TAB	DESCRIPTION	ACTION
A	**BAHR - INSTITUTION PROCESSING FEES**	Information Item
B	**BAHR - STUDENT TUITION AND FEE RATES (ACADEMIC YEAR 2018-2019)**	Motion to Approve
C	**PPGA – SCHOOL SAFETY AND SECURITY**	Information Item
D	**PPGA – INSTITUTION AND AGENCY STRATEGIC PLANS**	Information Item
E	**IRSA – OPEN EDUCATIONAL RESOURCE EXPANSION**	Information Item

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COLLEGE AND UNIVERSITIES

SUBJECT
Processing Fees for First-Time, Full-Time, Resident Students

REFERENCE

February 2018	Board received overview of Apply Idaho initiative and requested staff to provide additional information on any processing fees associated with the applications.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education (Board) Governing Policies & Procedures, Sections III.Y., V.R.
Idaho Code § 33-3717A

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 ("A Well Educated Citizenry") Objective A ("Access: Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.").

BACKGROUND/DISCUSSION
The February 2018 overview of the Apply Idaho initiative included discussion on two key goals of the program: to simplify the application process to Idaho's public post-secondary institutions and to reduce cost barriers in order to encourage additional students to submit applications. Feedback to Board staff from site coordinators has indicated that the simpler, streamlined process and (in some cases) the elimination of application fees has led to increased applications by students who were "on the fence" and who might have been intimidated by the application procedures in place prior to Apply Idaho.

The Board has promoted Apply Idaho as a "no fee" application process, but feedback from the field indicates that institutions may have other processing fees in place that are directly related to the application process and are used to address the costs of processing additional applicants. The Board asked staff to provide additional information on these fees for consideration at the April Board meeting as part of the student tuition/fee setting discussion. Attached, for information, are the processing fees currently in place at the four year institutions and the community colleges. Board Policy V.R.3.c.iv. addresses these "processing fees, permits and fines" as within the fee categories which have been delegated to the Chief Executive Officers.

IMPACT
Staff worked with the institutions to summarize their respective processing fees charged to first-time, full-time resident students, and when those fees are collected. In response to a request from the Business Affairs and Human Resources (BAHR) Committee, the attached summaries also show (at the bottom

of each sheet) the impact of the fees directly related to application/enrollment in addition to the Board's approved tuition and mandatory fees (activity, technology, and facility fees), to give a clearer picture of the total package of mandatory tuition and fees at each institution.

ATTACHMENTS

STAFF COMMENTS

The Board will note variations in the number and types of processing fees among the institutions. For example, Boise State University and University of Idaho charge an intent to enroll or enrollment confirmation fee. The University of Idaho allows the student to apply their enrollment confirmation fee to tuition, room and board, or other charges, following enrollment. Idaho State University (ISU) charges an application fee for those students who do not utilize Apply Idaho or who do not attend an application day workshop held at Idaho high schools. ISU waives this fee in some circumstances, such as for students receiving government assistance or facing financial hardship. ISU charges an application fee for their College of Technology students unless they also meet the criteria above or they work with the Center for New Directions and START programs.

Staff has received comments from the field that the number and timing of the various fees can also impact student perceptions. Information on how these processing fees can be waived needs to be highly visible to students. Out-of-pocket financial pressures can be lessened when collection of fees can be made following distribution of student financial aid. Board staff was also asked by the members of the Indian Education Committee to relay that the number of unbundled administrative and processing fees has been a source of discouragement for some tribal members.

Differential growth rates for enrollment at the institutions result in greater administrative processing burdens for some institutions; however, institutions may wish to reflect upon the number, size, timing, and transparency of their various processing fees (and conditions under which those fees might be waived) to complement the Board's efforts to promote a user-friendly and free application process.

BOARD ACTION

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

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Boise State University

Section VRC3iv: Processing fees for the provision of academic products or services to students.

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
New Student ID Card Fee	Charge for new students to obtain a campus ID	$ 25.00	At registration	Once
Fee Payment Deadline Late Fee	Fee deadline is the Thursday before classes start. If a student's bill is not paid by the deadline, this fee is assessed.	$ 50.00	When applicable	Once
Monthly Late Fees	Charge for any outstanding balance that is past due.	1.75% or $10.00	When applicable	Monthly, if balance is due
Returned Check / ACH Fee	Fee for insufficient funds	$ 25.00	When applicable	Once
Graduate Application	Application fee for graduation	$ 20.00	When submitted	Once
Administrative Fee Semester W/D	Withdrawal from the university after the 10th day of classes.	$ 40.00	When applicable	Once
Drop Fees	Drop course after the 10th day of classes	$ 10.00	When applicable	Once per course
Non-resident Undergraduate Application Fee	Application Fee	$ 50.00	With application	Once
International Undergraduate Application Fee	Application Fee	$ 85.00	With application	Once
Graduate Application Fee	Application Fee	$ 65.00	With application	Once
International Graduation Application Fee	Application Fee	$ 95.00	With application	Once
Enrollment Confirmation Fee	Fee to confirm enrollment upon admission. Effective for students admitted for Fall 2018.	$ 100.00	By May 1	Once
Program Application Fees	A few programs have additional fees to apply to that specific program, particularly online programs	varies	Upon application	Once

Other Charges Assessed by 3rd party:

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
Credit Card Fee	Fee charge by third party for use of a credit card to pay bill. Boise State does not receive this fee revenue.	2.75%		
Transcript Fee	Fee charged by national clearing house to process transcrips	Varies, $10 for standard request	With application	Once per transcript

Fees paid First-time/Full-time students:		
	Tuition and mandatory fees (facility, activity and technology fee)	$ 7,326.00
	New Student Orientation Fee	$ 175.00
	Enrollment Confirmation Fee	$ 100.00
	New Student ID Card Fee	$ 25.00
	Total FY 2018 Resident First-time/Full-time student	$ 7,626.00

IDAHO STATE UNIVERSITY

Fee Name		Fee Description	Fee Amount	When Assessed	Frequency
Bengal Card ID Replacement Fee		Bengal ID Card Replacement Fee	$ 15.00	Per request	Per request
Bengal Card ID Spouse		Bengal ID Card for Staff/Faculty Spouse	$ 2.00	Per request	Per request
Intramural Fee		Fee to participate in Intramurals	$15/semester (	At time of registration	Per Sport
Recreation Center Membership Card Replacement Fee		Fee to replace Rec Center membership card	$ 15.00	Per request	Per request
Staff/Faculty Spouse Recreation Center Membership Card Replacement Fee		Fee to replace Rec Center membership card for staff/faculty spouse	$ 16.00	Per request	Per request
Student Computing Fee		Fee to use campus computing resources (e.g. wireless, computer labs, etc.)	$ 35.00	Per request	Note C
Library Fines		Fines for late or lost materials	Various	Per day/occurance	Note D
Nursing Application Fee		Nursing Program Application Fee	$ 50.00	Per application	Per application
Non-resident Alien Optional Practical Training Application Fee		Temporary employment for practical training directly rated to the student's major area of study	$ 60.00	Per application	Per application
Parking Permits		Parking Permit Fee	Various - see P:	Per request	Daily/Semester/Annually/Event
Parking Fines		Parking Fines	Various - see P:	Per occurance	Per occurance
Refund Check Reissue Fee		Fee to reissue refund check	$ 25.00	Per request	Per request
Late Fee		Fee for not paying tuition or enrolling in a payment plan by the payment due date	$ 50.00	1st day of term, then monthly	Note E
Installment Plan Fee		Fee for installment plan	$ 30.00	At time of enrollment in plan	Per semester
Installment Plan Late Payment Fee		Fee for late installment plan payment	$ 15.00	At time of late payment	Per occurance
Short-term Student Loan Fee		Fee for short-term student loan	$ 5.00	Per request	Monthly
Returned Checks		Returned check charge	$ 35.00	Per occurance	Per occurance
Transcript Fee		Fee for student transcripts	$ 7.50	When ordered	Per request
Duplicate Diploma Fee		Fee to replace a lost diploma or want extra copies	$ 20.00	When application is submitted by stuc	Per application
Graduation Fee		Fee to process a students application to have an official degree audit and posting	$ 20.00	When application is submitted by stuc	Per application
Dr of Philosophy Application Fee		Ph.D. Nursing Program Application Fee	$ 55.00	Per application	Per application
Nursing Accelerated BSN Program Application Fee		Accelerated BSN Program Application Fee	$ 50.00	Per application	Per application
Nursing BS Completion Program Application Fee		Nursing BS Program Application Fee	$ 50.00	Per application	Per application
Nursing LPN-BS Program Application Fee		Nursing LPN-BS Program Application Fee	$ 50.00	Per application	Per application
MS of Nursing Application Fee		MS of Nursing Program Application Fee	$ 50.00	Per application	Per application
Dr of Nursing Practice Application Fee		Dr of Nursing Practice Program Application Fee	$ 55.00	Per application	Per application
Traditional Bachelor Nursing Program Application Fee		Traditional Bachelor Nursing Program Application Fee	$ 50.00	Per application	Per application
Social Work Program Application Fee		Social Work Program Application Fee	$ 30.00	Per application	Per application
Academic Undergraduate Application Fee	Note A	Undergraduate Application Fee	$ 50.00	Per application	Per application
COT Undergraduate Application Fee	Note B	COT Application Fee	$ 50.00	Per application	Per application
Graduate School Application Fee		Graduate School Application Fee	$ 60.00	Per application	Per application
Graduate School Application Fee for Non-Degree Seeking Students		Non-Degree Seeking Graduate School Application Fee	$ 30.00	Per application	Per application
Intensive English Institute Application Fee		Intensive English Institute Application Fee	$ 25.00	Per application	Per application

Note A: Academic Undergraduate Application Fee: not mandatory for Idaho resident students utilizing the Apply Idaho initiative or attending an application day, which is an event held at high schools by ISU to help students complete the application. Fee is waived in other circumstances such as students receiving government assistance or facing financial hardship.

Note B: COT Undergraduate Application Fee: not mandatory for students who work with the Center for New Directions and START programs, students utilizing the Apply Idaho initiative, or students attending an application day. The application fee may be waived if a student faces circumstances where the fee would create an obstacle to attending the COT.

Note C: $35 a semester for Fall and Spring, $30 for Summer semester

Note D: $0.30/day late books; $100 lost book; $1.00/day periodicals and reference materials; $0.50/hour reserve materials; $10 annually for community borrower

Note E: $50 if tuition and fees not paid by bill due date; $50 if tuition and fees are not paid by the last day to drop the class; Additional $50/month if tuition and fees are not paid in full or by payment plan agreement

Fees paid First-time/Full-time students:	Tuition and mandatory fees (facility, activity and technology fee)	$ 7,166.00
	New Student Orientation Fee	$ 100.00
	Total FY 2018 Resident First-time/Full-time student	$ 7,266.00

University of Idaho

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
Undergraduate Admissions				
Application Fee	Application Fee (Idaho State Residents)	$ -	N/A	N/A
Application Fee	Application Fee (Out of State Residents)	$ 60.00	At Application	Once
Application Fee	Application Fee (International Students)	$ 70.00	At Application	Once
Application Fee	Application Fee (Returning UI Students)	$ 30.00	At Application	Once
New Student Orientation Fee	Transfer, non-traditional and all first-year students that are new to U of I Moscow campus	$ 100.00	with the students first, full-time semester bill	Once
Enrollment Deposit - **discontinued effective 4/10/18**	The enrollment deposit is required for all new domestic first-year and transfer students who are planning to enroll at UI in the fall and spring semesters. Qualified waivers may be requested by those who have a government-sponsored or other scholarship that will cover all expenses for tuition, fees, books, etc.**	$ 100.00	Once Admitted	Once
				Can be used toward tuition, room, board or other charges

** For students assessed this deposit prior to April 10, 2018 $100 will be applied to their student account once class fees have been applied and may be used toward tuition, room, board or other charges.

Registrars Office				
Graduation Application Fee	Graduation Application Fee	$ 25.00	When approved by Registrar's Office	Each application
Graduation Application Fee after deadline	Graduation Application Fee after deadline	$ 60.00	When application approved by Registrar's Office	with each late application
Thesis/Dissertation Binding Fee	Thesis/Dissertation Binding Fee	$ 25.00	When application approved by Registrar's Office	for Master's Thesis students and Doctorate students
Degree Verification after degree awarded	Degree Verification after degree awarded	$ 5.00	When processed	upon request
Duplicate Diploma	Duplicate Diploma	$ 30.00	When requested	when requested
Transcript Fee	Transcript Fee	$ 12.50	When orderd	for each order
Academic Petition	Academic Petition	$ 10.00	with each petition	for each petition
Challenge Exam Fee	Challenge Exam Fee	$35 application + $25 per credit granted	application fee assessed when reviewed; credit cost if credit granted after review	per application
Technical Competency Credit Application	Technical Competency Credit Application	$35 application + $25 per credit granted	application fee assessed when reviewed; credit cost if credit granted after review	for Engineering only
Vertical Credit Application	Vertical Credit Application	$35 application + $25 per credit granted	application fee assessed when reviewed; credit cost if credit granted after review	per application
Experential Credit	Experential Credit	$35 application + $25 per credit granted	application fee assessed when reviewed; credit cost if credit granted after review	per application
Withdraw Course Fee	Withdraw Course Fee	$ 5.00	when student withdraws from a course	for each withdrawn course
Graduate Programs				
Application Fee	Domestic Graduate Application Fee	$ 60.00	at application	once per student
Application Fee	International Graduate application Fee	$ 70.00	at application	once per student
Application Fee	Deferred application fee	$ 30.00	at request for deferred admission	once per student
Readmission Fee	Graduate re-admission fee	$ 30.00	at request for re-admission	once per student
International Programs				
Intl Program Fee	ISSFS student programming fee per undergraduate, graduate and on campus exchange students	$ 100.00	Fall/Spring	Per Semester, per student
Sponsored Student Fee	ISSFS sponsored student fee per sponsored student	$ 300.00	Fall/Spring	Per Semester, per student
Intl Student Orientation Fee	Orientation fee per new undergraduate, graduate and non-degree exchange student	$ 100.00	Fall/Spring	Per Semester, per student
Late Orientation Fee	Late fee in addition to the Intl Student Orientation Fee per student that missed orientation	$ 100.00	Fall/Spring	Per Semester, per student
ALCP Application Fee	Application fee per ALCP applicant	$ 70.00	Fall/Spring	Per new student, each student charged only when they submit an application
ALCP Tuition	ALCP tuition per ALCP student per ALCP 8 week session	$ 2,808.00	Fall 1 & 2 Spring 1 & 2 Summer	5 times per academic year, per student
ALCP Orientation Fee	ALCP orientation fee per new ALCP student	$ 100.00	Fall 1 & 2 Spring 1 & 2 Summer	Per new student, each student charged only on their first session in the ALCP
ALCP Late Orientation Fee	ALCP late orientation fee in addition to the ALCP orientation fee per ALCP student that missed orientation	$ 50.00	Fall 1 & 2 Spring 1 & 2 Summer	Only once if a new student was late to orientation

University of Idaho

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
ALCP Registration Fee	ALCP registratin fee per ALCP student per ALCP 8 week session	$ 25.00	Fall 1 & 2 Spring 1 & 2 Summer	Per session, 5 times per year
ALCP Program Fee	ALCP programming fee per ALCP student per ALCP 8 week session	$ 50.00	Fall 1 & 2 Spring 1 & 2 Summer	Per session, 5 times per year
ALCP Sponsored Student Fee	ALCP sponsored student fee per ALCP student per ALCP 8 week session	$ 150.00	Fall 1 & 2 Spring 1 & 2 Summer	Per session, 5 times per year
ALCP SACM Sponsored Student Fee	ALCP SACM sponsored student fee per ALCP student per ALCP 8 week session	$ 75.00	Fall 1 & 2 Spring 1 & 2 Summer	Per SACM sponsored student per session, 5 times per year
Education Abroad Application Fee	E.A. application fee per applicant	$ 150.00	Fall/Spring	Per applicant
Education Abroad Administration Fee	E.A. administration fee per student (USAC, ISA, CIEE particpants)	$ 400.00	Fall/Spring	Per semester
Education Abroad Program Fee	E.A. program fee per student (for other partners)	$ 500.00	Fall/Spring	Per Semester, per student
National Student Exchange Application Fee	NSE application fee per applicant	$ 250.00	Fall/Spring	Per applicant
National Student Exchange Administration Fee	NSE administration fee per applicant	$ 200.00	Fall/Spring	Per applicant

Fees paid First-time/Full-time students:	Tuition and mandatory fees (facility, activity and technology fee)	$ 7,488.00		
	New Student Orientation Fee	$ 100.00		
	Enrollment Confirmation Fee - **DISCONTINUED 4/10/18**	*$ 100.00*		Can be used toward tuition, room, board or other charges
	Total FY 2018 Resident First-time/Full-time student	$ 7,688.00		

Lewis-Clark State College
Processing Fees for Academic Programs or Services

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
Application	No fee to apply to LCSC	$ -		
Graduation	No fee to graduate; transcript not included	$ -		
Orientation	No fee for orientation	$ -		
Parking	Annual parking permit fee	$ 10.00	Optional	Annual
Transcript	College transcript	$ 10.00	Optional	Per transcript
Diploma	First diploma free, reorders at a charge	$ 25.00	Optional	Per diploma
Application	Nursing program	$ 35.00	Upon application	One time fee
Application	Radiography Sciences program	$ 35.00	Upon application	One time fee
Application	Teacher Education	$ 30.00	Upon application	One time fee
Application	International student college or Institute for Intensive English	$ 50.00	Upon application	One time fee
Application	International student homestay fee for finding housing	$ 100.00	Upon application	One time fee
Application	Study away program	$ 50.00	Upon application	One time fee
Application	Exchange students on LCSC partner programs	$ 50.00	Upon application	One time fee
Application	Optional Practical Training Work Program for International Students	$ 50.00	Upon application	One time fee

Fees paid First-time/Full-time students:	Tuition and mandatory fees (facility, activity and technology fee)	$ 6,334.00
	Total FY 2018 Resident First-time/Full-time student	$ 6,334.00

College of Southern Idaho
Processing fees for the provision of academic products or services to students.

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
Replacement Student ID Card Fee	Charge to obtain a replacement campus ID	$ 3.00	when applicable	Once
Tuition Loan Agreement Fee	Processing fee for the Student Tuition Loan Agreement/Payment Plan	$ 50.00	When applicable	Once
Late Fees	Charge for late payments on Tuition and Tuition Loan Agreement	75.00	When applicable	after missed payment, could occur up to 4 times per semester
Returned Check / ACH Fee	Fee for insufficient funds	$ 20.00	When applicable	Once
Application	No fee to apply to CSI	$ -		
Paper Application	if prospective student does not apply online and submits paper copy	$ 10.00	when applicable	Once
Graduation	No fee to graduate	$ -		
Orientation	SOAR--New student orientation, required to complete before attending	$ 25.00	at time of registration	Once
Parking Fines	Improper parking	$10.00 to $15.00	at time of occurrence	per occurrence
Parking Fines	Parking in handi-cap space	$ 25.00	at time of occurrence	per occurrence
Transcript	Official Transcript, price will vary upon delivery method	$ 7.00	at time of request	Per transcript
Unofficial Transcript	unofficial transcript printed by Registrar	$ 2.00	at time of request	Per transcript
Diploma	No charge			
Replacement Diploma	charge for a replacement or duplicate diploma	$ 35.00	at time of request	per diploma
Library Fee	Excessive late fee charged at the end of the semester	$ 10.00	when applicable	per item
HSHS Student Name Badges	name badges for Health Science students	10.00	when applicable	per badge
Challenge Credit Exam Fee	no charge for the exam, 20% on in-state-tution charge to transcript the credits		when applicable	per occurrence

Fees paid First-time/Full-time students:	Tuition and mandatory fees	$ 3,120.00
	New Student Orientation Fee	$ 25.00
	Total FY 2018 Resident First-time/Full-time student	$ 3,145.00

College of Eastern Idaho
Processing Fees for Academic Programs or Services

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
Application Fees	No fee to apply to CEI	$ -		
Parking Fees	No Parking Fee	$ -		
Student ID Replacement	Fee charged when a duplicate ID is issued to student	$ 10.00	Upon issuance of new ID	Per Transaction
Computer Usage Fee	Allows students to use computer labs and network printers	$ 15.00	When a student registers for classes	Per Semester
Credit Card Fee	No fee to use a credit card to pay fees. Policy will change with the implementation of TouchNet	$ -	Upon payment	Per Transaction
Refund Check Fee	Admin fee for students who withdrawl and are issued a refund check.	$ 10.00	Upon total withdrawl	Per Transaction
Transcript Fee	Students requesting official transcripts	$ 10.00	Optional	Per Transcript
Graduation Fee	Graduation application fee. Does not cover cap and gown.	$ 15.00	Upon applying for graduation	Per Application
Testing Fees	GAIN test fee	$ 15.00	Upon registering for test	Per Test
Testing Fees	Math placement A or B	$ 10.00	Upon registering for test	Per Test

Fees paid First-time/Full-time students:	Tuition and mandatory fees	$ 2,464.00		
	Total FY 2018 Resident First-time/Full-time student	$ 2,464.00		

College of Western Idaho

Section VRC3iv: Processing fees for the provision of academic products or services to students.

