1011) Fall 2010 Cohort	19% (180/966) Fall 2011 Cohort	21%

Remediation Success				
Remediation Success--Math: Percentage of students who were referred to developmental Math and successfully completed any college level course work in Math. (Source: VFA)				
Fall 2007 Cohort (through summer 2013)	41.5% 334/805	Fall 2008 Cohort (through summer 2014)	42.1% 319/757	Benchmark/Target
				44%

Remediation Success				
Remediation Success—English: Percentage of students who were referred to developmental English and successfully completed any college level course work in English. (Source: VFA)				
Fall 2007 Cohort (through summer 2013)	38.1% 145/381	Fall 2008 Cohort (through summer 2014)	44.5% 171/384	Benchmark/Target
				46%

**WORKSESSION
APRIL 13, 2016**

Academic Progress				
Academic Progress: Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year.				
(Source: VFA)				
Fall 2011 Cohort (through summer 2013)	46.3% 646/1394	Fall 2012 Cohort (through summer 2014)	33.4% 324/968	Benchmark/Target
				40%

Academic Progress				
Academic Progress: Percent of students, who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled.				
(Source: VFA)				
Fall 2007 Cohort (through summer 2013)	60% 638/1060	Fall 2008 Cohort (through summer 2014)	57.9% 525/906	Benchmark/Target
				61%

Additional Performance Measures Under Development/Consideration:

Establish tracking measures and benchmarks for enrollment rates of Hispanic students
 Establish tracking measures and benchmarks for enrollment rates of adult reentry students
 Establish tracking measures and benchmarks for enrollment rates of post ABE/GED students
 Establish tracking measures and benchmarks for enrollment rates from regional high schools
 Establish tracking measures and benchmarks for the implementation of quality standards
 Establish tracking measures and benchmarks for Career Technical Education advisory committee input
 Establish tracking measures and benchmarks for faculty satisfaction with professional development
 Establish tracking measures and benchmarks for student feedback
 Establish tracking measures and benchmarks for average number of credits completed by students at graduation
 Establish tracking measures and benchmarks for D, F, W percentages in loss point courses
 Establish tracking measures and benchmarks for average debt load at graduation
 Establish tracking measures and benchmarks for number of post-associate degrees available at CSI
 Establish tracking measures and benchmarks for licensure pass rate of graduates

Critical Success Activities:

Publication of all degree and program level student learning outcomes
 Finalize assessment of General Education program student learning outcomes
 Finalize program level student learning outcome assessment for all transfer programs
 Finalize program level student learning outcome assessment for all Career Technical Education programs

Core Theme/Goal 3: Institutional Stability

Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

WORKSESSION
APRIL 13, 2016

- **Objective #1:** Provide employees with a work environment that values employee success and satisfaction
- **Objective #2:** Ensure that the college maintains the financial resources necessary to meet its mission
- **Objective #3:** Maintain a strong relationship with the CSI Foundation
- **Objective #4:** Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities
- **Objective #5:** Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment
- **Objective #6:** Improve institutional effectiveness by focusing on both internal and external communication strategies and processes

Core Theme/Goal 3 Performance Measures

Institutional costs per credit hour				
Undergraduate Cost Per Credit: IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual credit hours; credits are weighted (Statewide Performance Measure) (Source: Cost: IPEDS Finance Survey, Part C; Credits: Weighted PSR 1.5 [including non-resident] plus PTE credits weighted at 1.0)				
FY2012	FY2013	FY2014	FY2015	Benchmark/Target
NA	NA	\$ 299.04 (\$54,200,584/ 181,270) (2012-13 year)	\$ 299.58 (\$50,246,494/ 167,724) (2013-14 year)	\$300
Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for FY2012 or FY2013 and have led to revised figures for FY14 and FY15 compared to previous reports.				

Institutional efficiency				
Graduates Per \$100,000: Unduplicated headcount of all undergraduate degrees and certificates divided by IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, (Statewide Performance Measure) (Source: IPEDS Completions of any degree or certificate; IPEDS Finance Survey, Part C;)				
FY2012	FY2013	FY2014	FY2015	Benchmark/Target
NA	NA	2.345 (1271/\$542.00) (2012-13 year)	2.292 (1152/\$502.46) (2013-14 year)	2.4

WORKSESSION

APRIL 13, 2016

Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for FY2012 or FY2013 and have led to revised figures for FY14 and FY15 compared to previous reports.

Grants Development				
Grants Development: Total Yearly Dollar Amounts Generated Through External Grants (Source: CSI)				
FY2012	FY2013	FY2014	FY2015	Benchmark/Target
\$3,740,814 (2012-13 year)	\$3,832,100 (2012-13 year)	\$3,608,174 (2013-14 year)	\$4,389,174 (2014-15 year)	\$4 million

Foundation Scholarship Awards				
Foundation Scholarship Awards: Total Yearly Dollar Amounts Generated Through External Grants (Source: CSI)				
FY2012	FY2013	FY2014	FY2015	Benchmark/Target
\$1.12 million	\$1.3 million	\$1.71 million	\$1.78 million	\$1.9 million

Additional Performance Measures Under Consideration:

- Establish tracking measures and benchmarks for employee professional development opportunities
- Establish tracking measures and benchmarks for employee enrichment opportunities
- Establish tracking measures and benchmarks for employee wellness program participation
- Establish tracking measures and benchmarks for employee satisfaction
- Establish tracking measures and benchmarks for Campus Master Plan implementation
- Establish tracking measures and benchmarks for technology master plan implementation

Critical Success Activities:

- Implementation and refinement of new strategic plan (2016)

External factors:

- Changes in the economic environment
- Changes in national or state priorities
- Significant changes in local, state, or federal funding levels
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry)
- Legal and regulatory changes

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Updated February 2016
Board of Trustee Approval Feb 16, 2016

Strategic Plan 2017 – 2021

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">• Improve Course Completion rates<ul style="list-style-type: none">• <i>Benchmark: Course Completion rates will meet or exceed 80% by 2019</i>• Improve Semester-to-Semester Persistence rates<ul style="list-style-type: none">• <i>Benchmark: Semester-to-Semester Persistence rates will meet or exceed 80% by 2019</i>• Improve Fall-to-Fall Retention Rates<ul style="list-style-type: none">• <i>Benchmark: Fall-to-Fall Retention Rates will meet or exceed 55% by 2019</i>• Develop and report all Voluntary Framework of Accountability (VFA) Student Progress and Outcome Measures<ul style="list-style-type: none">• <i>Benchmark: Report 100% of required VFA measures by 2019</i>
Objective 2	CWI will improve student degree and certificate completion
Performance Measures	<ul style="list-style-type: none">• Increase awarded AA, AS, and AAS degrees<ul style="list-style-type: none">• <i>Benchmark: Grant 750 AA, AS, and AAS degrees annually by 2019</i>• Increase awarded technical certificates<ul style="list-style-type: none">• <i>Benchmark: Grant 250 technical certificates annually by 2019</i>• Increase awarded certificates of completion through Workforce Development non-credit programs<ul style="list-style-type: none">• <i>Benchmark: Grant 9,300 certificates of completion annually by 2019</i>

WORKSESSION
APRIL 13, 2016

Objective 3	CWI will provide support services that improve student success
Performance Measures	<ul style="list-style-type: none"> • Increase Applicant to Enrolled matriculation rate <ul style="list-style-type: none"> • <i>Benchmark: Applicant to Enrolled matriculation rate will meet or exceed 40% by 2019</i> • Improve Persistence Rate (first to second semester of enrollment) for “1st time college attenders” <ul style="list-style-type: none"> • <i>Benchmark: Persistence Rate will meet or exceed 77% by 2019</i> • Improve Completion Rate within 150% of program/major requirements <ul style="list-style-type: none"> • <i>Benchmark: Completion Rate within 150% of program/major requirements will meet or exceed the Community College national average of 19.6% by 2019</i> • Decrease Average loan indebtedness and borrowing rates for CWI students <ul style="list-style-type: none"> • <i>Benchmark: Average loan indebtedness and borrowing rates for CWI students will be below national averages (IPEDS) by 2019</i> • CWI will improve tutoring support services <ul style="list-style-type: none"> • <i>Benchmark: CWI will provide tutoring support services that result in a penetration rate of 40% by 2019</i>

Objective 4	CWI will develop educational pathways and services to improve accessibility
Performance Measures	<ul style="list-style-type: none"> • Develop pathways for students who complete college prep course work to earn a C or better in the corresponding gateway course <ul style="list-style-type: none"> • <i>Benchmark: 60% of Students who complete college prep course work will earn a C or better in the corresponding gateway course by 2019</i> • Increase Dual Credits awarded to high school students <ul style="list-style-type: none"> • <i>Benchmark: Dual Credits awarded will meet or exceed 17,000 credits by 2019</i> • Increase discrete annual enrollments in online courses <ul style="list-style-type: none"> • <i>Benchmark: Discrete annual enrollments in online courses will meet or exceed 20,000 by 2019</i>