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
New Student ID Card Fee	Charge for new students to obtain a campus ID	$ -	At registration	Once
Replacement ID card	replace ID card	$ 5.00	At time of issue	
Fee Payment Deadline Late Fee	Late fees are assigned the day after payment due date	$ 50.00	When applicable	Once
Payment plan late fee	Charged after late payments on payment plans	$ 15.00	When applicable	Monthly, if balance is due
Returned Check / ACH Fee	Fee for insufficient funds	$ 25.00	When applicable	Once
Returned Echeck	Online echeck payment NSF	$ 4.75		
Tuition and Fees payment plan fees	set up charges	$30-50		
Reinstatement fee		$10 per credit	we are not currently charging	
Special course fee	board approved - added to billing	varies		
Other Charges Assessed by 3rd party:				
Credit Card Fee	Fee charge by third party for use of a credit card to pay bill. CWI does not receive this fee revenue.	2.50%		
Transcript Fee	Fee charged by national clearing house to process transcripts	Varies, $10 for standard request	With application	Once per transcript

Fees paid First-time/Full-time students:	Tuition and mandatory fees	$ 3,336.00		
	Total FY 2018 Resident First-time/Full-time student	$ 3,336.00		

North Idaho College

Section VRC3iv: Processing fees for the provision of academic products or services to students.

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
Cardinal Card Replacement Fee	Charge for replacement of student ID	$ 20.00	When applicable	Once
T&F Payment Deadline Late Fee	T&F deadline is the day before classes start. If a student's bill is not paid by the 100% refund deadline, this fee is assessed.	$ 50.00	When applicable	Once
Returned Check / ACH Fee	Fee for insufficient funds	$ 25.00	When applicable	Once
Installment Plan Application Fee	Fee for installment plan	$ 25.00	At time of enrollment in plan	Per semester
Installment Plan Late Fees	Fee for late installment plan payment	$ 25.00	At time of late payment	Per occurrence
Parking Permit	Parking Permit Fee	$ 32.00	Upon purchase	Annually
Staff/Faculty Parking Permit	Staff/Faculty Parking Permit Fee	$ 47.00	Upon purchase	Annually
Parking Permit Replacement Fee	Replacement Fee for Parking Permit	$ 20.00	Upon purchase	Per occurrence
Parking Fines	Parking Fines	$20-50	Per occurrence	Per occurrence
Transcript Fee	Fee to process transcripts	Varies, $7 for standard request	By request	Once per transcript
Credit by Exam Fee	Fee to challenge a course and receive credit	$ 10.00	per credit	Upon request
Transcription Fee	Fee to transcribe WFTC credits	$ 10.00	per credit	Upon request
Modern Language Vertical Placement Fee	Fee to receive credit for lower lever courses after advanced level course completion	$ 10.00	per credit	Upon request

Fees paid First-time/Full-time students:	Tuition and mandatory fees	$ 3,360.00
	Total FY 2018 Resident First-time/Full-time student	$ 3,360.00

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COLLEGE AND UNIVERSITIES

SUBJECT
FY 2019 Student Tuition & Fee Rates (Academic Year 2018-2019)

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
April 2016	Board approved second reading for V.R. Policies eliminating requirement to obtain professional licensure prior to practicing a given profession as a prerequisite for establishing a professional fee for an academic professional program

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

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 ("A Well Educated Citizenry") Objective A ("Access: Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.").

BACKGROUND/DISCUSSION
Board policy V.R. defines fees and 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), and Lewis-Clark State College (LCSC) 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 2019.

Reference Documents
Page 9 displays information from the *2018 Sine Die Report* showing the decline in the percentage of the General Fund allocated to the College & Universities over the last 24 years compared to other state budgeted programs. Since 1996, the portion allocated to College & Universities (CU) has decreased from 12.7% to 8.1%. However looking at the longer term, in 1975 the portion was 20.8%.

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

Page 11 compares the WICHE average tuition and fees by Carnegie classification to the Idaho institutions for fiscal years 2017-18, 2016-17, 2012-13 and 2007-08 for undergraduate/graduate and resident/non-resident students.

Page 12 shows a summary of FY 2019 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 2007 to 2017. Each institution has a 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 $14,578 in 2007 to $19,401 in 2017, or 33%, while the Idaho per capita income has increased from $32,580 to $40,444, or 24%. The increases in the cost to attend college from 2007 to 2017 are as follows:

Tuition & Fees	67%
Books and Supplies	5%
Room and Board	43%
Personal and Transportation *	-5%
Total Cost to Attend	33%

* Boise State University moved some personal and transportation costs to room and board in FY 2017.

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 2007 to 2017 are as follows:

Instruction	20%
Academic Support	51%
Student Services	65%
Library Services	24%
Athletics & Auxiliaries	29%
Plant and Depreciation	37%
Institutional Support	71%
Financial Aid	<u>126%</u>
Total Increase in Cost to Deliver College	35%

At the same time, student FTE (horizontal red line page 14) has increased by 2.1%.

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 2007 to 2018 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 17.5% in 2018.

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.

Pages 18-19: Tuition/Fee Waivers and Discounts and Chart

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.

The Chart shows the amount of discounts and waivers as a percentage of gross student fees.

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

- Narrative justification of the fee increase request and planned uses of the additional revenue.
- Schedule detailing the tuition and fee changes.
- Schedule projecting the amount of revenue generated from the tuition and fee changes.
- Schedule showing expenditures which will be covered by revenues from tuition and fee increases
- Schedule displaying a 4-year history of Board-approved fees and the FY 2019 requested fees.
- The same charts as found on pages 13-15 (and described above) at a disaggregated, institution specific level:
  o Chart: Cost of Attending College vs. Per Capita Income
  o Chart: Cost to Deliver College and Cost to Deliver Per Student FTE
  o Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
- Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers.

IMPACT
Full-time resident tuition and fee increases being requested by the institutions for FY 2019 (academic year 2018-2019) are as follows (in the order they will be presented):

	FY18	FY19	% Inc.
Lewis-Clark State College	$6,334	$6,618	4.5%
University of Idaho	$7,488	$7,940	6.0%
Boise State University	$7,326	$7,700	5.1%
Idaho State University	$7,166	$7,420	3.5%

STAFF COMMENTS
At the request of staff, each of the above four institutions conducted a tuition/fee analysis of the impact of unfunded "must pay" items that resulted from the FY2019 Legislative appropriation. Health benefits actually decreased by $1,450 per FTP

for all four institutions. The University of Idaho is not on the state health insurance plan, so a loss in state funding would affect their ability to pay health benefits for their employees funded on the general fund. Consequently, the Legislature appropriated one-time general funds to offset this reduction in health benefits funding. There was no "fund shift" action taken during this Legislative session to cover fully the cost of Change in Employee Compensation (CEC). That funding gap puts pressure on student tuition and (as applicable) endowment funds if college and university employees are to receive the same compensation directed by lawmakers for other state employees.

The Business Affairs and Human Resources (BAHR) Committee has reviewed the institutions' analyses of how much additional revenue would be generated by their proposed tuition/fee increases and how those dollars would be used to cover CEC and other key needs. Meanwhile, Board staff worked behind the scenes during the session to educate legislators on the rationale behind the level of annually reappropriated dollars for the college and universities, and the mechanics of the one-time "reserve" balances maintained by the institutions to cover unfunded infrastructure needs and other initiatives.

Representatives from the institutions will be prepared to answer questions during this agenda item regarding their tuition/fee requests and describe the rationale and proposed uses of funds generated by their respective requests. At the request of BAHR, institutions have considered tuition/fee options which would, where possible, minimize the adverse impacts on resident, full-time, undergraduate students. Motion sheets also address percentage and dollar increases for non-resident full-time students and other fees for other categories of students as presented by the institutions.

Motions are provided, in accordance with Board policy, to enable the Board to approve FY2019 fees for dual credit courses delivered at secondary schools, bridge program fees, and transcription fees.

BOARD ACTION

LEWIS-CLARK STATE COLLEGE:
I move to increase the FY 2019 annual undergraduate full-time resident tuition and fees at Lewis-Clark State College by _____% ($_____) for a total dollar amount of $_____; and to increase the annual full-time tuition for nonresident undergraduate students by _____ % ($_____) 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 2019 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 2019 annual undergraduate full-time resident tuition and fees at University of Idaho by _____% ($_____) for a total dollar amount of $_____; and to increase the annual full-time tuition for nonresident undergraduate students by _____ % ($_____) 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 2019 University of Idaho tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BOISE STATE UNIVERSITY:
I move to increase the FY 2019 annual undergraduate full-time resident tuition and fees at Boise State University by _____% ($_____) for a total dollar amount of $_____; and to increase the annual full-time tuition for nonresident undergraduate students by _____ % ($_____) 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 2019 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 2019 annual undergraduate 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 ($5,645.00) as the base tuition for eligible students in the FY 2019 cohort for the University's "Tuition Lock" initiative; and to increase the annual full-time tuition for nonresident undergraduate students by _____ % ($_____) 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 2019 Idaho State University tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Dual Credit Fee

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 2019.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Transcript Fee

I move to set the statewide transcript fee at $10 per credit for fiscal year 2019 for students enrolled in a qualified Workforce Training course where the student elects to receive credit.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Summer Bridge Program Fee

I move to set the statewide summer bridge program fee at $65 per credit for fiscal year 2019 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Twenty-Four Year History of General Fund
Original Appropriations: FY 1996 to FY 2017
Millions of Dollars
DRAFT

Information in the tables as of 3-30-2017 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
2019	$1,785.3	$295.8	$214.3	$2,295.3	$765.2	$282.5	$309.6	$3,652.7
2018	$1,685.3	$287.1	$198.9	$2,171.2	$706.1	$262.1	$311.3	$3,450.7
2017	$1,584.7	$279.5	$187.5	$2,051.7	$677.1	$256.2	$288.0	$3,273.0
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
2019	48.9%	8.1%	5.9%	62.8%	20.9%	7.7%	8.5%	100%
2018	48.8%	8.3%	5.8%	62.9%	20.5%	7.6%	9.0%	100%
2017	48.4%	8.5%	5.7%	62.7%	20.7%	7.8%	8.8%	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".*

College & Universities Funding History							
(*appropriated funds only*)							
	State Support		State Support			Percent of Total		
Fiscal Year	General Funds	Endowment Funds	Subtotal	Tuition	TOTAL	General Fund	State Supp	Tuition
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	111,659,800	350,113,500	65.4%	68.1%	31.9%
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	280,706,500	15,840,000	296,546,500	259,589,300	556,135,800	50.5%	53.3%	46.7%
2018	287,053,200	15,840,000	302,893,200	262,065,500	564,958,700	50.8%	53.6%	46.4%
2019	295,763,200	16,443,200	312,206,400	264,580,000	576,786,400	51.3%	54.1%	45.9%

College and Universities
Tuition and Fees by Carnegie Classification

Undergraduate Fees

Institution	Classification	Resident				Non-Resident			
		2017-18	2016-17	2012-13	2007-08	2017-18	2016-17	2012-13	2007-08
WICHE Average	Higher Research Activity	8,913	8,539	7,595	5,252	23,284	22,320	19,681	14,773
University of Idaho	Higher Research Activity	7,488	7,232	6,212	4,410	23,812	22,040	19,000	14,490
Percentage of WICHE Average		84%	85%	82%	84%	102%	99%	97%	98%
WICHE Average	Moderate Research Activity	8,109	6,677	6,167	3,786	22,237	19,077	17,511	13,258
Boise State University	Moderate Research Activity	7,326	7,080	5,884	4,410	22,642	21,530	17,324	12,577
Percentage of WICHE Average		90%	106%	95%	116%	102%	113%	99%	95%
Idaho State University	Moderate Research Activity	7,166	6,956	6,070	4,400	21,942	21,024	17,870	13,084
Percentage of WICHE Average		88%	104%	98%	116%	99%	110%	102%	99%
WICHE Average	Baccalaureate Colleges	6,800	6,407	5,612	4,152	17,460	16,678	14,995	12,045
Lewis-Clark State College	Baccalaureate Colleges	6,334	6,120	5,562	4,092	18,410	17,620	15,476	11,382
Percentage of WICHE Average		93%	96%	99%	99%	105%	106%	103%	94%

Graduate Fees

Institution	Classification Classification	Resident				Non-Resident			
		2017-18	2016-17	2012-13	2007-08	2017-18	2016-17	2012-13	2007-08
WICHE Average	Higher Research Activity	10,232	9,911	8,839	6,178	24,105	23,545	20,663	15,729
University of Idaho	Higher Research Activity	8,864	8,530	7,162	4,950	25,188	23,338	19,950	15,030
Percentage of WICHE Average		87%	86%	81%	80%	104%	99%	97%	96%
WICHE Average	Moderate Research Activity	9,501	8,018	7,360	4,489	22,998	19,078	17,369	13,961
Boise State University	Moderate Research Activity	8,754	8,440	6,973	5,239	24,070	22,890	18,413	13,406
Percentage of WICHE Average		92%	105%	95%	117%	105%	120%	106%	96%
Idaho State University	Moderate Research Activity	8,928	8,502	7,150	5,160	23,704	22,570	18,950	13,844
Percentage of WICHE Average		94%	106%	97%	115%	103%	118%	109%	99%

Colleges & Universities
Summary of FY 2019 Annual Student Tuition & Fees - As Requested
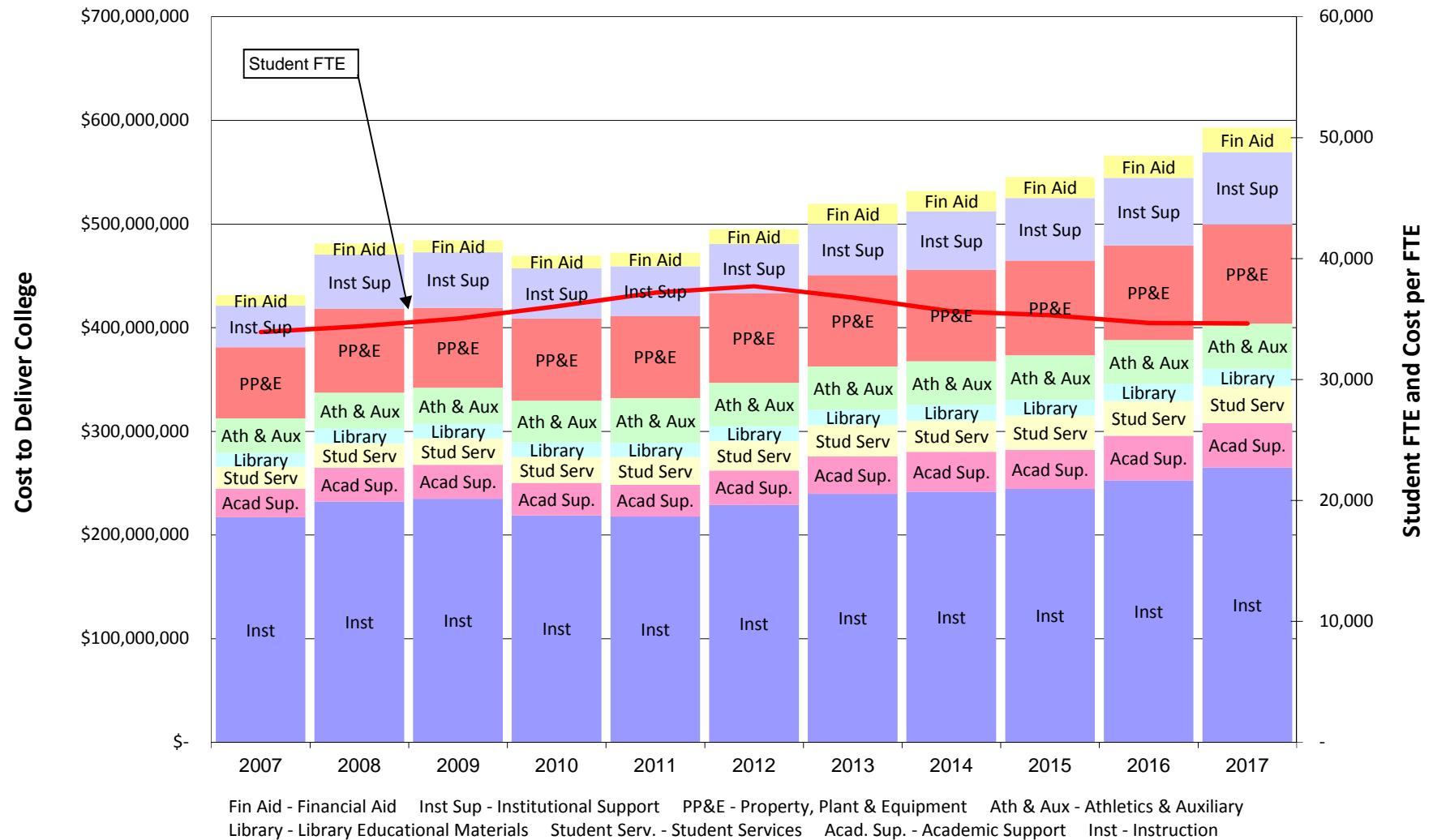### Board Meeting: April 18, 2018

	Institution	FY 2018	Requested Increases		Total Requested FY 2019
			Amount	% Incr	
1	**Full-time Tuition & Fees:**				
2	**Resident Tuition and Fees:**				
3	Undergraduate:				
4	Boise State University	$7,326.00	$374.00	5.1%	$7,700.00
5	Idaho State University	$7,166.00	$254.00	3.5%	$7,420.00
6	University of Idaho	$7,488.00	$452.00	6.0%	$7,940.00
7	Lewis Clark State College	$6,334.00	$284.00	4.5%	$6,618.00
8	Average 4 year institutions	$7,078.50			$7,419.50
9	Graduate:				
10	Boise State University	$1,428.00	$73.00	5.1%	$1,501.00
11	Idaho State University	$1,326.00	$66.00	5.0%	$1,392.00
12	University of Idaho	$1,376.00	$112.00	8.1%	$1,488.00
13	Average Graduate	$1,376.67			$1,460.33
14	**Nonresident Tuition and Fees:**				
15	Undergraduate	(In addition to the tuition and fees paid by resident students)			
16	Boise State University	$15,316.00	$782.00	5.1%	$16,098.00
17	Idaho State University	$14,776.00	$744.00	5.0%	$15,520.00
18	University of Idaho	$16,324.00	$1,462.00	9.0%	$17,786.00
19	Lewis Clark State College	$12,076.00	$542.00	4.5%	$12,618.00
20	Average 4 year institutions	$14,623.00			$15,505.50
21					
22	**Part-time Credit Hour Tuition & Fees:**				
23	**Resident Fees: (per credit hour)**				
24	Undergraduate:				
25	Boise State University	$305.00	$45.00	14.8%	$350.00
26	Idaho State University	$359.00	$13.00	3.6%	$372.00
27	University of Idaho	$374.00	$23.00	6.1%	$397.00
28	Lewis Clark State College	$324.00	$14.00	4.3%	$338.00
29	In-Service Teacher Fee	$114.00	$8.00	7.0%	$122.00
30					
31	Graduate:	(In addition to resident undergraduate fees)			
32	Boise State University	$85.00	$13.00	15.3%	$98.00
33	Idaho State University	$67.00	$3.00	4.5%	$70.00
34	University of Idaho	$76.00	$7.00	9.2%	$83.00
35	In-Service Teacher Fee	$143.00	$13.00	9.1%	$156.00
36					
37	**Nonresident Tuition and Fees:**				
38	Pt Tm Nonresident Cr Hr Tuition	(In addition to resident fees)			
39	Boise State University	$295.00	$44.00	14.9%	$339.00
40	Idaho State University	$240.00	$12.00	5.0%	$252.00
41	University of Idaho	$817.00	$72.00	8.8%	$889.00
42	Lewis-Clark State College	$0.00	$0.00	No Fee	$0.00

# Cost of Attending College vs. Per Capita Income
Idaho 4-year Institutions
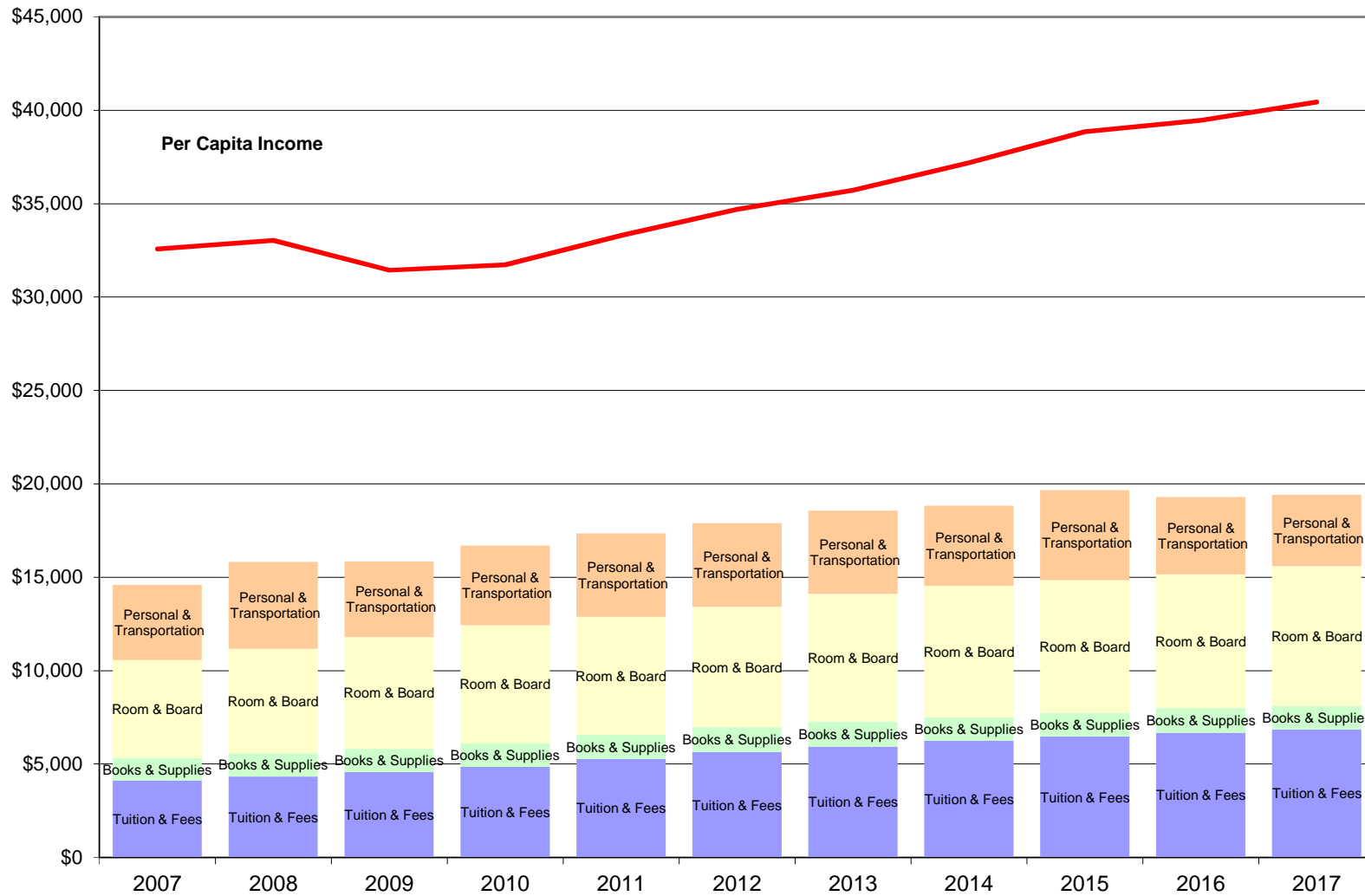
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

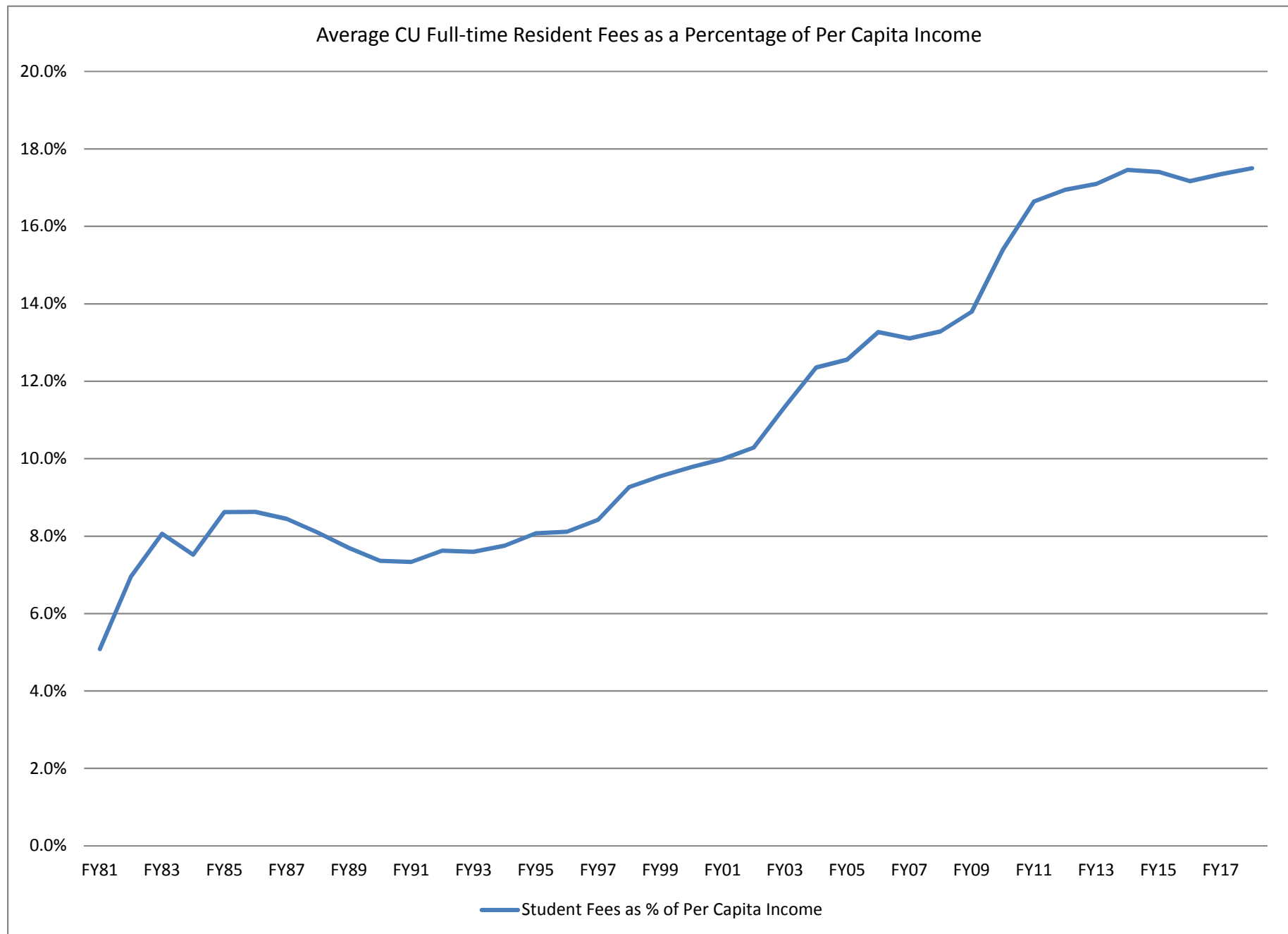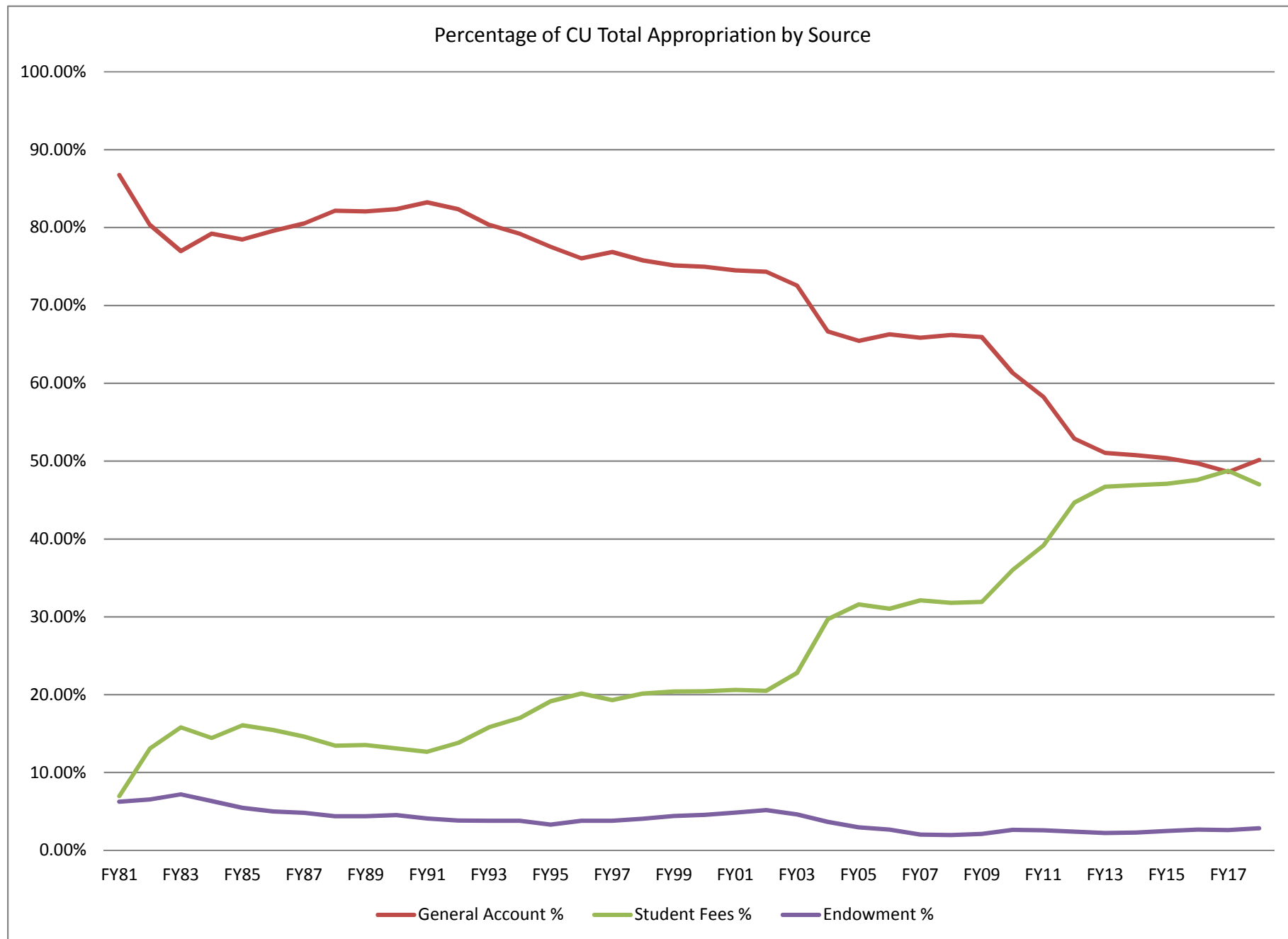# Cost to Deliver College
Idaho 4-year Institutions

Student FTE

Category	Abbreviation
Fin Aid - Financial Aid	Inst Sup - Institutional Support	PP&E - Property, Plant & Equipment	Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials	Student Serv. - Student Services	Acad. Sup. - Academic Support	Inst - Instruction

Idaho 4-year Institutions
Resident Tuition & Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year
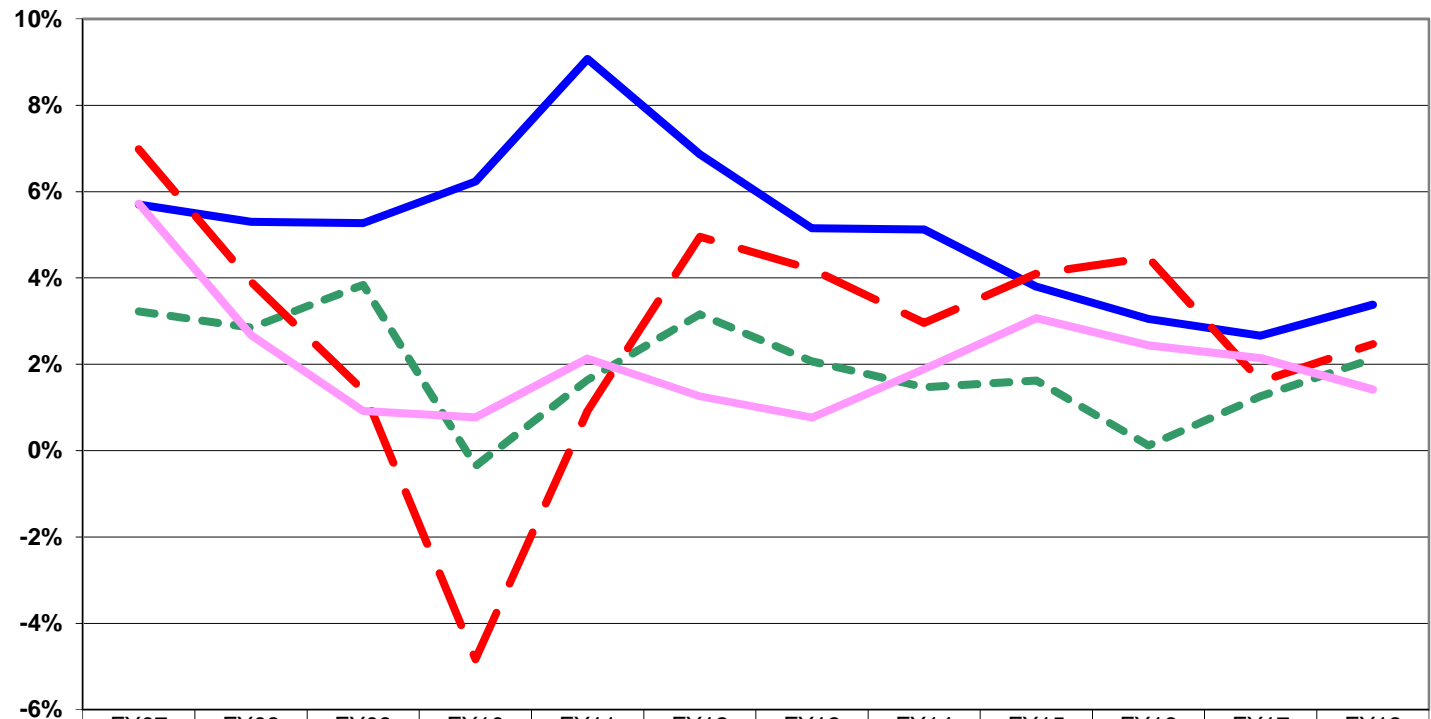
	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Resident Tuition & Fees	5.70%	5.30%	5.27%	6.23%	9.07%	6.87%	5.15%	5.12%	3.79%	3.04%	2.66%	3.38%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%
Idaho Per Capita Income	6.98%	3.91%	1.39%	-4.83%	0.92%	4.95%	4.20%	2.95%	4.10%	4.47%	1.60%	2.47%
Idaho Average Annual Wage	5.72%	2.67%	0.92%	0.77%	2.13%	1.26%	0.77%	1.89%	3.07%	2.44%	2.14%	1.42%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
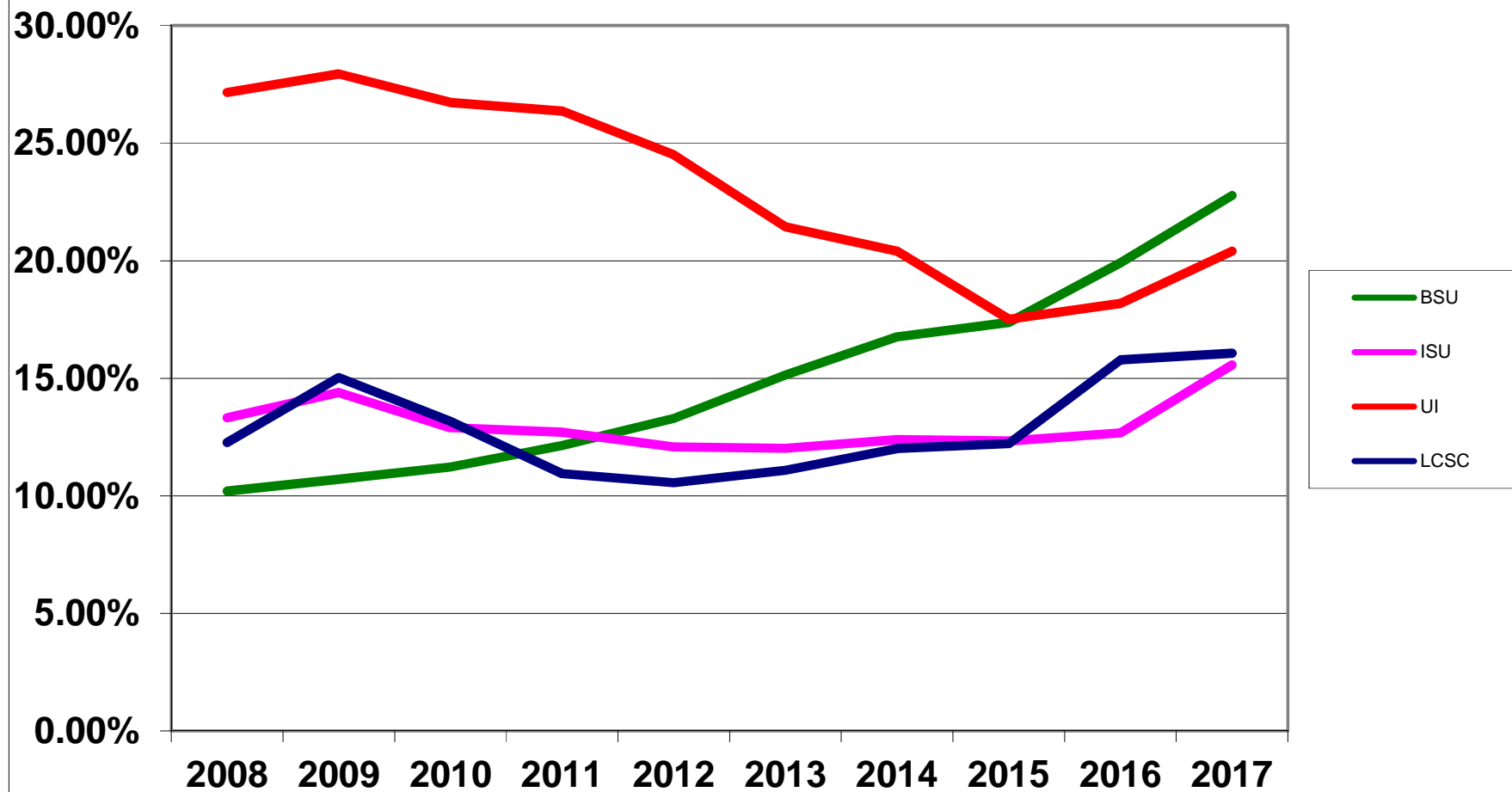Divison of Finanical Management Economic Forecast, January 2018