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"> Improve IT Help Desk tickets resolution upon initial contact <ul style="list-style-type: none"> <i>Benchmark: >=65% of IT Help Desk tickets are resolved upon initial contact</i> Implement and improve processes to increase employee satisfaction, measured via the annual Employee Survey, on the 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 <ul style="list-style-type: none"> <i>i. Benchmark: >= 80 % agree/strongly agree on listed annual Employee Survey questions</i>
Objective 2	CWI will provide employees with professional development, training and learning opportunities
Performance Measures	<ul style="list-style-type: none"> Implement and improve processes to increase employee satisfaction, measured via the annual Employee Survey, on the 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 <ul style="list-style-type: none"> <i>i. Benchmark: >= 80 % agree/strongly agree on listed annual Employee Survey questions</i>
Objective 3	Provide clear expectations for job performance and growth opportunities
Performance Measures	<ul style="list-style-type: none"> Implement and improve processes to increase employee satisfaction, measured via the annual Employee Survey, on the 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 <ul style="list-style-type: none"> <i>i. Benchmark: >=80% agree/strongly agree on listed annual Employee Survey questions</i>

WORKSESSION
APRIL 13, 2016

Objective 4	Promote a culture to recognize employee excellence
Performance Measures	<ul style="list-style-type: none">• Implement and improve processes to increase employee satisfaction, measured via the annual Employee Survey, on the 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<ul style="list-style-type: none"><i>i. Benchmark: >= 80 % agree/strongly agree on listed annual Employee Survey questions</i>

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"> • Improve processes to actively identify unfavorable revenue & expense trends <ul style="list-style-type: none"> • <i>Benchmark: Develop at least 2 measures each year to actively identify unfavorable revenue & expense trends</i> • Improve efficiency in college business processes each year <ul style="list-style-type: none"> • <i>Benchmark: Conduct analyses of three college business processes each year to identify and correct inefficiencies</i> • Improve student utilization related to annual operating budget <ul style="list-style-type: none"> • <i>Benchmark: Incorporate student fees for strategic reserve into annual operating budget</i>

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 <ul style="list-style-type: none"> • <i>Benchmark: 100% compliance with funding agency requirements</i> • Advocate for additional state funding <ul style="list-style-type: none"> • <i>Benchmark: Achieve parity with other Idaho Community Colleges by 2019</i> • Apply for new grant funds each year that support the strategic mission of the college <ul style="list-style-type: none"> • <i>Benchmark: Increase grant revenue by 10% annually</i> • Reapply for all applicable ongoing grants each year <ul style="list-style-type: none"> • <i>Benchmark: 100% reapplication rate for applicable ongoing grants</i> • Increase amount of monetary awards through grants <ul style="list-style-type: none"> • <i>Benchmark: Increase monetary awards 10% each year</i> • Reduce the amount of unpaid tuition balances sent to collections <ul style="list-style-type: none"> • <i>Benchmark: Achieve a reduction of 5% each year</i> • Increase annual revenue growth in Workforce Development <ul style="list-style-type: none"> • <i>Benchmark: Increase revenue growth by 10% each year</i>

WORKSESSION
APRIL 13, 2016

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<ul style="list-style-type: none">• <i>Benchmark: Increase facility utilization rates to 75% by 2019</i>• Improve completion of technology work-plan each year<ul style="list-style-type: none">• <i>Benchmark: Achieve 75% completion of technology work-plan each year</i>

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 <ul style="list-style-type: none"> • <i>Benchmark: Increase people served through Workforce Development by 10% each year</i> • Improve Workforce Development satisfaction, as measured by the Workforce Development participant survey <ul style="list-style-type: none"> • <i>Benchmark: Workforce Development participant survey will meet or exceed 85% positive satisfaction</i>

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 <ul style="list-style-type: none"> • <i>Benchmark: Achieve increased utilization year over year</i> • Participate in events that support community enrichment <ul style="list-style-type: none"> • <i>Benchmark: Participate in at least 50 events each year</i> • Increase Basic Skills Education to the 8 non-district counties in southwest Idaho <ul style="list-style-type: none"> • <i>Benchmark: Increase BSE services provided year over year</i> • Increase CWI student-to-community engagement <ul style="list-style-type: none"> • <i>Benchmark: Student-to-community engagement will exceed 6000 hours annually</i>

Objective 3	Expand CWI's community connections within its service area
Performance Measures	<ul style="list-style-type: none"> • Ensure Professional Technical Education programs and Apprenticeship programs in Workforce Development have Technical Advisory Committees with local business and industry members <ul style="list-style-type: none"> • <i>Benchmark: 100% of Professional Technical Education programs and Apprenticeship programs have Technical Advisory Committees</i> • CWI will engage in outreach activities with public high schools <ul style="list-style-type: none"> • <i>Benchmark: Engage in outreach activities with 100% of public high schools in the service area</i> • Increase number of active business partnerships <ul style="list-style-type: none"> • <i>Benchmark: Increase active business partnerships by 25% by 2019</i>

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">• Assess annual employee health and well-being through the Employee Survey questions listed below:<ul style="list-style-type: none">• Overall, I am satisfied with my employment with CWI<ul style="list-style-type: none">i. <i>Benchmark: >= 80% agree/strongly agree by 2019</i>• There are effective lines of communication between departments<ul style="list-style-type: none">i. <i>Benchmark: >=75% agree/strongly agree by 2019</i>

Objective 2	CWI will have effective and efficient infrastructure
Performance Measures	<ul style="list-style-type: none">• CWI will improve infrastructure and operating efficiencies<ul style="list-style-type: none">• <i>Benchmark: CWI will consolidate locations & target development of 2 major campuses in Ada & Canyon Counties by 2019</i>• Assess procedures efficiency through the annual Employee Survey question "CWI has clearly written and defined procedures"<ul style="list-style-type: none">• <i>Benchmark: >= 80 % agree/strongly agree by 2019</i>• CWI will reduce utility consumption (units consumed) on college owned properties<ul style="list-style-type: none">• <i>Benchmark: Reduce utility consumption by 10% by 2019</i>• CWI will optimize its' Core Information & Technology (IT) Network<ul style="list-style-type: none">• <i>Benchmark: Achieve an annual target of 99.99% network availability</i>

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
2017-2021 Strategic Plan
Contact:

Doug DePriest
Director, Institutional Effectiveness
208.562.3505
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North Idaho College Strategic Plan 2017-2021

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.

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: Increase average of awards and transfer annually

- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of CTE completers
Benchmark: 80% of employers indicate satisfaction with preparation of completers
- 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 are met annually
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 at 85% or above
- 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 as a result of assessment
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 annually by 2% until 25% of total student population is achieved
- 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
- Students surveyed perceive NIC encourages 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

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North Idaho College Strategic Plan Strategic Plan Supplement 2017 – 2021

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: Increase average of awards and transfer annually
Status: a) 25.6% b) 27.7% c) 2.8% d) 43.9%
- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of CTE completers
Benchmark: 80% of employers indicate satisfaction with preparation of completers
Status: 96%
- Fall to Spring Persistence Rate, credit students
Benchmark: 84% persist
Status: 84.4%
- First-time, full-time, student retention rates
Benchmark: 63%
Status: 58%
- First-time, part-time, student retention rates
Benchmark: 45%
Status: 39%

Educational Excellence Performance Measures

- Student Learning Outcomes Assessment goals are met annually
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 (163 full-time and 194 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 at 85% or above
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: 2.2%

WORKSESSION
APRIL 13, 2016

- All instructional programs submit annual summary reports documenting program improvements as a result of assessment
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 annually by 2% until 25% of total student population is achieved
Status: 24.3%
- Dual Credit annual credit hours in the high schools
Benchmark: Increase by 5% annually
Status: 2,969
- Dual Credit annual credit hours taught via distance delivery
Benchmark: Increase by 5% annually
Status: 2,822
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
Benchmark: 3.6%
Status: 3.3%
- 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: 2.1%
- 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: 94%

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: 80% White, 14% Other; 6% Unknown
- Students surveyed perceive NIC encourages 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: 39.6% (compared to national average of 53.5%)

Stewardship Performance Measures

- Dollars secured through the Development Department via private donations and grants
Benchmark: \$2,000,000
Status: \$8.2 million
- College-wide replacement schedule for personal computers
Benchmark: 100% of the computers are replaced within the 42 month window
Status: ERS A: 94.0%; ERS B: 98.9%
- Efficiency measures and energy upgrades result in dollars saved

Benchmark: Sustain or Increase

Status: 12.5% 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: \$3,022

Idaho State Board of Education System-Wide Performance Measures

- Degree Production – Degree and certificate production and headcount of recipients

Benchmark: Maintain graduation rate at or above the median for IPEDS peer group

Status: 965 awards / 898 headcount

- Degree Production - Unduplicated headcount of graduates over rolling 3-year average degree seeking FTE

Benchmark: Compare favorably against Idaho peer group

Status: 23.5%

- Retention Rate - Percent of 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: 58% (new); 57% (transfer)

- Undergraduate cost per credit

Benchmark: Compare favorably against Idaho peer group

Status: \$302.49

- Graduates per \$100k – Graduates per \$100,000 of education and related spending by institutions

Benchmark: Maintain rank at or above the median for IPEDS peer group

Status: 2.04

- 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: 58.6%

- Dual Credit – Total annual credit hours

Benchmark: This measure is an input from the K-12 system and is not benchmarkable, per ISBOE

Status: 9,922

- Dual Credit – Unduplicated Annual Headcount

Benchmark: This measure is an input from the K-12 system and is not benchmarkable, per ISBOE

Status: 993

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University of Idaho

**AGRICULTURAL
RESEARCH & EXTENSION
SERVICE
STRATEGIC PLAN**

2017-2021

**COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2017-2021**

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 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

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 over 5 years 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 2017-2021 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: Develop plan consistent with the expectations of the next U of I Capital Campaign.
4. Provide Graduate Student support to reward faculty participation in interdisciplinary programs to improve competitiveness of center- or team-based grant proposals.
Performance Measures: Number of Graduate Students supported.
Benchmark: Support 20 additional Graduate Students by 2021.