WORK SESSION - STUDENT FEES　　　　　　　　　　　　　　　　　　**TAB B Page 15**

Average CU Full-time Resident Fees as a Percentage of Per Capita Income

Student Fees as % of Per Capita Income

WORK SESSION - STUDENT FEES

TAB B Page 16

Percentage of CU Total Appropriation by Source

Legend: General Account %, Student Fees %, Endowment %

Idaho College and Universities
Fee and Tuition Waivers
Fiscal Year 2017

	Policy Section	BSU	ISU	UI	LCSC	Total
1 **Board Policy Tuition Waivers, Policy Section V.T.**						
2 Nonresident Graduate/Instructional Assistants	SBOE V.T.2.a	$2,762,975	$2,032,826	$5,885,549		$10,681,350
3 Nonresident Intercollegiate Athletics	SBOE V.T.2.b	$2,894,442	$2,174,908	$3,020,081	$1,402,076	$9,491,507
4 GI Bill Non-Resident Waivers	SBOE V.T.2.c	$924,490	$21,102	$673,020	$20,330	$1,638,942
5	Nonresident Fee	$14,450	$14,068	$14,808	$11,500	13,707
6 Policy: Universities - 225, LCSC 110	Equivalent FTE	200	155	204	122	173
7						
8 **Waivers Subject to 6% Limitation**	SBOE V.T.2.d	$14,126,074	$7,140,483	$5,717,998	$1,016,050	$28,000,605
9 Annual FTE	Student FTE	15,973	10,193	9,422	2,769	38,357
10	Nonresident Fee	$14,450	$14,068	$14,808	$11,500	13,707
11 Equivalent FTE Waivers subject to 6% Limitation	Equivalent FTE	6.1%	5.0%	4.1%	3.2%	5.3%
12						
13 **Other Board Policy Exchange Programs**						
14 Exchange Student Waivers (1)	SBOE V.T.2.e	$0	$93,494	$657,460	$0	$750,954
15 WICHE - Western Regional Graduate Program	SBOE V.T.2.f	$0	$860,324	$0	$0	$860,324
16 Western Undergraduate Exchange (2)	SBOE V.R.3.a.v	$13,878,209	$1,376,700	$3,026,037	$387,800	$18,668,746
17 **Total Other Board Policy Exchange Programs**		**$13,878,209**	**$2,330,518**	**$3,683,497**	**$387,800**	**$20,280,024**
18						
19 **Total Board Policy Tuition Waivers**		**$34,586,190**	**$13,699,837**	**$18,980,145**	**$2,826,256**	**$68,453,486**
20 **Other Waivers and Discounts**						
21 Staff and Spouse Fees	SBOE V.R.3.a.vi	$1,238,734	$1,831,524	$1,330,471	$151,977	$4,552,706
22 Senior Citizen Fees	SBOE V.R.3.a.vii	$495,699	$294,286	$223,775	$42,580	$1,056,340
23 Dependent Fees	SBOE V.R.3.a.vi	$641,387	$346,581	$315,925	$51,826	$1,355,719
24 In-Service Teacher Education Fee	SBOE V.R.3.a.viii	$2,299,710	$383,216	$2,050,602	$22,800	$4,756,328
25 Staff, Spouse, Dependent Fees: other Idaho institutions	SBOE V.R.3.a.vi	$22,339	$533,191	$14,910	$86,240	$656,680
26 Students attending multiple Idaho sister institutions	SBOE V.T.2.g		$3,828	$14,446		$18,274
27 Idaho National Laboratory	SBOE V.T.2.g		$40,648	$252,475		$293,123
28 BYU-UI	SBOE V.T.2.g			$23,240		$23,240
29 Integrative Graduate Ed & Research Training (IGERT)	SBOE V.T.2.g			$72,728		$72,728
30 EDA-Nez Perce Tribe	1969 approval			$0	$94,918	$94,918
31 **Total Other Waivers and Discounts**		**$4,697,869**	**$3,433,274**	**$4,298,572**	**$450,341**	**$12,880,056**
32 **Total FY17 Waivers and Discounts**		**$39,284,059**	**$17,133,111**	**$23,278,717**	**$3,276,597**	**$81,333,541**
33 FY17 Gross Student Fees		172,533,136	110,074,063	114,113,290	20,397,449	417,117,938
34 FY17 Net Student Fees from Operating Revenue per audited F/S		135,558,227	79,831,468	86,340,857	12,800,649	314,531,201
35 FY17 Scholarship Discounts & Allowances per audited F/S		23,096,700	27,912,077	24,088,936	7,209,000	82,306,713
36 Student Fee Revenue related to Exchange Program Discounts		13,878,209	2,330,518	3,683,497	387,800	20,280,024
37 Percentage of Total Gross Student Fees Waived or Discounted		22.77%	15.57%	20.40%	16.06%	19.50%
38						
39 Note: Graduate/Instructional Assistant waivers can vary among institutions due to the difference in their respective missions.						
40 (1) Includes only waivers for incoming exchange students.						
41 (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.						
42						
43 Maximum athletics waivers per Board policy	SBOE V.T.2.b	225	225	225	110	
44 10% allowance per Board policy	SBOE V.T.2.b	23	23	23	11	
45 Total athletics waivers permitted		248	248	248	121	
46 Percentage of FY17 Student FTE		1.5%	2.4%	2.6%	4.4%	

Fee Waivers and Discounts
Percentage of Gross Student Fees

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LEWIS-CLARK STATE COLLEGE

FY 2019 TUITION & FEES INFORMATION

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Lewis-Clark State College
Tuition & Fees Proposal

Proposed Changes to Student Fees

Lewis-Clark State College requests State Board approval to increase tuition and fees by no more than 4.5% for FY19 to meet institutional needs. The estimated $651,500 in tuition revenue represents $98,400 for changes in employee compensation, $403,500 in funding and enrollment changes and $149,600 for ongoing institutional needs which are currently in the prioritization process. These needs include items such as faculty promotions, increased compensation for exempt staff to meet the State's minimum salary pay grade, and a personnel reallocation supplement for a Dean of Professional Studies. The $161,500 in fee revenue represents increases in summer school operations and the technology fee.

The specific components of the proposed tuition and fee increases are as follows:

Resident Full-Time Tuition & Fees
- A 4.5% increase in full-time tuition which includes $224 (4.2%) in tuition and $60 (85.7%) in technology fees for a total increase of $284 per year. The proposed FY19 full-time tuition is $6,618 per year versus the prior year fee of $6,334.

Part-Time Tuition & Fees
- A 4.3% increase in the part-time (per credit hour) fee which includes $11 (3.9%) in tuition and $3 (70.6%) in technology fees for a total increase of $14 per credit hour. The proposed FY19 part-time fee is $338 versus the prior year fee of $324.
- A 4.3% increase in the summer (per credit hour) fee or $8.50 (4.0%) in tuition, $2.50 (2.5%) for the Summer School Operations activity fee, and $3 (70.6%) in technology fees for a total increase of $14 per credit hour. The proposed FY19 summer fee is $338 versus the prior year fee of $324.

Fees Detail

Facilities Fee
The College is not requesting an increase to the facility fee for FY19.

Activity Fees
The College is requesting a $4 decrease in the Associated Student Body activity fee and a $3 decrease in the Resident Halls Operations activity fee for full-time students. These reductions are offset with a $3 increase in Scholarships and a $4 increase in the Student Programming activity fee. The net difference in full-time Activity fees from these adjustments is $0. The summer term $2.50 per credit hour increase in the Summer School Operations activity fee will support ongoing operational costs.

Technology Fee
The current technology fee is $70 per year and the revenue from this fee goes towards covering student computer labs, a pay for print system, and the campus enterprise resource planning system. The technology fee has not been increased in ten years. The requested $30 per semester ($60 per year) increase for full-time students and $3 per credit hour for part-time students will provide the revenue necessary for the rising cost of technology and software maintenance contracts.

Non-Resident Tuition
- A $542 (4.5%) increase in non-resident tuition per year. The proposed FY19 non-resident tuition is $12,618 per year versus the prior year fee of $12,076.
  - This increase combined with the additional resident full-time tuition will bring the total FY19 full-time non-resident tuition and fee package to $19,236 versus the prior year at $18,410.
- A $166 (4.5%) increase in Asotin County non-resident tuition per year. The proposed FY19 Asotin County non-resident tuition is $3,874 per year versus the prior year fee of $3,708.
  - This increase combined with the additional resident full-time tuition will bring the total FY19 full-time Asotin County non-resident tuition and fee package to $10,492 versus the prior year at $10,042.

LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2019
Annual Full-Time Fees and Part-Time Credit Hours Fees

		Bd	FY18	FY19		Requested	
	Student Fees:	Appv	Fees	Initial Notice	FY19 Fees	Change	% Chg.
1	**Full-time Fees:**						
2	Tuition	**	$5,278.00	$5,502.00	$5,502.00	$224.00	4.2%
3	Technology Fee	**	70.00	130.00	130.00	60.00	85.7%
4	Facilities Fees	**	155.00	155.00	155.00	0.00	0.0%
5	Student Activity Fees (Note A)	**	831.00	831.00	831.00	0.00	0.0%
6	**Total Full-time Fees**		$6,334.00	$6,618.00	$6,618.00	$284.00	4.5%
7							
8	**Part-time Credit Hour Fees:**						
9	Tuition	**	$283.75	$294.75	$294.75	$11.00	3.9%
10	Technology Fee	**	4.25	7.25	7.25	3.00	70.6%
11	Facilities Fees	**	5.00	5.00	5.00	0.00	0.0%
12	Student Activity Fees (Note A)	**	31.00	31.00	31.00	0.00	0.0%
13	**Total Part-time Cr Hr Fees**		$324.00	$338.00	$338.00	$14.00	4.3%
14							
15	**Summer Fees: (eff. Summer 2018)**						
16	Tuition	**	$210.75	$219.25	$219.25	$8.50	4.0%
17	Technology Fee	**	4.25	7.25	7.25	3.00	70.6%
18	Facilities Fees	**	5.00	5.00	5.00	0.00	0.0%
19	Student Activity Fees (Note A)	**	104.00	106.50	106.50	2.50	2.4%
20	**Total Summer Cr Hr Fees**		$324.00	$338.00	$338.00	$14.00	4.3%
21							
22	**Other Student Fees:**						
23	Nonresident Tuition:						
24	Nonres Tuition	**	$12,076.00	$12,618.00	$12,618.00	$542.00	4.5%
25	Nonres Tuition-Asotin County	**	$3,708.00	$3,874.00	$3,874.00	$166.00	4.5%
26	Professional Fees:						
27	None						
28	Other Fees:						
29	Western Undergrad Exchge	**	$3,167.00	$3,309.00	$3,309.00	$142.00	4.5%
30	In-service Fees/Cr Hr - Undergrad	**	$114.00	$122.00	$122.00	$8.00	7.0%
31	Overload (20 cr. or more)	**	$324.00	$338.00	$338.00	$14.00	4.3%
32							
33							
34							
35							
36	Change to Fees:						
37	Includes a $30 increase in the per-semester technology fee ($60 annually), in order to fund software						
38	maintenance increases for the campus enterprise resource planning system.						
39	Also includes a reallocation of existing fees to support student programming and scholarships.						

Full- & part-time fees are effective Fall Semester 2018. Summer fees are effective Summer 2019.

LEWIS-CLARK STATE COLLEGE
Potential Student Fee Revenue Changes for FY 2018
Due to Enrollment and Fee Changes

| | | Projected HC/SCH Count | | Potential Revenue Generated | | | | | |
| | | | | Changes due to Count | | Fee Changes | | Total Rev Chge | |
Student Fees:		FY18	FY19	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**		-1.9%						
2	Tuition	2,040	2,002	($200,600)		$448,400		$247,800	
3	Technology Fee	2,040	2,002		(2,700)		120,100		$117,400
4	Facilities Fees	2,040	2,002		(5,900)		0		($5,900)
5	Student Activity Fees	2,040	2,002		(31,600)		0		($31,600)
6	**Total Full-time Fees**			($200,600)	($40,200)	$448,400	$120,100	247,800	79,900
7									
8	**Part-time Credit Hour Fees:**		-3.4%						
9	Tuition	11,100	10,718	($108,400)		$117,900		$9,500	
10	Technology Fee	11,100	10,718		(1,600)		32,200		$30,600
11	Facilities Fees	11,100	10,718		(1,900)		0		($1,900)
12	Student Activity Fees	11,100	10,718		(11,800)		0		($11,800)
13	**Total Part-time Cr Hr Fees:**			($108,400)	($15,300)	$117,900	$32,200	9,500	16,900
14									
15	**Summer Credit Hour Fees:**		0.0%						
16	Tuition	1,662	1,662	$108,100 (1)		$14,100		$122,200	
17	Technology Fee	1,662	1,662		0		5,000		$5,000
18	Facilities Fees	1,662	1,662		0		0		$0
19	Student Activity Fees	1,662	1,662		0		4,200		$4,200
20	**Total Summer Cr Hr Fees**			$108,100	$0	$14,100	$9,200	$122,200	$9,200
21									
22	**Other Student Fees:**								
23	Nonresident Tuition:		-12%						
24	Nonres Tuition	100	89	($138,900)		$48,000		($90,900)	
25	Nonres Tuition-Asotin County	100	90	(37,100)		14,900		($22,200)	
26	Professional Fees:		-10%						
27	None								
28	Other Fees:		-19%						
29	Western Undergrad Exchge	45	36	(26,900)		5,100		($21,800)	
30	In-service Fees/Cr Hr - Undergrad	255	272	1,900		2,200		$4,100	
31	Overload (20 cr. or more)	66	67	300		900		$1,200	
32	**Total Other Student Fees**			($200,700)	$0	$71,100	$0	($129,600)	$0
33									
34	**Total Additional Student Fee Revenue**			($401,600)	($55,500)	$651,500	$161,500	$249,900	$106,000

35

36 <u>Change to Fees:</u>

37 Includes a $30 increase in the per-semester technology fee ($60 annually), in order to fund software

38   maintenance increases for the campus enterprise resource planning system.

39 Also includes a reallocation of existing fees to support student programming and scholarships.

40

41

42   **Full- & part-time fees are effective Fall Semester 2018. Summer fees are effective Summer 2019.**

43

44 (1) FY18 summer tuition was offered at a discounted rate, the FY19 projected tuition increase

    reflects the non-discounted rate.

Lewis-Clark State College
Preliminary FY19 Student Tuition Needed

				Proposed	Tuition & Fees		Tuition Only	
					4.5%		4.2%	increase in full-time fee tuition
					4.3%		3.9%	increase in part-time fee tuition
					4.5%		4.5%	increase in nonresident tuition

Tuition Side Only	CEC & Health Benefits	Funding & Enrollment Changes	Ongoing Institutional Needs	Total	% Increase	
NON-CEC DECISION UNITS						
10.11 Change in Health Benefit Costs	(254,300)			$ (254,300)	-1.64%	Tuition relief for health insurance decrease
10.12 Change in Variable Benefit Costs	12,000			$ 12,000	0.08%	Tuition burden for variable benefits increase
10.21 General Inflation Adjustment				$ -	0.00%	
10.25 Inflationary Adjustment - Library				$ -	0.00%	
10.31 Repair, Replacement				$ -	0.00%	
CEC DECISION UNITS				$ -	0.00%	
10.61 Salary Multiplier Regular Employees	340,700			$ 340,700	2.20%	Tuition burden for 3% CEC on regular positions
10.62 Salary Multiplier Group and Temporary				$ -	0.00%	
10.67 Comp Schedule Pay Structure Adjustment				$ -	0.00%	
10.71 EWA		75,700		$ 75,700	0.49%	EWA Adjustment for decline in credit hours (2.21.18)
ENROLLMENT CHANGES				$ -	0.00%	
Enrollment Decline		401,600		$ 401,600	2.59%	
OTHER ITEMS				$ -	0.00%	
FY19 Increase in Endowment		(73,800)		$ (73,800)	-0.48%	
Prioritized Institutional Needs			62,764 (1)	$ 62,764	0.40%	Currently in the prioritization process
Software Maintenance Increases			10,500	$ 10,500	0.07%	
Professional Studies Dean			7,301	$ 7,301	0.05%	Supplementary for reallocation of existing position
Exempt Staff Minimum Salary			2,534	$ 2,534	0.02%	
Faculty Promotions			66,501	$ 66,501	0.43%	FY19 faculty promotions (Salary $55k + Fringe)
TOTAL TUITION NEED	$ 98,400	$ 403,500	$ 149,600	$ 651,500	4.20%	

% TUITION NEED (no fees)	0.63%	2.60%	0.96%		4.20%	F/T 4.2%, P/T 3.9%, and Non-Resident 4.5%

TOTAL FUNDING PROVIDED FROM TUITION INCR.		$651,500

|		
TOTAL FUNDING OVER/(UNDER) TOTAL NEED		*$0*

(1) Currently in the prioritization process; Cybersecurity, capital outlay, and institutional operations are being reviewed.

LEWIS-CLARK STATE COLLEGE

4-year History of Board Approved Fees plus FY19 Requested Fees
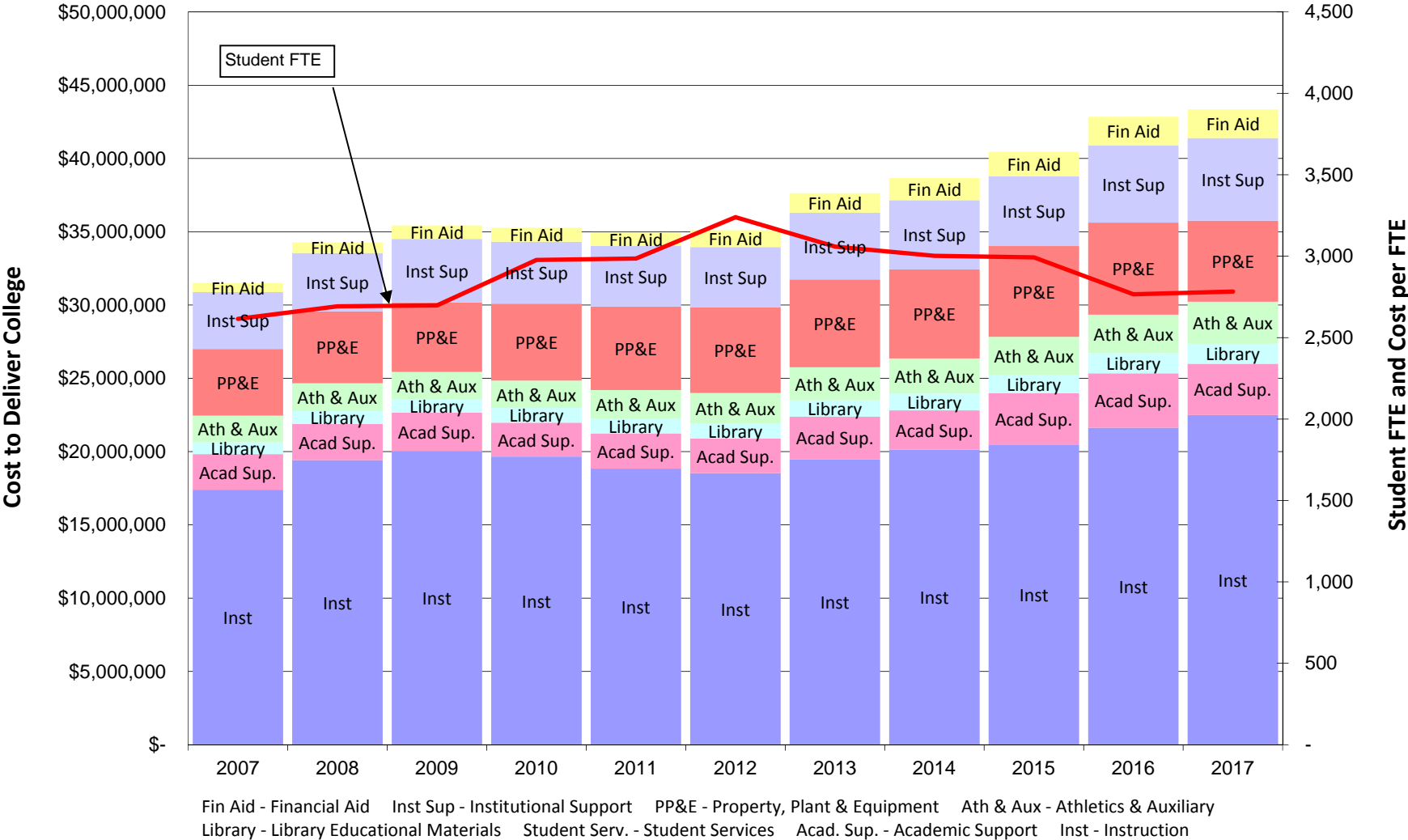**Annual Full-Time Fees and Part-Fime Credit Hours Fees**

Student Fees:	FY 2015	FY 2016	FY 2017	FY 2018	Request FY 2019	5-Year Increase	% Increase
1 **Full-time Fees**							
2 Tuition (Unrestricted)	$ 4,676.00	$ 4,776.00	$ 5,100.00	$ 5,278.00	$ 5,502.00	$ 826.00	17.7%
3 Technology Fee	70.00	70.00	70.00	70.00	130.00	60.00	85.7%
4 Facilities Fees	468.00	468.00	155.00	155.00	155.00	(313.00)	-66.9%
5 Student Activity Fees	686.00	686.00	795.00	831.00	831.00	145.00	21.1%
6 **Total Full-time Fees**	$ 5,900.00	$ 6,000.00	$ 6,120.00	$ 6,334.00	$ 6,618.00	$ 718.00	12.2%
7 Percentage Increase	2.0%	1.7%	2.0%	3.5%	4.5%		
8							
9 **Part-time Credit Hour Fees**							
10 Education Fee	$ 257.00	$ 262.00	$ 272.75	$ 283.75	$ 294.75	$ 37.75	14.7%
11 Technology Fee	4.25	4.25	4.25	4.25	7.25	3.00	70.6%
12 Facilities Fees	13.75	13.75	5.00	5.00	5.00	(8.75)	-63.6%
13 Student Activity Fees	27.00	27.00	31.00	31.00	31.00	4.00	14.8%
14 **Total Part-time Cr Hr Fees**	$ 302.00	$ 307.00	$ 313.00	$ 324.00	$ 338.00	$ 36.00	11.9%
15							
16 **Summer Credit Hour Fees**							
17 Education Fee	$ 205.10	$ 210.10	$ 199.75	$ 210.75	$ 219.25	$ 14.15	6.9%
18 Technology Fee	4.25	4.25	4.25	4.25	7.25	3.00	70.6%
19 Facilities Fees	13.75	13.75	5.00	5.00	5.00	(8.75)	-63.6%
20 Student Activity Fees	78.90	78.90	104.00	104.00	106.50	27.60	35.0%
21 **Total Summer Cr Hr Fees**	$ 302.00	$ 307.00	$ 313.00	$ 324.00	$ 338.00	$ 36.00	11.9%
22							
23 **Other Student Fees**							
24 Nonresident Tuition:							
25 Nonres Tuition	$10,518.00	$11,000.00	$11,500.00	$ 12,076.00	$ 12,618.00	$ 2,100.00	20.0%
26 Nonres Tuition-Asotin County	$ 3,232.00	$ 3,380.00	$ 3,532.00	3,708.00	3,874.00	$ 642.00	19.9%
27 Other Fees:							
28 Western Undergrad Exchge	$ 2,950.00	$ 3,000.00	$ 3,060.00	3,167.00	3,309.00	359.00	12.2%
29 In-service Fees/Cr Hr - Undergrad	$ 103.00	$ 106.00	$ 110.00	$ 114.00	$ 122.00	$ 19.00	18.4%
30 Overload (20 cr. or more)	$ 302.00	$ 307.00	$ 313.00	$ 324.00	$ 338.00	$ 36.00	11.9%

Cost of Attending College vs. Per Capita Income
## Lewis-Clark State College
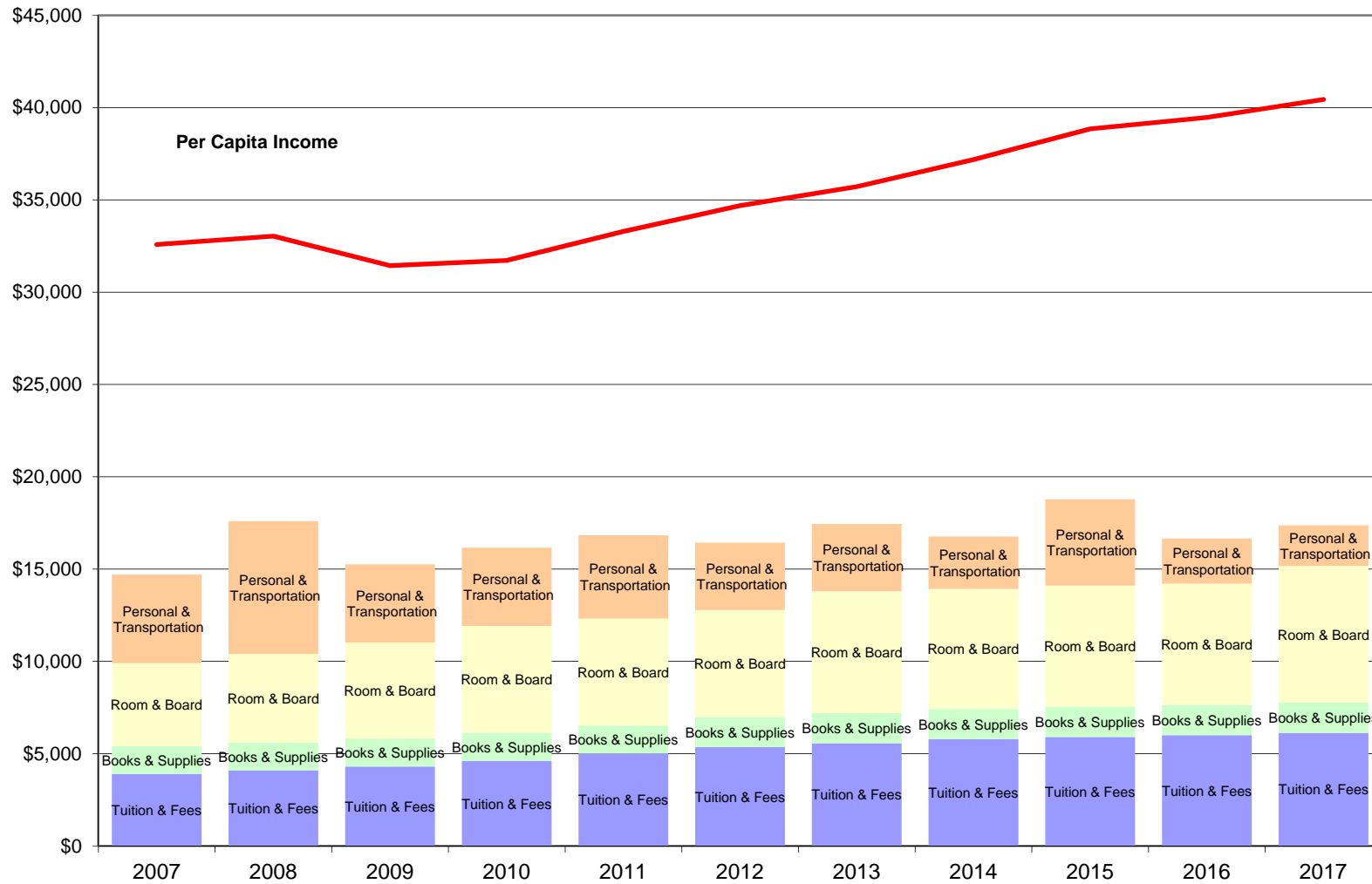
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

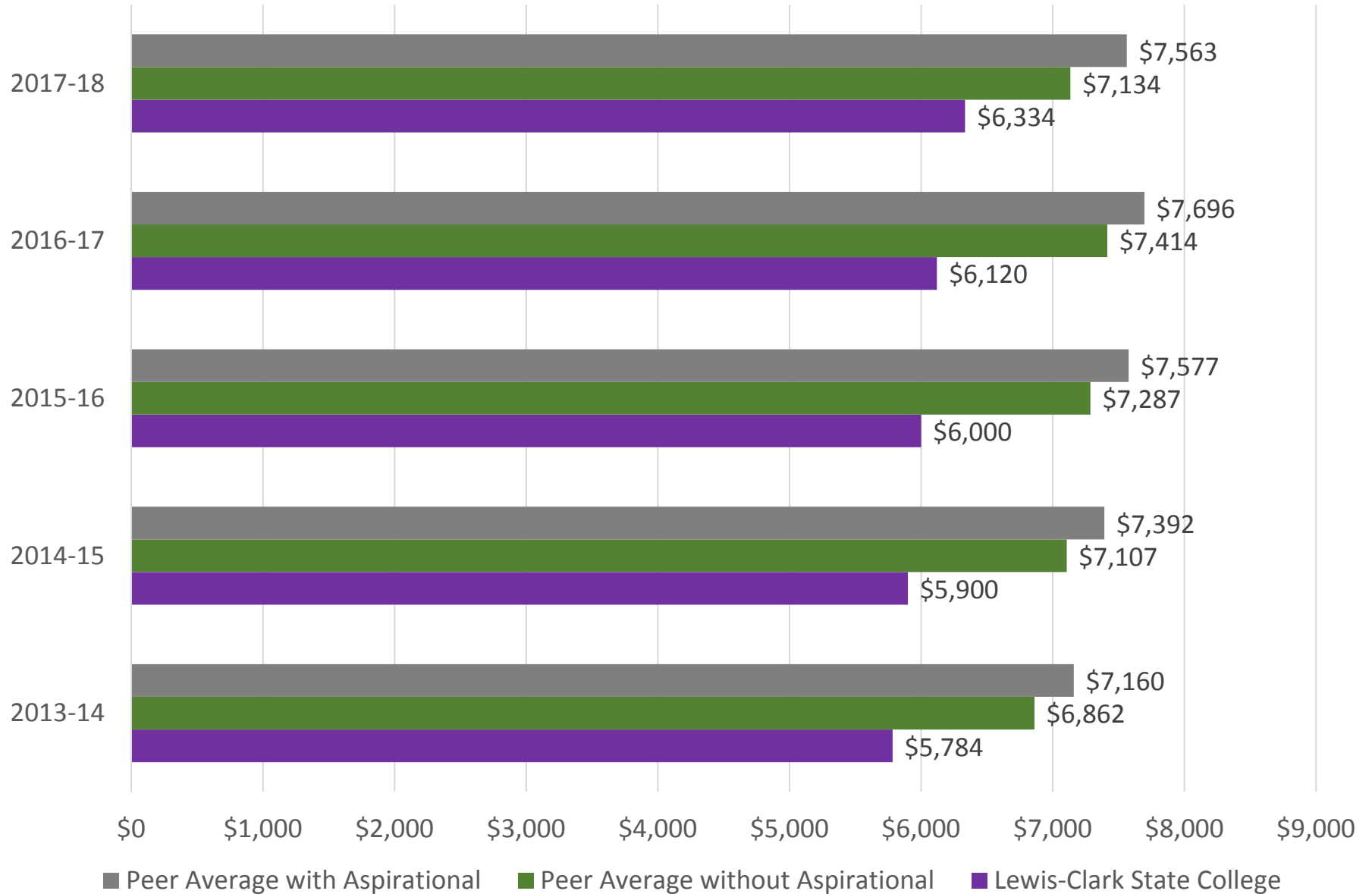# Cost to Deliver College
Lewis-Clark State College

Student FTE

Legend:
Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

Lewis-Clark State College
Resident Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year
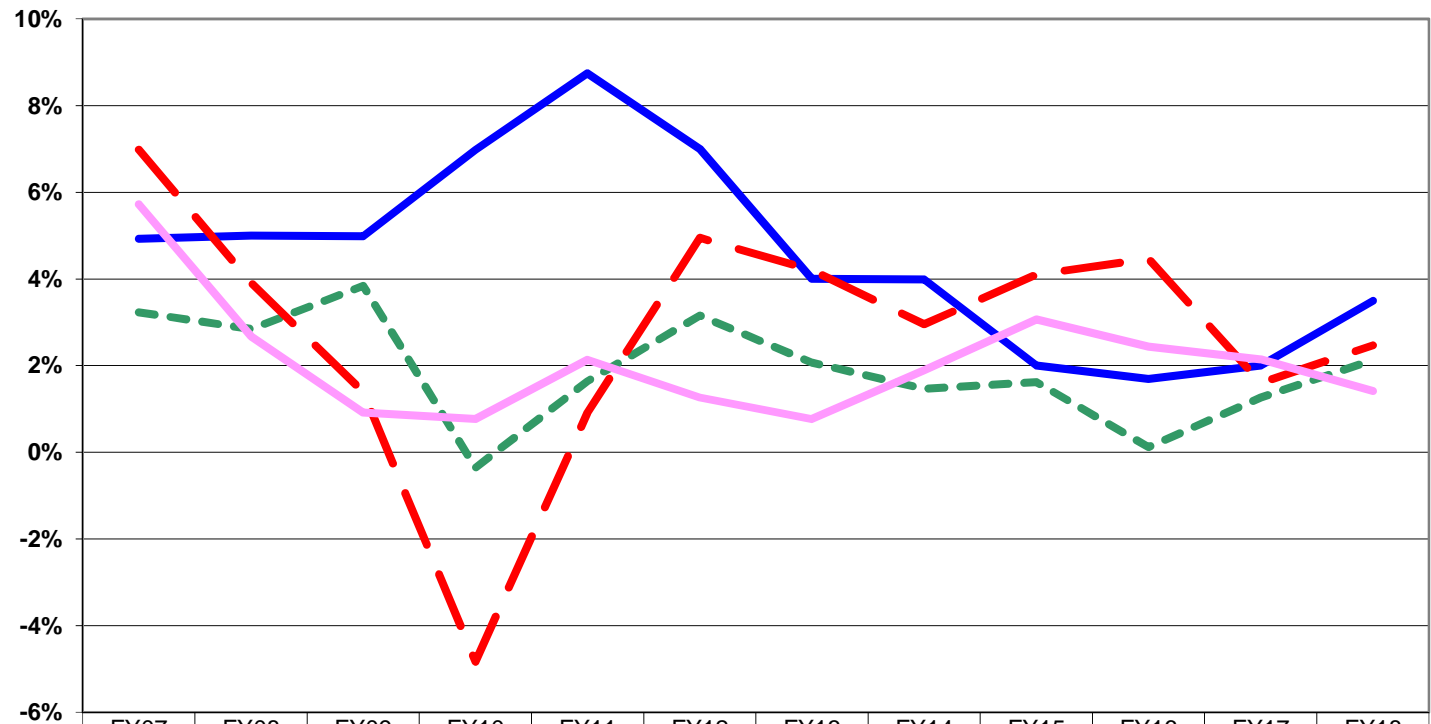
	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Resident Fees	4.93%	5.00%	4.99%	6.98%	8.75%	7.00%	4.00%	3.99%	2.01%	1.69%	2.00%	3.50%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%
Idaho Per Capita Income	6.98%	3.91%	1.39%	-4.83%	0.92%	4.95%	4.20%	2.95%	4.10%	4.47%	1.60%	2.47%
Idaho Average Annual Wage	5.72%	2.67%	0.92%	0.77%	2.13%	1.26%	0.77%	1.89%	3.07%	2.44%	2.14%	1.42%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2018

Lewis-Clark State College

2017-18	Peer Average with Aspirational	$7,563
	Peer Average without Aspirational	$7,134
	Lewis-Clark State College	$6,334
2016-17	Peer Average with Aspirational	$7,696
	Peer Average without Aspirational	$7,414
	Lewis-Clark State College	$6,120
2015-16	Peer Average with Aspirational	$7,577
	Peer Average without Aspirational	$7,287
	Lewis-Clark State College	$6,000
2014-15	Peer Average with Aspirational	$7,392
	Peer Average without Aspirational	$7,107
	Lewis-Clark State College	$5,900
2013-14	Peer Average with Aspirational	$7,160
	Peer Average without Aspirational	$6,862
	Lewis-Clark State College	$5,784

■ Peer Average with Aspirational   ■ Peer Average without Aspirational   ■ Lewis-Clark State College

UNIVERSITY OF IDAHO

FY 2019 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 Students 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. A public meeting of the DSAFC was held on January 25, 2018 with each unit requesting an increased or new fee presenting their request.

The DSAFC committee met several times in February to discuss the fee requests from each unit as well as to review existing activity fees. A comprehensive activity fee proposal was developed by student leaders and presented to executive leadership on February 26th. 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 7th as required by Board policy. The period of public comment is open until April 17th and will include a public presentation and open forum on proposed student fees on April 5th. 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 5th open forum will be available.

Fee Request Overview

The University of Idaho respectfully requests an increase in full-time student tuition and fees of $452 from $7,488 per year in FY18 to $7,940 per year in FY19, combined with an increase to the additional full-time non-resident tuition from $16,324 to $17,786 per year. This will bring the total full-time non-resident tuition and fee package to $25,726 per year. It is the University's intent to hold the total full-time non-resident tuition and fee package at $25,726 for FY19. Therefore, if the full-time tuition and fees are approved at an amount less than the above $7,940, the University requests approval to increase the additional non-resident tuition to keep the total package amount at $25,726. Undergraduate part-time student tuition and fees for academic year participation are increasing from $374 in FY18 to $397 per credit in FY19 and summer rates for the summer of 2019 (FY20) are increasing from $374 to $397 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 $1,376 to $1,488 thereby increasing the total resident graduate package from $8,864 in FY18 to $9,428 in FY19 (an increase of 6.4%).

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 the 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 $410.08 per full-time student per year.

Facilities Fee

The University of Idaho is not requesting an increase to the facility fee for FY19.

Technology Fee

The University of Idaho is not requesting an increase to the technology fee for FY19.

Dedicated Activity Fees

The University of Idaho is requesting an increase of $41.92 per full-time student per year in activity fees for FY19. The Dedicated Student Activity Fee Committee recommended $9.54 to cover the impact of the potential 3% Change in Employee Compensation for Student Government, Office of Multicultural Affairs, Media Administration, Athletic Training Services, Campus Recreation, Idaho Commons/Pitman Center, Counseling and Testing Center, Intercollegiate Athletics, LGBTQA, Spirit Squad, Alcohol Education, Violence Prevention, Early Childhood Center, Student Athlete Support Services and

Women's Center. The remaining increases include funding for programmatic and other needs in Student Government, Outdoor Programs, Tutoring and College Success, Undergraduate Research Office, Office of Multicultural Affairs, Campus Recreation, Intercollegiate Athletics, LGBTQA, Native American Center, Spirit Squad, Student Alumni Relations Board, Counseling and Testing Center, Student Athlete Support Services, and Women's Center, as well as a new fee for Veteran and Military Family Services.

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 FY19.

Professional and Self-Support Fees

The University of Idaho is requesting increases to the following professional and self-support fees:

- Law Professional Fee: increase of $750 or 6.9%

- McCall Outdoor Science School (MOSS) Environmental Education and Science Communication Self-Support Program Fee: Increase of $626 or 4.0%

- McCall Outdoor Science School (MOSS) Master of Natural Resources Self-Support Program Fee: increase of $792 or 4.0%

Additional information regarding each of these increases can be found in the support letters included in the agenda materials.