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

1. Actively participate in identifying, developing, and providing seed money for 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 2017; 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 related to outreach and engagement and student research projects will be increased to above the 2013 benchmark.
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.

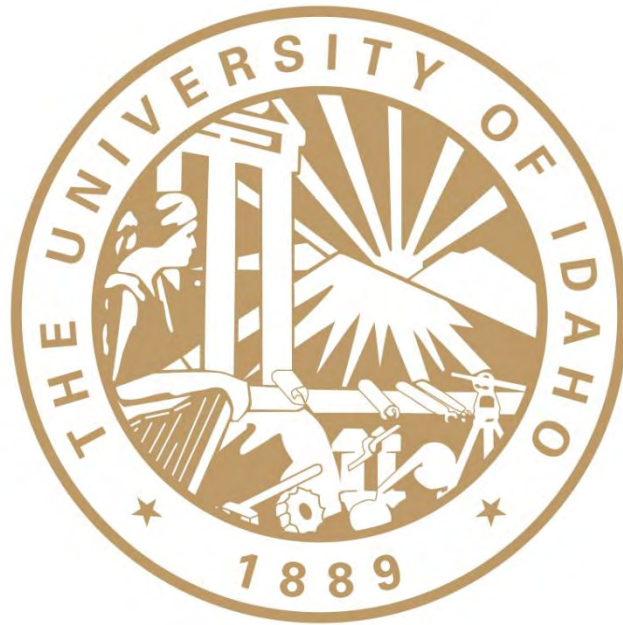
Benchmark: Increase the number of scholarships by 2021.

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.

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University of Idaho Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN 2017-2021

Forest Utilization Research and Outreach (FUR)

MISSION

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems 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. The program also assesses forest products markets and opportunities for expansion, the economic impacts of forest and rangeland management activities, and the importance of resource-based industries to communities and the state's economic development. 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 spectrum 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 develop 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 at 2016 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 spectrum of

ecosystem services and products, including environmental quality, and their economic importance.

2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses — such as timber harvesting and processing operations, forest and rangeland 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 (e.g., seedlings produced, research reports, refereed journal articles) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models) 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, market opportunities, economic impact, etc.

Benchmark:

Numbers and types of products and services delivered and stakeholders serviced as of 2014-2016 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, maintenance of environmental quality, and economic development.

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 and their valuation.
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; and (4) changing demand for the state and region's ecosystem services and products.



Idaho Geological Survey (IGS) 2017-2021

STRATEGIC PLAN

Idaho Geological Survey

VISION STATEMENT

The Idaho Geological Survey 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, research, outreach, collaboration and educational* activities.

MISSION STATEMENT

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

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental, academic and private sector alliances. The Idaho Geological Survey provides timely and meaningful information to the public, industry, academia and legislative decision makers by conducting geologic mapping, geohazard assessments that focus on earthquakes and landslides, mineral and energy resource assessments, groundwater and hydrology research and educational and outreach opportunities. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The Idaho Geological Survey is also engaged in the collection and compilation of data and information pertaining to abandoned and inactive mines in the state, earth science education and a newly added focus of petroleum geology assessments. 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

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.

Service and Outreach

Goal 1: 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, website products, in-house collections and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Code 33-2505).

Objective 1: Develop and publish survey documents Performance

Measure: Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources (985 Publications, Maps and Reports cumulative; 15 maps published during 2015).

Benchmark: The number and scope of published reports will be equal to or greater than the number of publications from the preceding year.

Objective 2: Build and deliver website products

Performance Measure: Number of website products used or downloaded (For 2015: 155,577 downloads and 432,321 visitors to the IGS website).

Benchmark: The number of website products used or downloaded will be equal to or greater than the preceding year.

Objective 3: Sustain Idaho State Documents Depository Program and Georef Catalog (International)

Performance Measure: Percentage total of Survey documents available through these programs (~ 99%).

Benchmark: 100%

Objective 4: Sustain voluntary compliance with uploads of new geologic mapping published at the Idaho Geologic Survey to the National Geologic Map Database Website managed by the U.S. Geological Survey.

Performance Measure: *Number of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho (583 maps cumulative have been uploaded).*

Benchmark: 100% of all geologic maps that are published at the Idaho Geological Survey each year will be uploaded to this website.

Research

Goal 2: 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 and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies and industry partners.

Objective 1: Sustain and enhance geological mapping and related studies

Performance Measure: Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance and areas that are predisposed to geologic hazards as designated by Idaho Geological Mapping Advisory Committee.

Benchmark: Increase the cumulative percentage of Idaho's area covered by modern geologic mapping.

Objective 2: Sustain and build external research funding

Performance Measure: Externally funded grant and contract dollars.

Benchmark: The number of externally funded grant and contract dollars compared to five year average.

Education

Goal 3: 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 1: Develop and deliver earth science education programs and public presentations

Performance Measure: Educational programs for public audiences.

Benchmark: The number of educational presentations will be equal to or greater than the previous year.

Key External Factors:

Funding:

Achievement of strategic goals and objectives is dependent on appropriate state funding.

External research support is subject to federal funding and there is increasing state competition for federal programs. Because most federal programs require a state match, the capability to secure these grants is dependent on state funds and the number of full time equivalent employees.

Emerging natural gas and condensate infrastructure and development in southwestern Idaho will necessitate new research tools and personnel at the Survey to maintain research capabilities and to provide pertinent information to the public and the Idaho legislature. Economic partnerships with the energy industry are currently under negotiation.

New partnerships are also being sought through universities, state agencies and natural resource industries.

Demand for services and products:

Changes in demand for geologic information due to energy and mineral economics play an important role in the achievement of strategic goals and objectives. Over the past five years, IGS has experienced a 76% increase in the number of downloaded products from the Survey's website. The number of visitors to the IGS website has increased by 111% over the same five year time frame. State population growth and requirements for geologic information by public decision makers and land managers are also key external factors that are projected to increase over time.

Aspirational Goals for the Idaho Geological Survey:

Provide high quality petroleum assessments and geologic services to evaluate oil gas potential in perspective areas of the state by augmenting the Survey's annual budget with a small percentage (~ 0.25%) of the proceeds from oil and gas severance taxes.

Provide critical mass for primary customer services and state agency collaboration through consolidation of two satellite offices in the southern part of the state at the Boise Water Center.

Provide better agency access for public patrons and growth potential for the IGS by relocation of the Moscow office to a more suitable facility on campus at the University of Idaho.

Increase the number and scope of digital web applications for the Survey's maps and geologic information to accommodate smart phone and tablet technologies for the public.



University of Idaho

Idaho (Washington-Idaho- Montana-Utah, WIMU) Veterinary Medical Education Program STRATEGIC PLAN 2017 - 2021

**Idaho (Washington-Idaho-Montana-Utah, WIMU)
Veterinary Medical Education Program**

STRATEGIC PLAN 2017-2021

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.

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 seniors selecting rotations
- 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 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)
-

Performance Measures:

- Annual recurring placement of students

Benchmark:

- Total of 12 first- and second-year veterinary students in the NW-BVEP annually

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
- Contribute to the AVS Department areas of excellence and the CALS Beef Program of Distinction through grants and publications of research

Performance Measures:

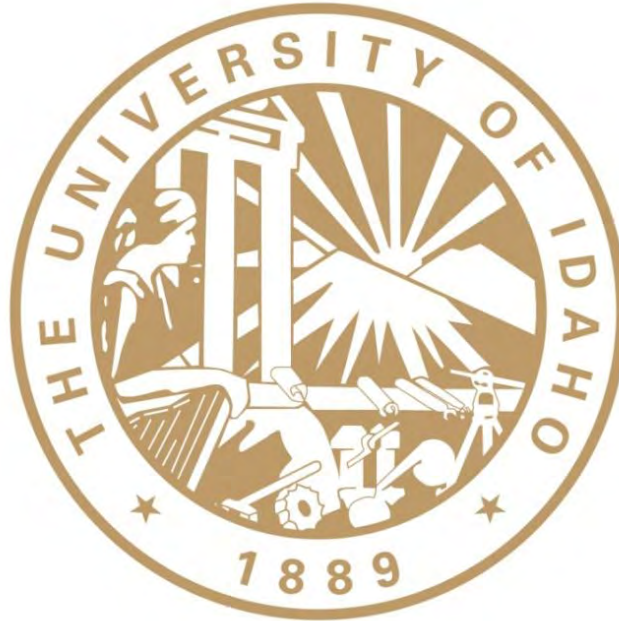
- Number of fellows in disciplinary associations
- Personnel elected to leadership role in professional organizations
- External grants received
- Refereed journal articles

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 and funding of NW-BVEP
- At least one refereed journal article published per year per faculty FTE

External Factors:

The Caine Veterinary Teaching Center (CVTC) has provided years of valued education for 4th year veterinary students from Washington State University College of Veterinary Medicine (WSU-CVM) and now WIMU. CVTC blocks are no longer a required component of the veterinary degree in WIMU. The CVTC is a referral veterinary clinic receiving cases from practitioners in the area. The number of cases referred has been steadily declining over the past 5-10 years. Since the original group of faculty was hired in the 1970s, no new faculty member has attained tenure and remained at CVTC. Currently only a single faculty member remains after resignations of two faculty in FY 2016. Significant Idaho Agricultural Experiment Station funds have been allocated to CVTC with expectations of research productivity; however, little research activity has occurred in the past few years. In order to address potentially a changing educational environment and to use research funds effectively, a review of the CVTC occurred the past year culminating with stakeholder input at a review in June. Veterinary education was identified as the essential function of CVTC. Expectations in veterinary education from WSU-CVM leadership have indicated that the food animal blocks offered through CVTC are important to meeting accreditation but some changes need to occur to fill holes not available through blocks offered in Pullman. Part of the issue is the desire by WSU-CVM for food animal population-based medicine experiences in Idaho. This is difficult due to the “referral” nature of the CVTC clinic. In order for greater field opportunities on farms and ranches in the food animal blocks, a change in faculty access to herds and flocks needs to occur. Utilizing University of Idaho animal resources will be the initial method to enhance access to herds and flocks. As such, faculty with primary responsibility to veterinary medical teaching will be located near existing University of Idaho farms and ranches, and in the heart of the dairy area, Magic Valley. As such, the CVTC will be closed by the end of FY 2017.



WWAMI

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

Strategic Plan 2017-2021

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)**. In August 2015, we began the new 2015 WWAMI medical school curriculum at all six WWAMI sites. Students started with a multi-week clinical immersion experience—intensively learning the clinical skills and professional habits to serve them throughout their careers. For their first 18 months, students spend a full day each week learning and practicing clinical skills in a community primary care clinic and in workshops. This is in addition to their hospital-based Colleges training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for 3 terms, instead of 2. It also provides our medical students with the option to spend all four years of their medical education in the State of Idaho. The development and implementation of the new WWAMI curriculum is first in the nation to represent the collaborative efforts of faculty, staff, students and others across many states in building and implementing an entire common curriculum.

Over the past three years, the Idaho State Legislature appropriated funding to continue the support for 5 more first-year medical seats in the Idaho WWAMI Targeted Rural and Underserved Track program (TRUST). The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM's network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions. In addition, the State of Idaho appropriated funding for 5 additional traditional WWAMI students, expanding the Idaho class size to 35 medical students starting in fall 2015 with the ultimate goal of reaching 40 medical students by fall 2016.

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
2017-2021

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 FY16.

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.

New Medical Curriculum Implemented in 2015: the University of Washington School of Medicine engaged in a major review and revision of the medical school curriculum which will impacted 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 has identified and hired the necessary faculty to support programmatic changes implemented in fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state all four years of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

For-profit Medical Schools in Idaho: There is an increasing need for more high quality clerkships for our students. The current challenge in developing clinical training opportunities is that multiple programs such as medical students, physician assistant students, nurse practitioner students, family medicine residents, internal medicine residents and psychiatry residents are all seeking clinical training sites in Idaho. The proposed introduction of a for-profit medical school in Idaho adding 300 additional students needing clinical training, would create significant challenges for clinicians in Idaho to meet those needs. The saturation of clinical training sites in Idaho has the potential to impact clinical opportunities for Idaho's only public supported medical education program housed in Idaho (WWAMI). Without strategic and thoughtful growth for medical education, the states only allopathic medical education opportunities for Idaho residents may be negatively impacted.

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 4.7:1; 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% (292/578).

Goal 2 / Objective A. The benchmark for this objective is \$1.4M annually, through 2015. In FY15, UI WWAMI faculty earned \$2.3M 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, 23 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. Twelve third-year students and seventeen fourth-year students participated in the Idaho Track during the 2014-2015 academic year. In addition to Idaho Track students, other UWSOM students rotated among the various clinical clerkships in Idaho. During academic year 2014-15, a total of 91 UWSOM students completed one or more clinical rotations in Idaho. Those 91 medical students completed a total of 260 individual 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 201 graduating class are as follows:

- Emergency medicine (1)
- Family Medicine (6)
- Internal Medicine (5)
- Obstetrics – Gynecology (3)
- Transitional Medicine (1)
- Orthopedic surgery (1)
- Pediatrics (4)
- Radiation – Diagnostic (1)
- Vascular Surgery (1)

Goal 3 / Objective D. The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 60%. The current ROI is 75% (435/578).

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 FY15, 72% of the State appropriations were spent in Idaho.

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**ISU Department of Family Medicine
Strategic Plan
2017-2021**

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.

COLLEGIABILITY – 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. Ensure national reputation and online national exposure to maintain a high number of high caliber applicants to the ISU FMR.
 - *Performance measure:*
 - *High application rate and interview rate.*
 - *Benchmark:*
 - *Applicant rate should be above 200 and interview rate should be 10 times the number of resident positions, or above 70 per year.*
- b. Match successfully each year through the Electronic Residency Application System.
 - *Performance measure:*
 - *Successful match each March for the ISU FMR.*
 - *Benchmark:*
 - *Initial fill rate for seven positions: 100%. Supplemental match rate (SOAP): 0%*
- c. 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*
- d. Train and encourage residents to settle and serve rural and underserved (CHC, IHS, HPSA, MUA) locations.
 - *Performance measure:*
 - *Number of graduates practicing in rural and underserved areas.*
 - *Benchmark:*
 - *75% of graduates practice in rural and underserved areas.*

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

Objectives for quality:

- a. Prepare and ensure that residents are educated to become board certified in family medicine.
 - *Performance measure:*
 - Number of residents who take the American Board of Family Medicine exam within one year of training.
 - *Benchmark:*
 - 100% of resident graduates take the ABFM exam within one year.
- b. Achieve a high board examination pass rate.
 - *Performance measure:*
 - *Board examinations passed.*
 - *Benchmark:*
 - *90% of graduates passed the ABFM exam in the last five years.*
- c. Achieve high resident quality improvement rate.
 - *Performance measure:*
 - *Number of quality improvement projects.*
 - *Benchmark:*
 - *100% of residents will complete QI project by the end of PGY3.*
- d. Achieve a high scholarly activity rate.
 - *Performance measure:*
 - *Scholarly department output.*
 - *Benchmark:*
 - *Number of scholarly activities by faculty and residents– publications & presentations.*

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

Objectives for efficiency:

- a. Maintain the best operational and financial structure to maximize funding streams and clinical revenues
 - *Performance measure:*
 - Maintain the New Access Point for Health West Pocatello Family Medicine.
 - *Benchmark:*
 - Completed and maintained affiliation agreement.
- 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:*
 - Completed affiliation agreement with negotiated and maintained financial and programmatic support.

- c. Maintained GME reimbursement
 - *Performance measure:*
 - GME dollars reimbursed through cost reports.
 - *Benchmark:*
 - Maximize GME reimbursement per FTE.
- d. Additional funding streams.
 - *Performance measure:*
 - Identify and maintain additional funding streams.
 - *Benchmark:*
 - Number of grants funded, donations foundation giving, maximized patient revenue, HRSA funds, and contractual funding.

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

- 1. Access – Recruitment of physicians for Idaho.**
 - a. Number of applicants depends upon the pool of medical students choosing family medicine.
 - b. Number of applicants who match in the program is dependent on multiple factors including geographic ties and choice.
 - c. Number of residents settling in rural locations and in Idaho is dependent on freedom from other commitments such as loan repayment, military service, and service obligations to other states.
- 2. Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.**
 - a. Board examination pass rates are set nationally.
 - b. For quality projects, we are dependent on the efficiency of data base retrieval systems.
 - c. For medical research projects, we are dependent on external funding opportunities that vary nationally over time.
- 3. Efficiency- Improve the Long-term financial viability of the department/residency program.**
 - a. Health West Board decisions.
 - b. Parent Legacy corporate decisions regarding PMC.
 - c. National decisions regarding payment for graduate medical education.

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. Maintain core residency program at 7-7-7.

- *Performance measure:*
 - Number of residents.
 - Benchmark: 21 residents in training.
- 2. Explore and develop opportunities for expansion of residency training:
 - Fill existing faculty vacancies and add additional new faculty and other infrastructure to support expansion.
 - Relocate the residency administrative offices and main clinical site to a larger location:
 - To better match the current heavy clinical demands
 - To expand opportunities for inter-professional clinical training in pharmacy, behavioral health, radiation technology, nutrition and other health professions disciplines
 - Will allow the opportunity to expand class size at the base program.
 - Identify and develop Rural Training Track sites
 - Establish satellite Family Practice Center clinical training sites in collaboration with Health West and other partners.