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UNIVERSITY OF IDAHO
Changes to Student Fees for FY 2019
Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	Bd Appv	FY18 Fees	FY19 Initial Notice	Requested FY19 Fees	Change	% Chg.
1	**Full-time Fees:**						
2	Tuition	**	$ 5,444.36	$ 6,002.44	$ 5,854.44	$410.08	7.5%
3	Technology Fee	**	165.40	165.40	165.40	0.00	0.0%
4	Facilities Fees	**	791.62	791.62	791.62	0.00	0.0%
5	Student Activity Fees	**	1,086.62	1,128.54	1,128.54	41.92	3.9%
6	**Total Full-time Fees (See Note A)**		7,488.00	8,088.00	7,940.00	452.00	6.0%
7							
8	**Part-time Credit Hour Fees:**						
9	Undergraduate Tuition	**	$ 328.50	$ 358.50	$ 351.50	$23.00	7.0%
10	Undergraduate Fees	**	45.50	45.50	45.50	0.00	0.0%
11	**Total Part-time Cr Hr Fees: ***		$374.00	$404.00	$397.00	$23.00	6.1%
12							
13	**Other Student Fees:**						
14	Academic Year Graduate Fees:						
15	Full-Time Tuition	**	$ 5,444.36	$ 6,002.44	$ 5,854.44	$410.08	7.5%
16	Full-Time Grad Fee	**	1,376.00	1,488.00	1,488.00	$112.00	8.1%
17	Full-Time Other Fees	**	2,043.64	2,085.56	2,085.56	41.92	2.1%
18	Part-Time Tuition	**	$ 370.50	$ 403.50	$ 395.50	$25.00	6.7%
19	Part-Time Grad Fee	**	76.00	83.00	83.00	$7.00	9.2%
20	Part-Time Other Fees	**	45.50	45.50	45.50	0.00	0.0%
21	Nonresident Tuition (See Notes A & B)						
22	Full-Time Tuition (UG & GR)	**	$16,324.00	$ 17,638.00	$17,786.00	$1,462.00	9.0%
23	Part-Time Undergrad Tuition	**	817.00	882.00	889.00	$72.00	8.8%
24	Part-Time Grad Tuition	**	907.00	980.00	988.00	$81.00	8.9%
25	Other Fees:						
26	Overload Fee (>20 credits)	**	$ 328.50	$ 358.50	$ 351.50	$23.00	7.0%
27	Western Undergrad Exchge	**	3,744.00	4,044.00	3,970.00	$226.00	6.0%
28	In-service Fees/Cr Hr - UG	**	$114.00	$122.00	$122.00	$8.00	7.0%
29	In-service Fees/Cr Hr - UG Summe	**	$114.00	$122.00	$122.00	$8.00	7.0%
30	In-service Fees/Cr Hr - Grad	**	$143.00	$156.00	$156.00	$13.00	9.1%
31	In-service Fees/Cr Hr - Grad Sumr	**	$143.00	$156.00	$156.00	$13.00	9.1%
32	Professional Fees:						
33	Law College FT	**	$10,884.00	$ 11,634.00	$11,634.00	$750.00	6.9%
34	Law College PT	**	605.00	646.00	646.00	$41.00	6.8%
35	Law College PT Summer	**	605.00	646.00	646.00	$41.00	6.8%
36	Art & Architecture FT UG & GR	**	$ 1,302.00	$ 1,302.00	$ 1,302.00	$0.00	0.0%
37	Art & Architecture PT Undergrad	**	65.00	65.00	65.00	$0.00	0.0%
38	Art & Architecture PT Summer UG	**	65.00	65.00	65.00	$0.00	0.0%
39	Art & Architecture PT Grad	**	72.00	72.00	72.00	$0.00	0.0%
40	Art & Architecture PT Summer GR	**	72.00	72.00	72.00	$0.00	0.0%
41	Summer Session (2016)						
42	Part-Time Undergrad Tuition	**	$ 328.50	$ 358.50	$ 351.50	$23.00	7.0%
43	Part-Time Grad Tuition	**	370.50	403.50	395.50	$25.00	6.7%
44	Part-Time Grad Fee	**	76.00	83.00	83.00	$7.00	9.2%
45	Part-Time Other Fees (UG & GR)	**	45.50	45.50	45.50	0.00	0.0%
46	Self-Support Program Fees:						
47	Executive MBA (2 years)		$44,100.00	$ 44,100.00	$44,100.00	$0.00	0.0%
48	Professional Practices Doctorate (3 yrs)		30,000.00	30,000.00	30,000.00	0.00	0.0%
49	Masters of Science Athletic Trainng (1 yr)		22,434.00	22,434.00	22,434.00	0.00	0.0%
50	Doctorate Athletic Training (1 yr)		19,941.00	19,941.00	19,941.00	0.00	0.0%
51	MOSS Environmental Ed Grad Pgr	**	15,656.00	16,282.00	16,282.00	626.00	4.0%
52	MOSS MNR Env Ed/Sci Comm (1	**	19,804.00	20,596.00	20,596.00	792.00	4.0%
53	Doctorate Higher Ed Leadership (4 yrs)		36,000.00	36,000.00	36,000.00	0.00	0.0%
54	New Student Orientation (See Note C)		$100.00	$100.00	$100.00	0.00	0.0%
55							
56							
57							

58 Note A: The university is requesting a total package for non-resident undergraduate students of $25,726 per academic year. Therefore if the
59 resident tuition and fee package is approved at lower than $7,940 the non-resident fee will be increased to maintain the $25,726 total
60 package.

61
62 Note B: The university charges a separate one-time $100 fee charged only to first time undergraduate students.

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UNIVERSITY OF IDAHO

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

		Projected HC/SCH Count		Potential Revenue Generated					
				Changes due to Count		Fee Changes		Total Rev Chge	
Student Fees:		FY18	FY19	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**								
2	Tuition	6,671	6,575	($525,900)		$2,696,100		$2,170,200	
3	Technology Fee	6,671	6,575		(16,000)		0		($16,000)
4	Facilities Fees	6,671	6,575		(76,500)		0		($76,500)
5	Student Activity Fees	6,671	6,575		(105,000)		275,600		$170,600
6	**Total Full-time Fees**			($525,900)	($197,500)	$2,696,100	$275,600	2,170,200	78,100
7									
8	**Part-time Credit Hour Fees:**								
9	Undergraduate Tuition	4,255	5,105	$279,100		$117,400	$0	$396,500	
10	Undergraduate Fees	4,255	5,105		38,700		0		$38,700
11	**Total Part-time Cr Hr Fees:**			$279,100	$38,700	$117,400	$0	396,500	38,700
12									
13	**Other Student Fees:**								
14	Academic Year Graduate Fees:								
15	Full-Time Tuition	770	808	$205,700		$331,300		$537,000	$0
16	Full-Time Grad Fee	770	808	52,000		90,500		$142,500	$0
17	Full-Time Other Fees	770	808		77,200		33,900	$0	$111,100
18	Part-Time Tuition	3,708	4,144	161,400		103,600		$265,000	$0
19	Part-Time Grad Fee	3,708	4,144	33,100		29,000		$62,100	$0
20	Part-Time Other Fees	3,708	4,144		19,800		0	$0	$19,800
21	Nonresident Tuition								
22	Full-Time Tuition (UG & GR)	1,326	1,093	($3,799,200)		$1,598,000		($2,201,200)	$0
23	Part-Time Undergrad Tuition	652	733	65,900		52,800		$118,700	$0
24	Part-Time Grad Tuition	820	1,109	262,000		89,800		$351,800	$0
25	Other Fees:								
26	Overload Fee (>20 credits)	103	76	($9,000)		$1,700		($7,300)	$0
27	Western Undergrad Exchge	489	629	524,200		142,200		$666,400	$0
28	In-service Fees/Cr Hr - UG	17	32	1,700		300		$2,000	$0
29	In-service Fees/Cr Hr - UG Summe	7	2	(600)		0		($600)	$0
30	In-service Fees/Cr Hr - Grad	915	924	1,300		12,000		$13,300	$0
31	In-service Fees/Cr Hr - Grad Summ	649	528	(17,300)		6,900		($10,400)	$0
32	Professional Fees:								
33	Law College FT	281	294		$141,500		$220,500	$0	$362,000
34	Law College PT	32	78		27,800		3,200	$0	$31,000
35	Law College PT Summer	291	326		21,200		13,400	$0	$34,600
36	Art & Architecture FT UG & GR	524	510		(18,800)		0	$0	($18,800)
37	Art & Architecture PT Undergrad	209	197		(800)		0	$0	($800)
38	Art & Architecture PT Summer UG	377	390		800		0	$0	$800
39	Art & Architecture PT Grad	69	42		(1,900)		0	$0	($1,900)
40	Art & Architecture PT Summer GR	125	119		(400)		0	$0	($400)
41	Summer Session:								
42	Part-Time Undergrad Tuition	9,584	8,359	($402,400)		$192,300		($210,100)	$0
43	Part-Time Grad Tuition	2,605	2,656	18,900		66,400		$85,300	$0
44	Part-Time Grad Fee	2,605	2,656	3,900		18,600		$22,500	$0
45	Part-Time Other Fees (UG & GR)	12,189	11,015		(53,400)		0	$0	($53,400)
46	**Total Other Student Fees**			($2,898,400)	$213,000	$2,735,400	$271,000	($163,000)	$484,000
47	**Total Additional Student Fee Revenue**			($3,145,200)	$54,200	$5,548,900	$546,600	$2,403,700	$600,800

		G.E. Summary
48		
49		**G.E. Summary**
50	**Total Revenue Increase/(Decrease)**	**$2,403,700**
51	Less Summer 2018 and Distributed	$98,000
52	Central Academic Year (FY18)	$ 2,501,700
53	Plus Summer 2017 and Other/Misc	(35,100)
54	Total Central Tuition Revenue over FY17 Bud.	**$ 2,466,600**

55
56
57
58

59 The count figures indicate changes between FY18 budget and FY19 projections and therefore take into
60 consideration the impact of FY18 actuals as well as anticipated changes for FY19. The revenues shown under
61 Changes Due to Count and Fee Changes reflect net revenues.

62
63

University of Idaho
FY2019 Comparative Scenarios for Tuition

	COVERS: WUE Policy Change / Enrollment / CEC	COVERS: WUE Policy Change / Enrollment / CEC / Promotions	COVERS: WUE Policy Change / Enrollment / CEC / Promotions / Inflation	PROPOSED COVERS: WUE Policy Change / Enrollment / CEC / Promotions / Inflation / Other	% Increase
NEEDS:					
WUE Impact (expanding to all WICHE states) *	$ 2,358,800	$ 2,358,800	$ 2,358,800	$ 2,358,800	3.2%
Enrollment Impact (non-WUE)	786,400	786,400	786,400	786,400	1.1%
Change in Employee Compensation (CEC)	1,286,900	1,286,900	1,286,900	1,286,900	1.7%
Faculty Promotions		175,100	175,100	175,100	0.2%
Inflation - Contract Increases, IT, Utilities			421,600	421,600	0.6%
Estimated Cost to Raise Athletics to the Cap				124,600	0.2%
Scholarship Funding				122,600	0.2%
Library Inflation				336,000	0.4%
TOTAL NEED COVERED BY TUITION:	$ 4,432,100	$ 4,607,200	$ 5,028,800	$ 5,612,000	7.5%
UNFUNDED OR COVERED BY OTHER SOURCES:	1,179,900	1,004,800	583,200	-	-
TOTAL NEED:	$ 1,179,900	$ 1,004,800	$ 583,200	$ -	0.0%
TUITION ONLY RATE INCREASES:				Proposed Rates	Proposed Rates
FT Undergraduate Resident	4.7%	5.1%	6.1%	7.5%	7.5%
FT Graduate Fee	8.1%	8.1%	8.1%	8.1%	8.1%
FT Non-Resident	9.9%	9.8%	9.4%	9.0%	9.0%
TUITION & FEE PACKAGE INCREASES:					
FT Undergraduate Resident	4.0%	4.3%	5.0%	6.0%	6.0%
FT Undergraduate Non-Resident	8.0%	8.0%	8.0%	8.0%	8.0%
FT Graduate Resident	4.6%	4.9%	5.5%	6.4%	6.4%
FT Graduate Non-Resident	8.0%	8.0%	8.0%	8.0%	8.0%

*   Mandatory expansion of WUE program to all WICHE states effective Fall 2018 (UI currently limits WUE to WA, OR and AK)

UNIVERSITY OF IDAHO

4-year History of Board Approved Fees plus FY19 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

	Student Fees:	FY 2015	FY 2016	FY 2017	FY 2018	Request FY 2019	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$4,784.06	$5,002.60	$5,162.32	$5,444.36	$5,854.44	$1,070.38	22.37%
3	Technology Fee	125.40	125.40	125.40	165.40	165.40	40.00	31.90%
4	Facilities Fees	790.50	790.50	820.50	791.62	791.62	1.12	0.14%
5	Student Activity Fees	1,084.04	1,101.50	1,123.78	1,086.62	1,128.54	44.50	4.11%
6	**Total Full-time Fees**	6,784.00	7,020.00	7,232.00	7,488.00	7,940.00	1,156.00	17.04%
7	Percentage Increase	4.0%	3.5%	3.0%	3.5%	6.0%		
8								
9	**Part-time Credit Hour Fees**							
10	Undergraduate Tuition and Fees	$280.50	$292.50	$302.00	$328.50	$351.50	$71.00	25.31%
11	Undergraduate Fees	$58.50	$58.50	$60.00	$45.50	$45.50	($13.00)	-22.22%
12	**Total Part-time Cr Hr Fees**	$339.00	$351.00	$362.00	$374.00	$397.00	$58.00	17.11%
13								
14	**Other Student Fees**							
15	Academic Year Graduate Fees:							
16	Full-Time Tuition	$4,784.06	$5,002.60	$5,162.32	$5,444.36	$5,854.44	$1,070.38	22.37%
17	Full-Time Grad	$1,098.00	$1,202.00	$1,298.00	$1,376.00	$1,488.00	$390.00	35.52%
18	Full-Time Other Fees	$1,999.94	$2,017.40	$2,069.68	$2,043.64	$2,085.56	$85.62	4.28%
19	**Total**	$7,882.00	$8,222.00	$8,530.00	$8,864.00	$9,428.00	$1,546.00	19.61%
20	Part-Time Tuition	$318.50	$331.50	$342.00	$370.50	$395.50	$77.00	24.18%
21	Part-Time Grad	$61.00	$67.00	$72.00	$76.00	$83.00	$22.00	36.07%
22	Part-Time Other Fees	$58.50	$58.50	$60.00	$45.50	$45.50	($13.00)	-22.22%
23	**Total**	$438.00	$457.00	$474.00	$492.00	$524.00	$86.00	19.63%
24	Academic Year Outreach Programs:							
25	Full-Time Tuition (UG & GR)	$6,134.00	$6,370.00	$6,552.00	$5,444.36	$5,854.44	($279.56)	-4.56%
26	Full-Time Grad Fee	$1,098.00	$1,202.00	$1,298.00	$1,376.00	$1,488.00	$390.00	35.52%
27	Full-Time Other Fees (UG & GR)	$650.00	$650.00	$680.00	$2,043.64	$2,085.56	$1,435.56	220.86%
28	**Total Undergrad Full-Time**	$6,784.00	$7,020.00	$7,232.00	$7,488.00	$7,940.00	$1,156.00	17.04%
29	**Total Grad Full-Time**	$7,882.00	$8,222.00	$8,530.00	$8,864.00	$9,428.00	$1,546.00	19.61%
30	Part-Time Undergrad Tuition	$306.50	$318.50	$328.00	$328.50	$351.50	$45.00	14.68%
31	Part-Time Grad Tuition	$344.50	$357.50	$368.00	$370.50	$395.50	$51.00	14.80%
32	Part-Time Grad Fee	$61.00	$67.00	$72.00	$76.00	$83.00	$22.00	36.07%
33	Part-Time Other Fees (UG& GR)	$32.50	$32.50	$34.00	$45.50	$45.50	$13.00	40.00%
34	**Total Undergrad Part-Time**	$339.00	$351.00	$362.00	$374.00	$397.00	$58.00	17.11%
35	**Total Grad Part-Time**	$438.00	$457.00	$474.00	$492.00	$524.00	$86.00	19.63%
36	Summer Session							
37	On-Campus							
38	Part-Time Undergrad Tuition	$280.50	$292.50	$302.00	$328.50	$351.50	$71.00	25.31%
39	Part-Time Grad Tuition	$318.50	$331.50	$342.00	$370.50	$395.50	$77.00	24.18%
40	Part-Time Grad Fee	$61.00	$67.00	$72.00	$76.00	$83.00	$22.00	36.07%
41	Part-Time Other Fees (UG & GR)	$58.50	$58.50	$60.00	$45.50	$45.50	($13.00)	-22.22%
42	Outreach/Off-Campus							
43	Part-Time Undergrad Tuition	$306.50	$318.50	$328.00	$328.50	$351.50	$45.00	14.68%
44	Part-Time Grad Tuition	$344.50	$357.50	$368.00	$370.50	$395.50	$51.00	14.80%
45	Part-Time Grad Fee	$61.00	$67.00	$72.00	$76.00	$83.00	$22.00	36.07%
46	Part-Time Other Fees (UG & GR)	$32.50	$32.50	$34.00	$45.50	$45.50	$13.00	40.00%
47	Nonresident Tuition (See Notes A & B)							
48	Full-Time Tuition (UG & GR)	$13,530.00	$14,004.00	$14,808.00	$16,324.00	$17,786.00	$4,256.00	31.46%
49	Part-Time Tuition Undergrad	$677.00	$700.00	$740.00	$817.00	$889.00	$212.00	31.31%
50	Part-Time Tuition Grad	$752.00	$778.00	$823.00	$907.00	$988.00	$236.00	31.38%
51	Professional Fees:							
52	Law College FT	$8,598.00	$9,008.00	$10,134.00	$10,884.00	$11,634.00	$3,036.00	35.31%
53	Law College PT	$478.00	$500.00	$563.00	$605.00	$646.00	$168.00	35.15%
54	Law College PT Summer	$478.00	$500.00	$563.00	$605.00	$646.00	$168.00	35.15%
55	Art & Architecture FT UG & GR	$1,068.00	$1,106.00	$1,246.00	$1,302.00	$1,302.00	$234.00	21.91%
56	Art & Architecture PT Undergrad	$53.00	$55.00	$62.00	$65.00	$65.00	$12.00	22.64%
57	Art & Architecture PT Summer UG	$53.00	$55.00	$62.00	$65.00	$65.00	$12.00	22.64%
58	Art & Architecture PT Grad	$59.00	$61.00	$69.00	$72.00	$72.00	$13.00	22.03%
59	Art & Architecture PT Summer GR	$59.00	$61.00	$69.00	$72.00	$72.00	$13.00	22.03%
60	Self-Support Program Fees:							
61	Executive MBA (2 years)	$37,000.00	$42,000.00	$42,000.00	$44,100.00	$44,100.00	$7,100.00	19.19%
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 Trainng (1 yr)	$20,394.00	$20,394.00	$22,434.00	$22,434.00	$22,434.00	$2,040.00	10.00%
64	Doctorate Athletic Training (1 yr)	$18,128.00	$18,128.00	$19,941.00	$19,941.00	$19,941.00	$1,813.00	10.00%
65	MOSS Environmental Education	$5,986.00	$7,238.00	$7,527.00	$15,656.00	$16,282.00	$10,296.00	172.00%
66	MOSS MNR Env Ed/Sci Comm (1)	N/A	N/A	N/A	$19,804.00	$20,596.00	New	New
67	Doctorate Higher Ed Leadesrhip (4 yrs)	N/A	$36,000.00	$36,000.00	$36,000.00	$36,000.00	New	New
68	Other Fees:							
69	Overload Fee	$280.50	$292.50	$302.00	$328.50	$351.50	$71.00	25.31%
70	Western Undergrad Exchge	$3,392.00	$3,510.00	$3,616.00	$3,744.00	$3,970.00	$578.00	17.04%
71	In-service Fees/Cr Hr - UG	$103.00	$106.00	$110.00	$114.00	$122.00	$19.00	18.45%
72	In-service Fees/Cr Hr - UG Summer	$103.00	$106.00	$110.00	$114.00	$122.00	$19.00	18.45%
73	In-service Fees/Cr Hr - Grad	$125.00	$132.00	$138.00	$143.00	$156.00	$31.00	24.80%
74	In-service Fees/Cr Hr - Grad Summer	$125.00	$132.00	$138.00	$143.00	$156.00	$31.00	24.80%

# Cost of Attending College vs. Per Capita Income
University of Idaho
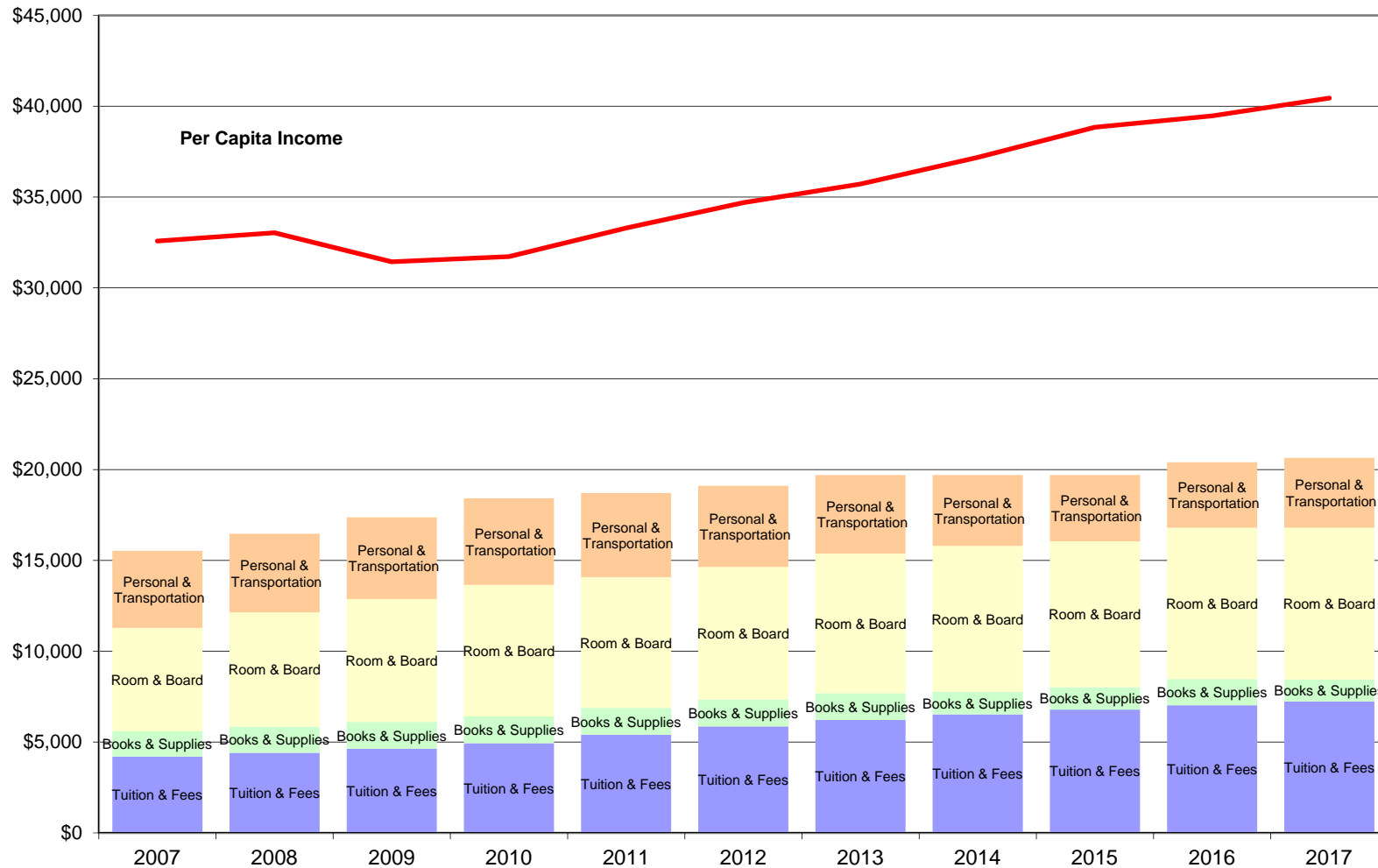
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