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

Objectives for access

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

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Part I – Agency Profile

Agency Overview

There are now three family medicine residencies in Idaho – the ISU Family Medicine Residency (ISU FMR) in Pocatello, the Family Medicine Residency of Idaho (FMRI) in Boise and the Kootenai Family Medicine Residency in Coeur d’Alene. All three programs are funded from State allocations, grants, local hospitals, Medicare and patient revenues. Idaho State University is recognized by the Accreditation Council for Graduate Medical Education (ACGME) as the official sponsoring institution of ISU – Family Medicine Residency (ISU FMR). Brandon Mickelsen, DO is the Interim Director of the ISU FMR and William M. Woodhouse, MD is the Department’s Director of External Relations for Health Affairs.

Core Functions/ Idaho Code

1. Training family physicians to provide care to populations throughout Idaho, both rural and urban.

Idaho ranks 49th out of 50 states in physicians per capita. Over 90% of the State is a federally-designated HPSA for primary care, including Bannock County where the Residency resides. Idaho’s family medicine residency programs have an excellent track record of recruiting family physicians who then practice in Idaho, ranking [seventh](#) in the nation for retention of graduates. Eighty-three percent of the Residency’s graduates go on to practice in rural and underserved settings. The ISU FMR has 21 family medicine residents, two pharmacotherapy residents and 3 psychology interns in training, and graduates seven new family physicians each June. Fifty-five of ISU FMR’s 109 graduates have stayed in Idaho, including six of the seven 2015 graduates, who now practice in Burley, Rexburg, Sand Point, Idaho Falls and Pocatello (2).

2. Provision of services to underserved populations in Idaho:

Reimbursement for medical services has been declining, while program costs have been climbing. The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents, behavioral health unit patients, developmentally challenged children, and the home-bound also receive medical support from the residents and faculty. With the conversion of the residency clinic to become a New Access Point for Health West, a Federally Qualified Community Health Center, ISU is now better able to serve the indigent and uninsured of Southeast Idaho.

Revenue and Expenditures

Revenue	FY 2012	FY 2013	FY 2014	FY 2015
General Fund	\$857,300	\$873,000	\$905,200	\$923,100
Total	\$857,300	\$873,000	\$905,200	\$923,100
Expenditure	FY 2012	FY 2013	FY 2014	FY 2015
Personnel Costs	\$566,300	\$583,000	\$583,600	\$601,500
Operating Expenditures	\$291,000	\$291,000	\$321,600	\$321,600
Capital Outlay	\$0	\$0	\$0	\$0
Total	\$857,300	\$873,000	\$905,200	\$923,100

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2012	FY 2013	FY 2014	FY 2015
Number of Residents in Training	21	21	21	21
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	12.7%	12.8%	12.9%	13.1%
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities	2NP, 3psych, 12 pharmacy (17)	2NP, 3psych, 10 pharmacy (15)	2NP, 3psych 11 pharmacy (16)	1NP, 3PA, 3psych 9pharmacy (16)

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Dollar Cost per resident

State dollars received by ISU FMR are \$923,100. Approximately 25% of these dollars are used for departmental support, leaving \$692,000 for 21 residents or \$33,000 per resident as our best estimate of dollar cost per resident. Total departmental budget is \$7.0M; \$923,100 is 13.1%. Components specifically attributed to residency costs is 10%.

Part II – Performance Measures

Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
Percentage of Physician Residents Graduating ¹	100%	100%	100%	100%	100%
Percentage of Graduates Successfully Completing Board Examination ¹	71%	100%	100%	100%	100%
Percentage of Resident Training Graduates Practicing in Idaho ¹	49%	48%	48%	50%	50%
Number of Residents Matched Annually ¹	7	7	7	7	7
Percentage of Qualified Idaho Residents Offered Interviews for Residency ¹	100%	100%	100%	100%	100%
Number of Pediatric Rotations in 3 rd year	0	0	6	7	7
Meeting National PCMH Criteria ²	N/A	50% Met	90% Met	100%	100% Met
Increase GME Reimbursement ³	\$2M 18.1 FTE	\$2.4M 18.6 FTE	\$2.4M 18.6 FTE	\$2.5 M 19.1 FTE	\$2.4 M 18.6/21 FTE

Performance Measure Notes:

1. All of these measures speak to increased Access by ensuring well qualified medical students are recruited to be trained in Idaho, successfully graduate, pass their Boards so that they can be licensed and settle in Idaho.
2. Meeting Patient Centered Medical Home Criteria: The Residency's clinic, Health West / ISU Family Medicine, received Level 3 Recognition (score of 89 out of 100 points), the highest of three levels, from the National Committee for Quality Assurance (NCQA). Certification is valid from 4/16/2015 through 4/16/2018.
3. The residency maximizes its Medicare Graduate Medical Education Reimbursement (GME) through documenting Resident FTE education through the annual hospital cost report.

For More Information Contact

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Strategic Plan 2016-2021

Background:

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as part of a nationwide network created to improve the success of small businesses. The U. S. Small Business Administration, the State of Idaho, the hosting institutes of higher education, and private donations fund the organization.

The Idaho SBDC network includes business consultants, trainers, support staff and volunteers that operate from the state's colleges and universities. Boise State University's College of Business and Economics serves as the main host with administrative responsibility for directing the type and quality of services across the state. Six Regional offices are funded under sub-awards with their host institutions. The locations result in 90% of Idaho's businesses located within a 1 hour drive of each of the following locations:

- ❶ North Idaho College - Coeur d'Alene
- ❷ Lewis-Clark State College - Lewiston
- ❸ Boise State University – Boise and Nampa
- ❹ College of Southern Idaho - Twin Falls
- ❺ Idaho State University - Pocatello
- ❻ Idaho State University - Idaho Falls



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

Mission:

To enhance the success of small businesses in Idaho by providing high-quality consulting and training, leveraging the resources of colleges and universities.

Vision:

Idaho SBDC clients are recognized as consistently outperforming their peers.

Tag Line:

Empowering Business Success

Operating Principles:

The Idaho SBDC is committed to four principles to maintain a high standard of service:

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1. **Focus on the Client:** The very future of the Idaho SBDC program depends on creating satisfied clients. To this end, each client contact is considered an opportunity to focus on client needs and desires. Responding quickly with individual attention to specific and carefully identified client needs, then seeking critical evaluation of performance are standard processes followed with each client and training attendee.
2. **Devotion to Quality:** Providing consulting and training through a quality process and constantly seeking ways to improve that process are necessary to providing exceptional service. Fostering teamwork, eliminating physical and organizational barriers that separate people, establishing long-term relationships with partners and encouraging all to participate in quality improvement are some of the actions that demonstrate devotion to quality.
3. **Concentration on Innovation:** To innovate is to improve through change. Staff members constantly seek ways to improve methods and processes and assume a leadership role in trying new approaches to serve clients. Regular performance reviews, participation in related organizations, and attending professional development workshops are some of the ways that innovation is supported.
4. **Commitment to Integrity:** The Idaho SBDC values integrity and conducts all 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 is focused on the following strategic 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. 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 has received accreditation with no conditions for the past 3 cycles covering over 12 years. 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.

Segment 1:

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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).

Segment 2:

Established businesses – This segment contains established businesses. 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. A proactive approach will be used with these clients.

Segment 4:

Export and Technology clients – Focus in this segment brings wealth into the state through exporting and the creation of higher paying jobs with technology companies. 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%

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

In addition to financial constraints, the *Operations Manual* sets a policy for allocation of time as 60% consulting, 20% training, and 20% administrative. Milestones for each center and minimum hours for consultants and regional directors are based on the time allocation. To maintain service at the existing level, operate within the financial constraints, and meet the time allocation policy, the Idaho SBDC focuses on shifting personnel resources to achieve strategic plan goals. For example, to shift the focus to high impact clients, requests for assistance from pre-venture businesses are shifted to training and web resources to free up consulting time. The SBDC will continue to use this model for distribution of resources to achieve the strategic plan goals as long as a constraint remains on operating resources.

Needs:

In the statewide needs assessment process, the following areas were identified as top client needs and will be incorporated into trainings and professional development.

- Access to capital
- Financials/cash flow
- Marketing
- Business model

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 including host colleges and universities• 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:

Goal 1: Maximum Client Impact

Meet yearly established critical measures.

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.

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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.

Goal 2: Strong Brand Recognition

Increase brand awareness with stakeholders and the target market.

Objective 2.1: Increase website usage and linkage with services.

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.

Objective 2.3: Create and implement a yearly marketing plan.

Performance Measure: Marketing Plan

Benchmark: Completed Marketing Plan

Goal 3: Increase Resources

Increase funding and resources to serve Idaho's small businesses.

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 funding for Phase 0 program and to leverage DLA funding for the PTAC.

Performance Measure: funding increase

Benchmark: \$50,000 for Phase 0 program and \$50,000 for PTAC

Objective 3.4: Seek continued and/or 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 new employee orientation and certification process.

Performance Measure: Completion of update

Benchmark: Completion by December 2016

Objective 4.3: Add 2 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.

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.

Critical Measures

Meeting the measures below will assure that the Idaho SBDC is meeting strategic plan goals.

Metric	Post Falls	Lewiston	Boise	Twin Falls	Pocatello	Idaho Falls	Total
Hours	2,724	2,132	7,171	2,100	2,434	2,579	19,140
Avg. hours/client	8.5	8.5	18.5	8.5	8.5	8.5	61
Impact %	40%	40%	40%	40%	40%	40%	40%
5+ hour clients	78	66	228	61	59	74	566
Business starts	12	13	37	10	11	11	94
Capital raised (MM)	\$ 3.70	\$ 2.15	\$ 11.86	\$ 3.28	\$ 3.29	\$ 3.49	\$ 27.77
Jobs created	81	63	228	68	73	77	590
Sales growth (MM)	\$ 3.98	\$ 3.05	\$ 12.64	\$ 3.28	\$ 3.53	\$ 3.75	\$ 30.22
Training Hours	1,000	728	1,520	728	1,000	1,000	5,976
Satisfaction	90%	90%	90%	90%	90%	90%	90%
Return on Investment							4:1

Idaho Dental Education Program

STRATEGIC PLAN

2017-2021

VISION STATEMENT

The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

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 considerations that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 has not been feasible. 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 be an area of concern (for 2015 it was \$162,562). This amount of debt may limit graduates to more urban areas of practice initially.

Student Performance

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

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Part I – Agency Profile

Agency Overview

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently eight (8) seats available per year for Idaho residents to obtain their dental education. The Program began in 1981 with a cooperative agreement between Idaho State University and The University of Washington School of Dentistry, where five (5) Idaho residents received their dental education. In 1982 the program became a cooperative effort between Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has five (5) regular employees and five (5) adjunct employees in Pocatello. Dr. Jeff Ybarguen (IDEP graduate) is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Jeri Larsen is the Department Coordinator and works with both the IDEP program and the Idaho Advanced Graduate Dentistry (IAGD) residency program. These programs are located in the same facility at Idaho State University.

Core Functions/Idaho Code

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment. [Statutory Authority: Idaho Code §33-3720]

Revenue and Expenditures:

Revenue	FY 2012	FY 2013	FY 2014	FY 2015
General Fund	\$1,312,000	\$1,336,900	\$1,348,700	\$1,505,600
Unrestricted Current	<u>\$511,200</u>	<u>\$487,800</u>	<u>\$554,400</u>	<u>\$625,000</u>
Total	\$1,823,200	\$1,824,700	\$1,903,100	\$2,130,600
Expenditure	FY 2012	FY 2013	FY 2014	FY 2015
Personnel Costs	\$319,100	\$331,900	\$339,200	\$331,500
Operating Expenditures	\$30,90000	\$12,900	\$13,800	\$14,400
Capital Outlay	\$77,300	\$5,400	\$0	\$5,400
Trustee/Benefit Payments	<u>\$1,095,400</u>	<u>\$1,114,100</u>	<u>\$1,125,300</u>	<u>\$1,160,900</u>
Total	\$1,522,700	\$1,464,300	\$1,478,300	\$1,512,200

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2012	FY 2013	FY 2014	FY 2015
Number of Program Applicants	46	46	30	52
Number of Program Applicants Accepted	8	8	8	8
Number of Graduates (since program's inception)	198	206	214	223

Performance Highlights:

The program has been in service since 1981 and has been very successful in accomplishing its mission. Since inception 64% of IDEP graduates have returned to Idaho to practice. The statewide distribution closely follows the state geographic population with 10% of graduates practicing in South Central Idaho, 18% in Northern, 31% in Southeastern, and 41% in Southwestern Idaho. Seventy-five percent (75%) of graduates practice general dentistry while 25% practice as specialists. 65% practice in Idaho's urban areas with 35% practicing in rural areas. There are currently 13 IDEP graduates furthering their education through residency training and may return to Idaho to practice once they have completed their training and there are currently 10 IDEP graduates actively serving in the military as dentists.

The IDEP has been successful in attracting the highest quality students. The average DAT scores and undergraduate GPA's of our students consistently exceed that of the average marks of matriculated students in dental schools nationally. IDEP students consistently graduate in the top 25% of the graduating class at Creighton. All IDEP graduates finished in the top half of their class and 5 finished in the top 10 out of 85 students.

Part II – Performance Measures

Performance Measure	2012	2013	2014	FY 2015	Benchmark
Goal 1 of Strategic Plan - Contract for 4-year dental education for at least 8 Idaho residents	Creighton University School of Dentistry	Creighton University School of Dentistry	Creighton University School of Dentistry	Creighton University School of Dentistry	Current contract in place with Creighton University School of Dentistry or another accredited dental school
Goal 1 of Strategic Plan - Average student scores on Dental National Boards Part I written examination *	86.4%	100%	100% Pass	100% Pass	>70%
Goal 1 of Strategic Plan - Average student scores on Dental National Boards Part II written examination *	85.6%	100%	100% Pass	100% Pass	>70%
Goal 1 of Strategic Plan - 1 st time pass rate on Clinical Board Examination necessary to obtain dental license	86%	100%	100%	100%	90%
Goal 1 of Strategic Plan - Number of students in the program**	8	8	8	8	10
Goal 2 of Strategic Plan - Average Cost per student***	37%	34%	34%	33%	<50% National Average

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Goal 3 of Strategic Plan - Geographical acceptance of students into the IDEP program	No: No Central Idaho Acceptable Applicants	Yes	Yes	Yes	Students from each of the 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year
Goal 3 of Strategic Plan - Percentage of IDEP Graduates Returning to Idaho to practice ****	50%	60%	50%	60%	>50%
Goal 4 of Strategic Plan - Continuing Dental Education (CDE)	Yes	Yes	Yes	Yes	Provide continuing dental education opportunities for regional dental professionals when the need arises.
Goal 4 of Strategic Plan - Remediation of Idaho dentists (if/when necessary)*****	Yes	Yes	Yes	Yes	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.

Performance Measure Explanatory Notes:

Beginning in 2013 changes were made to the Dental National Board Examinations (Part I and Part II). Students will no longer be given a numerical score. They will be scored and either “pass” or “fail.”

- **** Our goal has been to expand the program to facilitate 10 students per year. We currently have 8 students per year in the program and understand that potential expansion of the program will not be considered under the current economic climate. We are exploring the possibility of expanding the contract to 10 students at the same cost, to the State of Idaho, as 8 students.
- ***** The cost per DDSE (DDS Equivalent) is a commonly utilized measure to evaluate the relative cost of a dental education program. This information is tabulated in the *ADA Survey of Dental Education*, published by the American Dental Association. From this publication (inflation Adjusted) the national average cost per student for state programs is \$142,282 in 2015. The IDEP cost per student for 2014 was \$47,256 (33% of the national average). The program is accomplishing the goal of providing a competitive value in educating Idaho dentists.
- ****** Our goal is to have greater than 50% of our program participants return to Idaho to practice Dentistry. This year 9 IDEP students graduated from Creighton: 8 that were scheduled to graduate and one student who had to delay his education while in the program due to health reasons. 4 of the 9 graduates in 2015 are furthering their education through post-graduate residency programs and may return to Idaho at the completion of their residency training. One of the four in residency programs is in our AEGD residency on the Pocatello campus. 3 of the 5 graduates entering private practice have returned to Idaho. One previous IDEP graduate completed his specialty residency and has returned to Idaho to practice.
- ******* We have served to aid the State Board of Dentistry in the remediation of any Idaho dentists when called upon by the Board of Dentistry. We have not been called upon to serve this function during the reporting period.

For More Information Contact

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Idaho Museum of Natural History Strategic Plan Revision FY2017-2021

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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 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, 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

The mission of the Idaho Museum of Natural History is to acquire, preserve, study, interpret, and display objects relating to the natural history of Idaho and the Northern Intermountain West for research and education. The Museum seeks to enhance in the citizens of Idaho and visitors an understanding of and delight in Idaho's natural and cultural heritage. Specific areas of interest encompass the anthropology, botany, geology, paleontology, and zoology of Idaho and the Northern Intermountain West. Audiences served include citizens of Idaho, visitors, and the national and international community of students and scholars. Information is disseminated through exhibitions, public and professional presentations, publications, formal and informal education, telecommunications, and other interpretative programs.

Our vision

The Idaho Museum of Natural History strives to make science and cultural history accessible, relevant and meaningful. We aspire 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

Organizational Chart

- Dr. Leif Tapanila, Director & Earth Science and John White Paleontological Repository Curator
 - Dr. Andy Speer, Anthropology & Earl Swanson Archaeological Repository Curator
 - Amber Tews, Anthropology Collections Manager
 - Amy Commendador-Dudgeon, Earl Swanson Archaeological Repository Collections Manager
 - Dr. Rick Williams, Life Science & Ray J. Davis Herbarium Curator
 - Janet Bala, Life Science & Ray J. Davis Herbarium Collections Manager
 - Dr. Mary Thompson, Earth Science & John White Paleontological Repository Senior Collections Manager
 - Education Resource Coordinator
 - Curt Schmitz, Registrar
 - Robert Schlader, Idaho Virtualization Laboratory (IVL) Manager
 - Nicholas Clement, IVL Tech Specialist
 - Jesse Pruitt, IVL Tech Specialist
 - Brandon Jacobia, IVL Tech Specialist
 - Faith Tan, Administrative Assistant & Store and Gallery Manager
 - Lindy Warden, Financial Technician

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 2017-2021

Goal 1

Engage the Community.