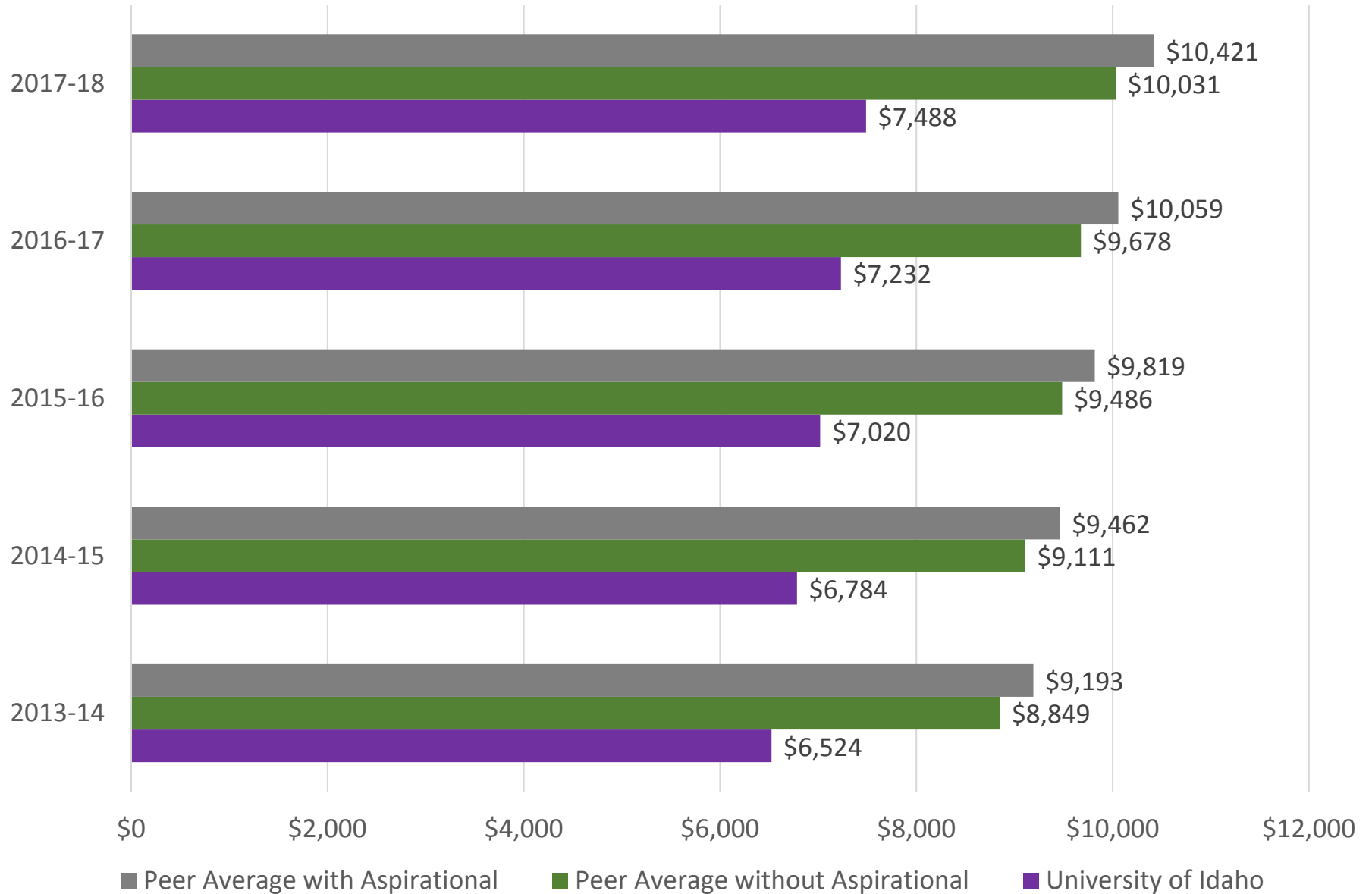# Cost to Deliver College
University of Idaho

Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction
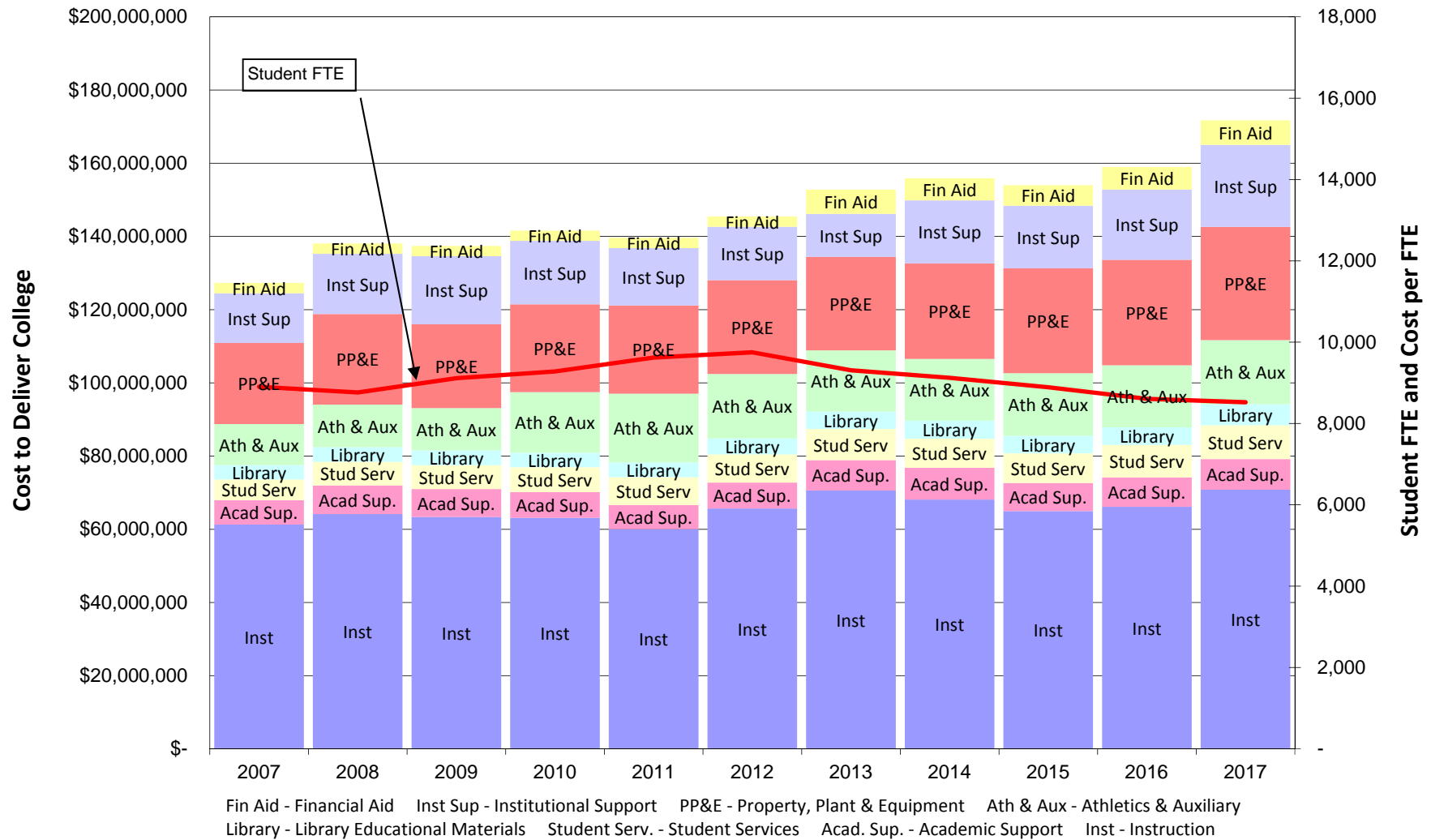
University of Idaho
Resident Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year
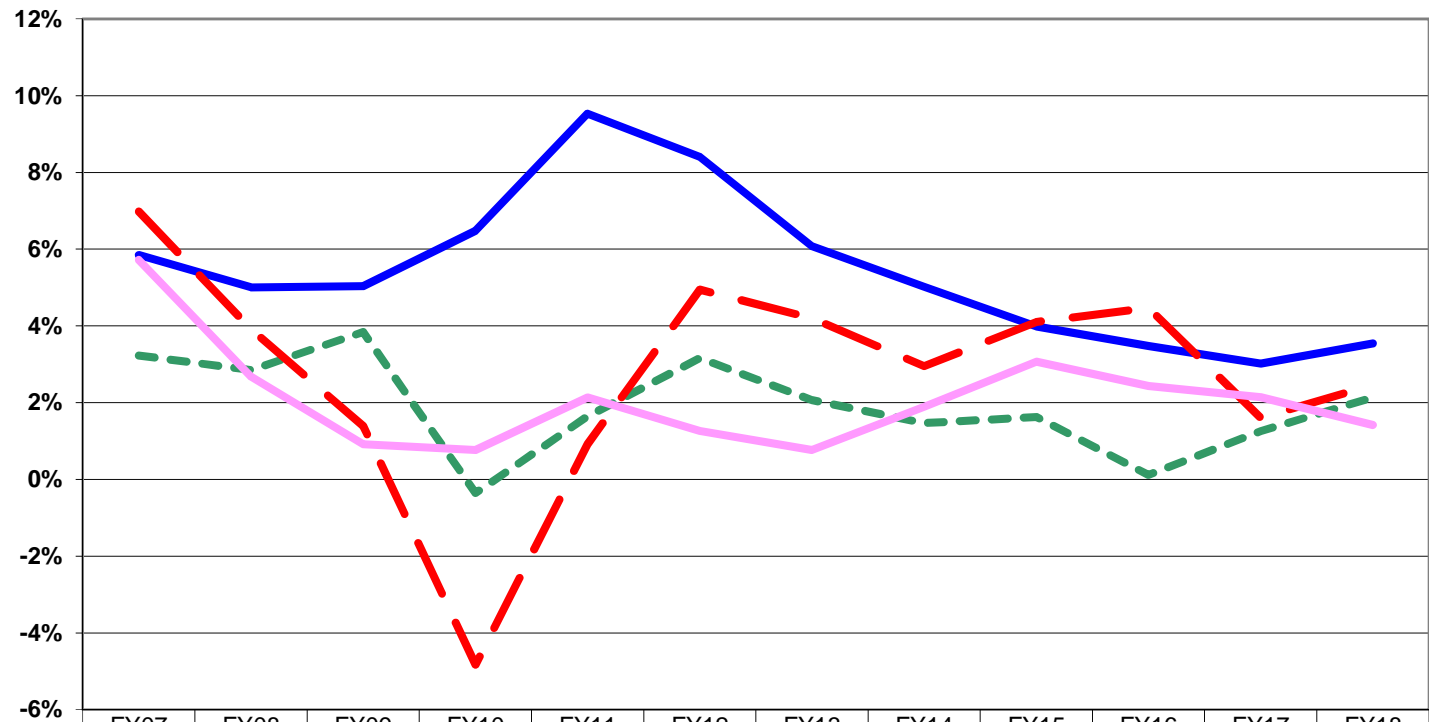
	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Resident Fees	5.85%	5.00%	5.03%	6.48%	9.53%	8.40%	6.08%	5.02%	3.99%	3.48%	3.02%	3.54%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%
Idaho Per Capita Income	6.98%	3.91%	1.39%	-4.83%	0.92%	4.95%	4.20%	2.95%	4.10%	4.47%	1.60%	2.47%
Idaho Average Annual Wage	5.72%	2.67%	0.92%	0.77%	2.13%	1.26%	0.77%	1.89%	3.07%	2.44%	2.14%	1.42%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2018

University of Idaho

Year	Peer Average with Aspirational	Peer Average without Aspirational	University of Idaho
2017-18	$10,421	$10,031	$7,488
2016-17	$10,059	$9,678	$7,232
2015-16	$9,819	$9,486	$7,020
2014-15	$9,462	$9,111	$6,784
2013-14	$9,193	$8,849	$6,524

■ Peer Average with Aspirational ■ Peer Average without Aspirational ■ University of Idaho

COLLEGE OF LAW

UNIVERSITY OF IDAHO

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

Memorandum   Date: February 12, 2018

To:	John Wiencek, Provost & Executive Vice President
	Brian Foisy, Vice President for Finance & Administration
	Trina Mahoney, Director, Budget Office
From:	Mark L. Adams, Dean, College of Law
Re:	Law Student Dedicated Professional Fee Request for FY 2019

As described in this memorandum, the College of Law requests an increase in the Law School Dedicated Professional fee of $750 per year in the law student dedicated professional fee in Fiscal Year 2019. This dollar amount represents an increase of 6.9% over the current level of $10,884.00 per year to $11,634 per year.

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

The current FY 2019 requested increase will be used in the following areas: 1) investment in Academic Success and Bar Preparation support; 2) student scholarships; and 3) support for experiential education, including Moot Court, Mock Trial and other advocacy competitions and programs, Semester-In-Residence, and Jurist in Residence. These areas, in addition to directly impacting the quality of education for our students and positioning the College of Law to excel as an institution of legal education, are areas that have been identified by our accrediting body, the American Bar Association, as requiring additional planning and investment by law schools due to the passage of new standards.

These proposed uses for the fee increase have long held support by the law student leadership. It is

important to the students that the College of Law remain competitively priced while still taking reasonable steps to ensure that needed programming and other fiscal requirements are met. The 6.9% fee increase reflects this balancing of interests, though the College's overall funding needs are greater.

Conclusion:
The FY 2019 fee increase of 6.9%, or $750, 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

February 6, 2018

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

Dear Members of the Board,

In 2011, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful graduate residency program at the McCall Field Campus, home of the award-winning McCall Outdoor Science School (MOSS). The program culminates in a graduate certificate in Environmental Education and Science Communication (board approved in 2005).

The purpose of this memo is to request a 4% increase in the self-support program fee for school year 2018-19 from the current rate of $7,828 per semester, to $8,141 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 2018.

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, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually to help them become the innovators and problem solvers that our state needs to compete in the 21st century economy.

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

Sincerely,

Kurt S. Pregitzer, Ph.D.
Dean & Thomas Reveley Professor

February 6, 2018

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

Dear Members of the Board,

In 2017, 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 Master of Natural Resources (MNR) program at the McCall Field Campus, home of the award-winning McCall Outdoor Science School (MOSS). The program culminates in a MNR with special emphasis on Environmental Education and Science Communication.

The purpose of this memo is to request a 4% increase in the self-support program fee for school year 2018-19 from the current rate of $9,902 per semester, to $10,298 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 2018.

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, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually to help them become the innovators and problem solvers that our state needs to compete in the 21st century economy.

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

Sincerely,

Kurt S. Pregitzer, Ph.D.
Dean & Thomas Reveley Professor

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer and educational institution.

WORK SESSION - STUDENT FEES   **TAB B2 Page 18**

BOISE STATE UNIVERSITY

FY 2019 TUITION & FEES INFORMATION

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Boise State University
Tuition & Fee Hearing Summary

The Fee Hearing Process

Boise State's Executive Budget Committee works closely with the Student Activity Fee Advisory Board (SAFAB) on tuition and fee recommendations. This structure is designed to give the student body an active voice in the annual proceedings while providing a strong role in recommendations regarding the specific use of student activity fee revenues. The Advisory Board consists of ASBSU officers, students and advisory staff.

In February, the Executive Budget Committee held open hearings that included presentations on the proposed changes and accepted public testimony. Following the hearing, the Executive Budget Committee considered the testimony along with the recommendations from the SAFAB and developed a final recommendation for the President.

Tuition/Fee Request Overview

Leading up to this Legislative session, Boise State was hopeful a new Outcomes Based Funding model would be developed that might help begin to address funding inequities that exist in the State. As you know, Boise State remains significantly lower than the other universities in base funding per student, per degree, and per EWA calculated student credit hour. While we are grateful for this year's state EWA allocation, the overall impact of the allocation does little to alter our funding per student gap or to address the years of growth without funding for EWA.

We continue our efforts to remain affordable while delivering the outcomes our students and constituents expect. This includes weighing the overall cost to students against funding priorities that are essential to improving student success, graduation and retention rates, as well as meeting the economic and workforce needs of our region. Our tuition rate is consistently the lowest among Idaho's universities and colleges, and our combined tuition and fee rate remains lower than the University of Idaho as well as most of our peers.

For full-time students, defined as student enrolling in 11 or more credits for AY19, Boise State University recommends an annual rate tuition and fee rate of $7,700, or an additional $374 a year. This requested increase includes a $216.02 increase in tuition, a $14.00 increase in the student technology fee, a $100.00 increase in the facilities fee, and a $43.98 increase in student activity fees. Part-time rates are proposed at $350 per credit hour which is an increase of $45 per credit hour. A breakdown of the individual increases to full and part-time tuition, facilities fees, technology fees and activity fees are included in the attachment.

Professional Fees

Nursing

The School of Nursing is requesting a $506 annual increase in the Nursing professional fee. The fee was established in 2007 and there has not been an increase since that time. The professional fee supports the Simulation Center operations, Simulation Center technical staff, Clinical Coordinator, and other high technology equipment.

Total learner immersive simulation hours have doubled since 2010 requiring an increase in staffing, equipment usage, and disposable supplies. In addition, there has been a significant increase in "deliberate repetitive practice" methods requiring more personnel time and supplies. The complexities of providing a clinical experience for nursing students has also required additional personnel to manage clinical site requirements, scheduling, student management, evaluations, and data tracking. A worker's compensation fee is also now required for each student. The manikins, task trainers, medical equipment and simulation technologies were all purchased in 2010 when the Norco Building opened. Many of these items have a life expectancy of 7-10 years, and replacements of these very expensive items need funding.

Self-Support Programs and Online Fee Programs
All self-support and online programs are required to cover the 3 percent CEC.

Executive MBA

The current annual Executive MBA tuition is $24,300 per year with the last tuition increase being three years ago. The requested increase to $24,900 per year will increase the overall cost of the program to $49,800.

There are 45 total participants in the program this year and the same number is expected in the coming year. The tuition increase will result in an estimated revenue increase of $27,000 per year, which will help offset the increases we have experienced in the cost of running the program over the last three years. From a marketing standpoint, the program does not want to exceed $50,000 in total cost.

B.S. in Nursing (RN to BSN)

The current $335 per credit hour fee was set 10 years ago. Since that time, annual salary and benefit increases have occurred without any offset from fee increases. RN to BSN enrollment numbers are trending upward since launching the program fully online in 2008. The proposed $15 increase will fund rising program needs in regard to faculty, staff, and student support.

EdTech Programs

The EdTech Department requests increases to their graduate programs to cover rising personnel costs and to maintain program quality and support. The program seeks to increase the current $450 per credit hour fee for Master's programs and graduate certificates by $14 and to increase the current $564 per credit hour fee for the PhD program by $17.

Master of Athletic Leadership

The Master of Athletic Leadership program currently charges $360 per credit hour and is proposing an increase of $18. This increase is necessary to keep up with rising costs including CEC and benefit rate increases, as well as other inflationary increases.