The public face of the Museum is defined by its exhibits, programs and events. Over the decades our Museum has varied its level of intensity in delivering content to the public. We recognize the fundamental mission of the Museum is to inform the citizens of Idaho about their past culture and natural history. Our goal is to reinvest in our front-end experience to broaden the engagement with our community and region. As part of this effort the museum recognizes it needs to be more proactive at marketing itself and its activities and shaping the local perception of the museum as being a vibrant place to be entertained and enlightened, to visit regularly, and to be supported as an integral member of Pocatello's community.

Objective 1.1 Increase museum attendance by 10% per year

Performance Measure 1: Develop an exhibit rotation 2 years in advance

Benchmark: Sustain exhibit rotation 2 years in advance

Performance Measure 2: Develop and revise a marketing strategy

Benchmarks: In this coming FY2017, create and complete 2-yr plan; In

FY2018, create and complete 5-yr plan; Update 5-yr plan every 2 years

Performance Measure 3: Diversify funding sources to provide budgets for exhibits and marketing; Beginning in FY2017, reestablish previous donors to the museum

Benchmark: Increase funding by 5% per year

Goal 2 Synergize with ISU

The Idaho Museum of Natural History began as an outgrowth of collections made by university professors in 1934. The long association of our museum with Idaho State University and our location on campus is a great asset to both institutions and for the state of Idaho. As a goal we would like to build stronger bridges between the stakeholders at ISU and the Museum to find areas of mutual benefit that can provide services for ISU students facilitate ISU research while serving a mission of the museum. We recognize five new objectives:

Objective 2.1 Programming and events for students: Nearly 12,000 ISU students are on the Pocatello campus annually, yet, historically their participation and attendance has been low at the Museum. We intend on reversing strand by specifically creating programs events and exhibits that will appeal to ISU students and occur at times when they are more likely able to participate. Marketing efforts will also focus on student body.

Performance Measures: Establish specific programs for students; Seek funding through student activity fee

Benchmarks: Student participation in programs up 10%; Activity fee funded

Objective 2.2 Afterschool programs: For years the Museum has offered K-12 programming in collaboration with regional school districts. We intend to work with the on campus daycare facility, the Early Learning Center, to provide a new venue for afterschool programming to take place at the Museum. At our venue we will be able to offer a science oriented activities, giving parents a new option in Pocatello for afterschool care. The addition of afterschool programs at the Museum will directly and positively impact the many ISU student and faculty families who rely on ELC services.

Performance Measures: Renovate museum classroom/Discover Room in preparation for afterschool program; Develop a financial strategy with ELC

Benchmarks: Our first after school class will begin in FY2018; By FY2019 we have 2 concurrent afterschool programs running annually

Objective 2.3 Affiliate curators: Each major division of the Museum including the Life sciences, Earth Sciences and Anthropology has a curator who oversees the collections in

each area. The museum is interested in reinvigorating the affiliate curator program by enlisting research active faculty at ISU who are engaged in specimens based research and who complement existing strengths at the Museum.

Performance Measure: Engage ISU departments in science fields to become participants with the museum

Benchmark: Recruit 2 ISU faculty for affiliate curator positions for each division by FY2018

Objective 2.4 Broader impacts: The primary federal funding agencies for research including NSF NIH and NEH have prioritized the inclusion of broader impacts in the evaluation of research proposals. Broader impacts often include ways of leveraging research products for education and outreach. The Museum proposes to serve a university function as a broader impacts department which will work with principal investigators from ISU to plan and fulfill the broader impact needs on funded grants. The Museum has served this role informally on an ad hoc basis, however we see an advantage to offering a formalized role for the Museum as the broader impacts department that can be included in any federal grant proposed at ISU. Museum staff includes expertise in formal and informal education for teachers and students, and generation of digital media.

Performance Measure: Formalize museum relationship with Office for Research as a dedicated provider for broader impact services

Benchmark: In FY2017 service 2 broader impacts and increase by 2 per year in the first 3 years

Objective 2.5 Expanding to nontraditional units: Natural history traditionally includes the life sciences earth sciences and anthropology, but these historical sciences are relevant to a broad range of modern fields. The development of the Idaho virtualization lab provides a leading venue for generating analyzing and making accessible Digital Products for our region. We will explore how hard digital capabilities can interface with nontraditional fields for the Museum including medicine, the fine arts, and the college of technology.

Performance Measure: Engage ISU departments in Division of Health Sciences, College of Technology, and College of Arts and Letters to become participants with the museum

Benchmark: In FY2017, establish 2 new partnerships with faculty in one of these nontraditional fields and increase by 1 per year for the next 3 years

Goal 3

Be a Leader in Idaho's K-12 STEM education.

The Museum has a long history in providing K-12 programming for our region, both in urban and rural settings. This is a central mission for the museum and we plan on investing more effort to this cost. Southeast Idaho in particular needs our help. Current statistics demonstrate that our region ranks nationally at the bottom of Go-on rates, the number of students that go on to postsecondary education. This new reality significantly impacts ISU, but more importantly predicts a shortfall of highly trained competitive workforce in the

future. The museum can contribute to changing this trend by working more closely with school districts and private funders to facilitate museum and campus visitation to encourage patterns of lifelong learning.

Objective 3.1 Hire Education Resources Coordinator

Performance Measure: Secure position in the museum

Benchmark: Hire dedicated Education Resources Coordinator by FY2018

Objective 3.2 Seek travel funding for K-12 student visitation to museum

Performance Measure: Identify local businesses to fund travel

Benchmark: Generate \$2000 in FY2017 and increase by 10% per year

Goal 4 Museum Development

Programming, exhibits and events are not currently supported through perennial funds. In order to meet our goals and to advance the impact of the Museum, we must develop an internal culture and process for fundraising.

Objective 4.1 Increase private and corporate funding

Performance Measure 1: Recruit senior development officer

Benchmark: Hire development officer in FY2017

Performance Measure 2: Fundraisers and benefits

Benchmark: Host 2 annual fundraisers

Performance Measure 3: Engage museum alumni

Benchmark: In FY2017, create a list of past students of museum curators

Performance Measure 4: Reconstitute newsletter

Benchmark: In FY2017, increase subscribers to e-newsletter

Performance Measure 5: Rebuild the Friends of the Museum organization

Benchmark: In FY2018, host first meeting of 10 members

Goal 5

Invest in new collections-based research.

Our collections define the Museum's identity and distinguish us from other regional museums and exhibit houses. The rate of new collections has waned in recent decades compared to the early days of our museum's foundation. We establish as a goal a renewed

excitement for field expeditions that will uncover specimens from across the state of Idaho, grow our capacity for research, and create materials to exhibit to the public.

Objective 5.1 Increase number of new Idaho collections held by the museum

Performance Measure 1: Encourage researchers from ISU and beyond to conduct Idaho studies

Benchmark: Increase collections in life science, earth science, and anthropology

Performance Measure 2: Build new digital collections in partnership with other Idaho institutions

Benchmark: Increase the number of digital resources for Idaho collections, buildings, and landscapes as part of a virtual Idaho project

Goal 6

A new museum building

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 6.1 : 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.

Performance Measures: Identify stakeholders and develop fundraising plan in FY2019

Benchmark: Will have identified majority sponsors by FY2020

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

Cases Managed and/or Key Services Provided	FY 2012	FY 2013*	FY 2014*	FY 2015
Number of General Public Visitors	7,469	6,030	9,147	6,448
Number of Educational Programs for Public Audiences	45	64	45	47
Number of K12 Students on Class Tours	2,836	581*	770*	1,765
Number of Outreach Visits to Idaho Schools	**	86	11*	69

**WORKSESSION
APRIL 13, 2016**

Number of K12 Students Visited for Outreach Visits to Idaho Schools	3,060	3,523	606*	2,336
Number of K12 and Adult Tours	97	19	35*	65
Number of Community Events	**	**	**	6
Number of General Public Visitors at Community Events	**	**	**	12,323
Cases Managed and/or Key Services Provided	FY 2012	FY 2013*	FY 2014*	FY 2015
Digital Outreach Audience (Social Media and Web Resources)	**	**	**	179,058
Exhibitions Mounted	9	16	3	3
Loans from Collections	28	32	16	18
Visiting Scientists	34	16	38	24
Volunteer Hours	2045.75	1926	1737.75	906.5

*Some Performance Measures were impacted by the long-term emergency medical leave of the museum education coordinator.

** No data to record.

External Factors

All external factors are based in the success or failure of finding initiatives.

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Part I – Agency Profile

Agency Overview:

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho. It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices and is building educational and research collaborations across the state.

The Idaho Museum of Natural History is home to collections in anthropology, archaeology, paleontology, earth science, and the life sciences. It holds an archive of collection related documentation, and field notes, historic and research documents, ethnographic photographs, and audio recordings. It also houses the eastern branch of the Archaeological Survey of Idaho. Researchers pursue scholarly study of the collections and publish their findings in peer reviewed and Museum-sponsored publications. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

Core Functions/Idaho Code:

The Idaho Museum of Natural History has two core functions:

- 1) To collect, care for, preserve, research, interpret and present — through educational programs and exhibitions — Idaho's cultural and natural heritage.
- 2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

Revenue and Expenditures

Revenue	FY 2012	FY 2013	FY 2014	FY 2015
General Fund	\$435,200	\$452,500	\$476,600	\$503,900
Total	\$435,200	\$452,500	\$476,000	\$503,900
Expenditure	FY 2012	FY 2013	FY 2014	FY 2015
Personnel Costs	\$420,945	\$438,700	\$441,600	\$440,600
Operating Expenditures	\$12,855	\$13,800	\$14,900	\$13,800
Capital Outlay	\$1,400	\$0	\$20,100	\$49,500
Total	\$435,200	\$452,500	\$476,600	\$503,900

Profile of Cases Managed and/or Key Services Provided:

Cases Managed and/or Key Services Provided	FY 2012	FY 2013*	FY 2014*	FY 2015
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*Some Performance Measures were impacted by the long-term emergency medical leave of the museum education coordinator.

** No data to record.

- 1) **Collections and Associated Research:** a) secure space, care and storage of collections; b) access to collections records and other archived information; c) research and presentation of new knowledge. These services are provided to those depositing collections, scholars, other natural history organizations, and Idaho's and others' museums.
- 2) **Education and Training:** on-site and web-based training via workshops, classes, outreach materials, internships, facilitated tours and exhibitions. These are provided to K-12 students, higher education students, instructors and teachers, residents and visitors.
- 3) **Resources, Expertise, and Consultation:** a) natural history object identification; b) specialty equipment for natural history object study; c) technical services supporting collections and research; d) expertise for compliance with Federal and State collections regulations; e) as a venue / space for exhibitions; f) as a source for natural history traveling exhibitions; g) expertise on natural history topics and museology. These are provided to residents, visitors, scholars, organizations and agencies required to repository collections in an accredited 36 CFR Part 79 compliant repository, other natural history organization, Idaho's and others' museums.

Performance Highlights:

Our traveling exhibit, "Whorl Tooth Sharks of Idaho," was rented by the Point Defiance Zoo and Aquarium, Tacoma (June 2014-Dec 2014) and Seward's Alaska Sea Life Center (April 2015-September 2015), generating \$35,000 in revenue, which helped support IMNH education and exhibit programs in 2015. This shark exhibit and the natural history of Idaho reached more than 550,000 people this year.

Three major external grants continued this year.

- The Virtual Museum of Idaho project, sponsored by the Murdock Fund, is generating virtual 3D files of important IMNH collections in archeology, paleontology, and biology to be developed in an online accessible format.
- Two archeology projects based in Alaska are funded to develop prototypes for putting entire archaeological collections online in 3D images.

The continuing \$600,000 grant from the Hitz Foundation is critically important to our service mission as The Idaho Museum of Natural History. The Museum continued an effort to put all of our collections on-line in a format readily accessible to the people of Idaho. The IMNH Virtual Museum of Idaho will be the foundation for presenting our Natural History to the world.

Accomplishments

- Booked traveling exhibit on the Whorl-tooth sharks for part of 2016, 2017.
- Created and installed the “When Giants Roamed Idaho,” and “Evolving Idaho” exhibits (4,000 sq ft).
- Biology Division co-published “Idaho Wildflowers” phone app
- Expanded access to collections.
- Completed cataloging projects.

Awards and Honors

- IMNH research on fossil sharks featured in Nature magazine; featured in “River Monsters” tv show.

Education

- IMNH staff taught courses in Museum Studies.
- IMNH staff mentored 36 student interns and 12 volunteers.

K12 Programs offered throughout the year:

Museum Magic was a single day education event open to all members of the community that focused on STEM education. Museum guests were able to visit different activity stations throughout the museum, and learn about how organisms are adapted to cold environments. Dr. Steve Shropshire of the ISU physics department hosted a cold physics show in the ballroom. 392 community members attended this event.

Science Trek is an overnight program offered to 3rd - 4th grade Idaho students. This program, a partnership with Idaho Public Television, has brought STEM to 3,553 students over the past 27 years. Science Trek is unique because K-12 students get more than a science lesson; they get to interact with real scientists and ISU students studying to be scientists. 143 students attended Science Trek this year.

After School Program: The IMNH visited 8 schools in Pocatello and 3 class groups in American Falls once a month over the school year. Students participated in activities related to pollinators, ecology, and biology. At the end of the year, the after school students planted Milkweed seeds that were raised at ISU and planted around Southeast Idaho and in Boise.

Museums for Monarchs: The IMNH has been working with the After School Program, the Pocatello Community Charter School, Idaho Fish and Game, Idaho State University, and University of Idaho to establish butterfly gardens and map out Milkweed habitat. Students from K-12 schools and volunteers identified Milkweed patches at Market Lake WMA and recorded Monarch breeding activity on those patches. We will continue to expand this project and use Citizen Science as an education tool.

On Site Public Classes: The museum offers on-site programming for Pre-k through 6th Grade students with the intention of getting them excited about STEM fields. These classes are offered throughout the year and make use of the museum’s collections and gallery space to give children a truly unique experience. This year, students participated in programs related to entomology, archaeology, paleontology, and biology.

Part II – Performance Measures

Performance Measure	FY 2012	FY 2013	FY 2014*	FY 2015	Benchmark
Number of People Served by the General Public Museum Programs	13,365	10,134	10,523*	10,549	Increase by 15%
Grants/Contracts, Donations, Revenue Received (includes admission, education, IVL)	\$619,348	\$939,627	\$756,381	\$694,137	Increase by 10%
Number of Exhibitions Developed	7	14	2**	3	3
Museum Store Revenue Received	\$10,179	\$11,297	\$15,304	\$13,615	Increase by 10%
Number of Educational Programs	184	215	61***	181	Increase by 5%

* Outreach Performance Measures were impacted by the long-term emergency medical leave of the museum education coordinator. Education attendance data from July 2013 – February 2014 are not available.

** Transition to fewer but larger and more spectacular exhibits.

*** Decrease in number due to data not available for educational programs from July 2013 – January 2014.

Performance Measure Explanatory Notes:

The Idaho Museum of Natural History went through significant changes during 2009 – 2010. These changes included the loss of staff due to retirement, reduction in force driven by deep cuts in funding, restructuring of core museum programs, and finding other employment. Staff numbers were decreased from 13 to 9 (six with full time appointments, three ranging from .15 to .6 appointments). These reductions in an already small staff impacted the number of programs offered in all years since that time.

The challenging economic climate and gallery remodeling affected the numbers of K12 school groups visiting the museum and numbers of children registered in K12 programs offered through the museum. One continuing program will be offering Museum learning experiences; both outreach and in gallery, to the 21st Century Afterschool program children through School District #25. This project works with 250 children at six different schools every month throughout the school year.

Museum activity for the next one - two years will be focused on the development of strong collections areas, the development of rigorous research performed by IMNH curators, and the delivery of knowledge to Idaho's learning communities in the form of new exhibits, although because of budget reductions, we no longer have any staff dedicated to exhibits. Critical to our future is the creation of the Virtual Museum of Idaho, so that students, public, and researchers may use our collections from anywhere in the world.

For More Information, Contact:

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TechHelp Strategic Plan 2017 – 2021

Vision - Business Definition

TechHelp is Idaho's Manufacturing Extension Partnership (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."

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 2020:

- 80 manufacturers reporting \$100,000,000 economic impact
- 180 jobs created
- > \$20,000 and < \$50,000 Net Income

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.

Goals

Goal I: Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

Objectives:

1. Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs.
 - a. *Performance Measure:*
 - i. Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects
 - b. *Benchmark:*
 - i. Reported cumulative annual impacts improve by five percent over the prior year achieving \$100,000,000 and 180 new jobs annual reported impact by 2021.

2. Offer a range of services to address the needs of Small, Rural, Start-up and Other manufacturers Idaho.
 - a. *Performance Measure:*
 - i. Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system
 - b. *Benchmark:*
 - i. Number of clients served by category exceeds MEP goal as follows by 2021:

15 Small,
20 Rural,
10 Start-up,
35 Other
3. Ensure manufacturing clients are satisfied with services.
 - a. *Performance Measure:*
 - i. Customer satisfaction reported on MEP survey
 - b. *Benchmark:*
 - i. Customer satisfaction score is consistently > 8 out of 10

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

Objectives for Efficiency:

1. Increase the number of client projects and events.
 - a. *Performance Measure:*
 - i. State dollars expended per project/event
 - b. *Benchmark:*
 - i. Dollars per project/event expended is less than prior year's total
2. Offer services to numerous Idaho manufacturers.
 - a. *Performance Measure:*
 - ii. Number of impacted clients per \$ Million federal investment as reported on MEP sCOREcard
 - b. *Benchmark:*
 - iii. Number of clients served exceeds federal minimum with a goal of 80 clients surveyed (i.e., 110 clients per \$ Million) by 2021

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. Gross and Net revenue from client projects
 - b. *Benchmark:*
 - i. Annual gross and net revenue exceeds the prior year by five percent achieving \$1,200,000 gross and \$700,000 net annually by 2021
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 achieving \$1,300,000 by 2021

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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