Master of Social Work Online

The Master of Social Work Online program currently charges $450 per credit hour and is proposing an increase of $45. This increase is necessary to 1) fund unplanned expenses when the program was launched in Spring 2016 and 2) keep up with rising costs including CEC and other inflationary increases. The unplanned expenses include additional personnel for academic advising and increased administrative workload for managing the program.

B.A. Multi-disciplinary Studies, Bachelor of Applied Science, B.B.A. Management, Bachelor of Public Health

These online programs have established a target price for their program of the undergraduate part-time credit hour fee plus $30 per credit hour. The requested increases will bring the program fees up to the target price. The revenues will be used to cover additional program costs, including CEC and benefit rate increases, as well as other inflationary costs.

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BOISE STATE UNIVERSITY
Changes to Student Fees for FY 2019
Annual Full-Time Fees and Part-Time Credit Hours Fees

	Student Fees:	Bd Appv	FY18 Fees	FY19 Initial Notice	Requested FY19 Fees	Change	% Chg.
1	**Full-time Fees:**						
2	Tuition	**	$5,042.78	$5,294.92	$5,258.80	$216.02	4.3%
3	Technology Fee	**	$230.60	$250.00	$244.60	14.00	6.1%
4	Facilities Fees	**	$1,264.60	$1,286.60	$1,364.60	100.00	7.9%
5	Student Activity Fees	**	$788.02	$841.54	$832.00	43.98	5.6%
6	**Total Full-time Fees**		$7,326.00	$7,673.06	$7,700.00	$374.00	5.1%
7		**					
8	**Part-time Credit Hour Fees:**						
9	Education Fee	**	$205.29	$240.68	$239.03	$33.74	16.4%
10	Technology Fee	**	9.61	10.30	$11.12	1.51	15.7%
11	Facilities Fees	**	52.69	53.04	$62.03	9.34	17.7%
12	Student Activity Fees	**	37.41	46.83	$37.82	0.41	1.1%
13	**Total Part-time Cr Hr Fees:**		$305.00	$350.85	$350.00	$45.00	14.8%
14							
15	**Summer Fees: (eff. Summer 2016)**						
16	Education Fee	**	$205.29	$240.68	$239.03	$33.74	16.4%
17	Technology Fee	**	9.61	10.30	$11.12	1.51	15.7%
18	Facilities Fees	**	52.69	51.73	$62.03	9.34	17.7%
19	Student Activity Fees	**	37.41	33.42	$37.82	0.41	1.1%
20	**Total Summer Fees:**		$305.00	$336.13	$350.00	$45.00	14.8%
21							
22	**Other Student Fees:**						
23	Graduate Fees:						
24	Full-time Grad/Prof	**	$1,428.00	$1,428.00	$1,501.00	$73.00	5.1%
25	Part-time Graduate/Hour	**	$85.00	$85.00	$98.00	$13.00	15.3%
26	Nonresident Tuition:						
27	Nonres Tuition - full time	**	$15,316.00	$15,316.00	$16,098.00	$782.00	5.1%
28	Nonres Fees - part-time		$295.00	$295.00	$339.00	$44.00	14.9%
29	Professional Fee:						
30	Undergrad. Nursing - Con't Students	**	$850.00	$850.00	$1,356.00	$506.00	59.5%
31	Eng. p/ch U.D. (Civil,Elec,Mech,Mate	**	$35.00	$35.00	$35.00	$0.00	0.0%
32	Self-Support Program Fees:						
33	Bachelor Business / Accountancy: Twin Falls		$297.00	$297.00	$297.00	$0.00	0.0%
34	Executive MBA		$1,215.00	$1,215.00	$1,245.00	$30.00	2.5%
35	MBA Online		$750.00	$750.00	$750.00	$0.00	0.0%
36	Bachelor of Criminal Justice: Twin Falls		$275.00	$275.00	$275.00	$0.00	0.0%
37	Master of Social Work: Twin Falls & N.I.		$400.00	$400.00	$400.00	$0.00	0.0%
38	Bachelor of Social Work: Twin Falls		$275.00	$275.00	$275.00	$0.00	0.0%
39	Graduate Certificate in Conflict Mgmt.		$369.00	$369.00	$369.00	$0.00	0.0%
40	Doctor of Nurse Practice (DNP)		$750.00	$750.00	$750.00	$0.00	0.0%
41	Adult Gerontology Nurse Practitioner (AGNP		$750.00	$750.00	$750.00	$0.00	0.0%
42	B.S. in Nursing (RN to BSN)		$335.00	$335.00	$350.00	$15.00	4.5%
43	B.S. Respiratory Care (R.R.T. to B.S.)		$300.00	$300.00	$300.00	$0.00	0.0%
44	EdTech Masters and Grad Certificates		$450.00	$450.00	$464.00	$14.00	3.1%
45	EdTech PhD		$564.00	$564.00	$581.00	$17.00	3.0%
46	M.Ed., Specialist in Exec. Ed. Leadership		$420.00	$420.00	$420.00	$0.00	0.0%
47	Math Consulting Teacher Endorsement Cert		$225.00	$225.00	$225.00	$0.00	0.0%
48	M.A. in Education, Literacy		$375.00	$375.00	$375.00	$0.00	0.0%
49	M.A. in Education, Bilingual / ENL Eduction		$375.00	$375.00	$375.00	$0.00	0.0%
50	Master of Athletic Leadership		$360.00	$360.00	$378.00	$18.00	5.0%
51	Master of Bilingual Ed/ESL: Canyon Cty		$329.00	$329.00	$329.00	$0.00	0.0%
52	Online Program Fees						
53	BS Imaging Sciences	**	$395.00	$395.00	$395.00	$0.00	0.0%
54	Grad. Cert. in Healthcare Simulation	**	$600.00	$600.00	$600.00	$0.00	0.0%
55	Master of Social Work Online	**	$450.00	$450.00	$495.00	$45.00	10.0%
56	Org. Perf. & Workplace Learn	**	$450.00	$450.00	$450.00	$0.00	0.0%
57	Cert. in Design Ethnography	**	$497.00	$497.00	$497.00	$0.00	0.0%
58	B.A., Multi-disciplinary Studies	**	$340.00	$340.00	$380.00	$40.00	11.8%
59	Bachelor of Applied Science	**	$340.00	$340.00	$380.00	$40.00	11.8%
60	B.B.A. Management	**	$335.00	$335.00	$380.00	$45.00	13.4%
61	Bachelor of Public Health	**	$344.00	$344.00	$380.00	$36.00	10.5%
62	Master of Accountancy	**	$450.00	$450.00	$450.00	$0.00	0.0%
63	Master of Respiratory Care	**	$500.00	$500.00	$500.00	$0.00	0.0%
64	Other Fees:						
65	Western Undergrad Exchange	**	$3,662.00	$3,662.00	$3,850.00	$188.00	5.1%
66	Tuition over 16 hours (AY18 over 15 hours)		$205.00	$205.00	$239.00	$34.00	16.6%
67	In-service Fees/Cr Hr - Undergrad	**	$114.00	$122.00	$122.00	$8.00	7.0%
68	In-service Fees/Cr Hr - Grad	**	$143.00	$156.00	$156.00	$13.00	9.1%
69	New Student Orientation Fee	**	$175.00	$175.00	$175.00	$0.00	0.0%
70							
71							

WORK SESSION - STUDENT FEES   **TAB B3 Page 7**

BOISE STATE UNIVERSITY
Potential Student Fee Revenue Changes for FY 2019
Due to Enrollment and Fee Changes

| | | Projected HC/SCH Count | | Potential Revenue Generated | | | | | |
| | | | | Changes due to Count | | Fee Changes | | Total Rev Chge | |
	Student Fees:	FY18	FY19	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
1	**Full-time Fees:**								
2	Tuition (Unrestricted)	11,729	11,931	$1,018,600		$2,577,300		$3,595,900	
3	Technology Fee	11,729	11,931		46,600		167,000		213,600
4	Facilities Fees	11,729	11,931		255,400		1,193,100		1,448,500
5	Student Activity Fees	11,729	11,931		159,200		524,700		683,900
6	**Total Full-time Fees**			1,018,600	461,200	2,577,300	1,884,800	3,595,900	2,346,000
7									
8	**Part-time Credit Hour Fees:**								
9	Education Fee	49,363	44,919	($912,300)		$1,515,400		$603,100	
10	Technology Fee	49,363	44,919		(42,700)		67,800		25,100
11	Facilities Fees	49,363	44,919		(234,200)		419,500		185,300
12	Student Activity Fees	49,363	44,919		(166,300)		18,400		(147,900)
13	**Total Part-time Cr Hr Fees:**			(912,300)	(443,200)	1,515,400	505,700	603,100	62,500
14									
15	**Summer Fees:**								
16	Education Fee	27,190	25,831	($279,100)		$871,400		$592,300	
17	Technology Fee	27,190	25,831		(13,100)		39,000		25,900
18	Facilities Fees	27,190	25,831		(71,600)		241,300		169,700
19	Student Activity Fees	27,190	25,831		(50,900)		10,600		(40,300)
20	**Total Summer Fees:**			(279,100)	(135,600)	871,400	290,900	592,300	155,300
21									
22	**Other Student Fees:**								
23	Graduate Fees:								
24	Full-time Grad/Prof	667	667	$0		$48,700		$48,700	
25	Part-time Graduate/Hour	6,956	6,956	-		90,400		90,400	
26	Nonresident Tuition:								
27	Nonres Tuition - full-time	1,032	982	(765,800)		767,900		2,100	
28	Nonres Fees - part-time	5,211	5,211	-		229,300		229,300	
29	Professional Fees:								
30	Undergrad. Nursing - Con't Students	288	288		-		145,700		145,700
31	Eng. p/ch U.D. (Civil,Elec,Mech,Mat	9,520	9,520		-		-		-
32	Self-Support Program Fees:								
33	Bachelor Business / Accountancy: T	717	673	(13,100)		-		(13,100)	
34	Executive MBA	900	900	-			27,000		27,000
35	MBA Online	3,677	4,450	579,800		-		579,800	
36	Bachelor of Criminal Justice: Twin F	392	384	(2,200)		-		(2,200)	
37	Master of Social Work: Twin Falls &	1,669	957	(284,800)		-		(284,800)	
38	Bachelor of Social Work: Twin Falls	639	485	(42,400)		-		(42,400)	
39	Graduate Certificate in Conflict Mgm	292	320	10,300		-		10,300	
40	Doctor of Nurse Practice (DNP)	319	338	14,300		-		14,300	
41	Adult Gerontology Nurse Practitione	916	998	61,500		-		61,500	
42	B.S. in Nursing (RN to BSN)	6,982	7,446	155,400		111,700		267,100	
43	B.S. Respiratory Care (R.R.T. to B.S	4,127	4,200	21,900		-		21,900	
44	EdTech Masters and Grad Certificat	3,959	3,959	-		55,400		55,400	
45	EdTech PhD	690	690	-		11,700		11,700	
46	M.Ed., Specialist in Exec. Ed. Leade	414	378	(15,100)		-		(15,100)	
47	Math Consulting Teacher Endorsem	593	570	(5,200)		-		(5,200)	
48	M.A. in Education, Literacy	354	323	(11,600)		-		(11,600)	
49	M.A. in Education, Bilingual / ENL E	381	595	80,300		-		80,300	
50	Master of Athletic Leadership	531	512	(6,800)		9,200		2,400	
51	Master of Bilingual Ed/ESL: Canyon	182	212	9,900		-		9,900	
52	Online Program Fees								
53	BS Imaging Sciences	940	1,167	89,700		-		89,700	
54	Grad. Cert. in Healthcare Simulation	126	135	5,400		-		5,400	
55	Master of Social Work Online	6,261	8,683	1,089,900		390,700		1,480,600	
56	Org. Perf. & Workplace Learn	1,900	1,932	14,400		-		14,400	
57	Cert. in Design Ethnography	17	34	8,400		-		8,400	
58	B.A., Multi-disciplinary Studies	872	1,200	111,500		48,000		159,500	
59	Bachelor of Applied Science	761	1,064	103,000		42,600		145,600	
60	B.B.A. Management	774	3,314	850,900		149,100		1,000,000	
61	Bachelor of Public Health	0	533	183,400		19,200		202,600	
62	Master of Accountancy	185	1,400	546,800		-		546,800	
63	Master of Respiratory Care	0	190	95,000		-		95,000	
64	Other Fees:								
65	Western Undergrad Exchge	1,659	1,659	-		311,900		311,900	
66	Tuition over 16 hours (AY18 over 15	3,670	3,670	-		124,800		124,800	
67	In-service Fees/Cr Hr - Undergrad			-				-	
68	In-service Fees/Cr Hr - Grad	920	920	-		12,000		12,000	
69	New Student Orientation Fee	4,200	4,200	-		-		-	
70	**Total Other Student Fees**			$2,332,600	552,200	$2,234,600	360,700	$4,567,200	912,900
71	**Total Additional Student Fee Revenue**			2,159,800	434,600	7,198,700	3,042,100	9,358,500	3,476,700

Boise State University
FY19 Revenue Needs

	Need	Plan to fund from tuition increase request	% Increase
Appropriated Funds 3% CEC and Benefits			
10.11 Change in Health Benefit Costs	$ (1,187,400)	(1,187,400)	-1.8%
10.12 Change in Variable Benefit Costs	122,300	122,300	0.2%
10.61 and 10.67 Salary Multiplier Regular Employees/ Compensation Schedule Changes	2,025,200	2,025,200	3.0%
TOTAL	**960,100**	**960,100**	1.4%
Other State Budgeted Investments			
10.25 Inflationary Adjustments	417,000	-	
10.31 Repair, Replacement Items / Alterations	2,903,100	-	
TOTAL	**3,320,100**	**-**	
Tuition Increase Needed to Fund (Tuition Full-Time, Part-Time)			
Other Ongoing Investments Needed			
Faculty Promotions	342,900	342,900	0.5%
Required funding for HES Faculty coming off an EPSCOR grant	450,600	450,600	0.7%
Required funding for Computer Science Faculty and GAs coming off iGEMS funds	745,500	745,500	1.1%
Existing Financial Aid and Scholarship Commitments	1,700,000	939,600	1.4%
Existing Funding Commitments which have not yet been funded	5,066,500		0.0%
Other strategic budget requests submitted by Divisions	8,400,000	-	0.0%
TOTAL OTHER INVESTMENTS	**16,705,500**	**2,478,600**	3.7%
Total Tuition and Fee Requested Increase	**20,985,700**	**3,438,700**	**5.1%**
Appropriated Self-Support Program Online Program Fee Program Revenue	3,748,000	3,748,000	0.0%*
Total Appropriated Increase Requested	24,733,700	7,186,700	5.1%

* Online program fee program increases are separate decisions from resident tuition and fee increases as represented in the chart. The information is
to show how the total appropriated budget is impacted by fee increases.

BOISE STATE UNIVERSITY
4-year History of Board Approved Fees plus FY19 Requested Fees
Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	FY 2015	FY 2016	FY 2017	FY 2018	Request FY 2019	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$4,620.50	$4,766.20	$4,872.26	$5,042.78	$5,258.80	$638.30	13.8%
3	Technology Fee	198.50	217.68	230.60	230.60	244.60	46.10	23.2%
4	Facilities Fees	1,066.00	1,123.58	1,206.60	1,264.60	1,364.60	298.60	28.0%
5	Student Activity Fees	755.00	766.54	770.54	788.02	832.00	77.00	10.2%
6	**Total Full-time Fees**	$6,640.00	$6,874.00	$7,080.00	$7,326.00	$7,700.00	$1,060.00	16.0%
7	Percentage Increase	5.5%	3.5%	3.0%	3.5%	5.1%		
8								
9	**Part-time Credit Hour Fees**							
10	Education Fee	$169.25	$176.83	$199.52	$205.29	$239.03	$69.78	41.2%
11	Technology Fee	9.45	9.65	9.61	9.61	11.12	1.67	0.0%
12	Facilities Fees	49.60	49.60	52.19	52.69	62.03	12.43	0.0%
13	Student Activity Fees	35.70	36.92	35.68	37.41	37.82	2.12	5.9%
14	**Total Part-time Cr Hr Fees**	$264.00	$273.00	$297.00	$305.00	$350.00	$86.00	32.6%
15								
16	**Summer Fees**							
17	Education Fee	$177.60	$186.83	$199.65	$205.29	$239.03	$61.43	34.6%
18	Technology Fee	9.65	9.65	9.61	9.61	11.12	1.47	15.2%
19	Facilities Fees	48.40	48.40	52.19	52.69	62.03	13.63	28.2%
20	Student Activity Fees	24.35	24.12	35.55	37.41	37.82	13.47	55.3%
21	**Total Summer Fees**	$260.00	$269.00	$297.00	$305.00	$350.00	$90.00	34.6%
22								
23	**Other Student Fees**							
24	Graduate Fees:							
25	Full-time Grad/Prof	$1,184.00	$1,290.00	$1,360.00	$1,428.00	$1,501.00	$317.00	26.8%
26	Part-time Graduate/Hour	$67.00	$85.00	$85.00	$85.00	$98.00	$31.00	46.3%
27	Nonresident Tuition:							
28	Nonres Tuition - Full Time	$12,852.00	$14,050.00	$14,450.00	$15,316.00	$16,098.00	$3,246.00	25.3%
29	Nonres Tuition - Part Time	$200.00	$250.00	$270.00	$295.00	$339.00	$139.00	69.5%
30	Professional Fees:							
31	Undergrad. Nursing	$850.00	$850.00	$850.00	$850.00	$1,356.00	$506.00	59.5%
32	Engineering Prog. (pch upper division)	$35.00	$35.00	$35.00	$35.00	$35.00	$0.00	0.0%
33	Self-Support Program Fees:							
34	Bachelor Business / Accountancy: Twin Fal	$286.00	$297.00	$297.00	$297.00	$297.00	$11.00	3.8%
35	Executive MBA	$1,215.00	$1,215.00	$1,215.00	$1,215.00	$1,245.00	$30.00	2.5%
36	MBA Online	$750.00	$750.00	$750.00	$750.00	$750.00	$0.00	0.0%
37	Bachelor of Criminal Justice: Twin Falls	$275.00	$275.00	$275.00	$275.00	$275.00	$0.00	0.0%
38	Master of Social Work: Twin Falls & N.I.	$380.00	$380.00	$380.00	$400.00	$400.00	$20.00	5.3%
39	Bachelor of Social Work: Twin Falls	$275.00	$275.00	$275.00	$275.00	$275.00	$0.00	0.0%
40	Graduate Certificate in Conflict Mgmt.	$328.00	$341.00	$369.00	$369.00	$369.00	$41.00	12.5%
41	Doctor of Nurse Practice (DNP)	$600.00	$600.00	$750.00	$750.00	$750.00	$150.00	25.0%
42	Adult Gerontology Nurse Practitioner (AGN	$600.00	$600.00	$750.00	$750.00	$750.00	$150.00	25.0%
43	B.S. in Nursing (RN to BSN)	$335.00	$335.00	$335.00	$335.00	$350.00	$15.00	4.5%
44	B.S. Respiratory Care (R.R.T. to B.S.)	$300.00	$300.00	$300.00	$300.00	$300.00	$0.00	0.0%
45	EdTech Masters and Grad Certificates	$379.33	$379.33	$436.23	$450.00	$464.00	$84.67	22.3%
46	EdTech PhD	$476.00	$476.00	$547.40	$564.00	$581.00	$105.00	22.1%
47	M.Ed., Specialist in Exec. Ed. Leadership	$420.00	$420.00	$420.00	$420.00	$420.00	$0.00	0.0%
48	Math Consulting Teacher Endorsement Cer	$225.00	$225.00	$225.00	$225.00	$225.00	$0.00	0.0%
49	M.A. in Education, Literacy	$375.00	$375.00	$375.00	$375.00	$375.00	$0.00	0.0%
50	M.A. in Education, Bilingual / ENL Eduction	$375.00	$375.00	$375.00	$375.00	$375.00	$0.00	0.0%
51	Master of Athletic Leadership	$340.00	$340.00	$340.00	$360.00	$378.00	$38.00	11.2%
52	Master of Bilingual Ed/ESL: Canyon Cty	$329.00	$329.00	$329.00	$329.00	$329.00	$0.00	0.0%
53	Online Program Fees							
54	Bachelor of Science in Imaging Science	NA	$395.00	$395.00	$395.00	$395.00	New	New
55	Grad. Certificate in Healthcare Simulation	NA	$600.00	$600.00	$600.00	$600.00	New	New
56	Master of Social Work Online	NA	$450.00	$450.00	$450.00	$495.00	New	New
57	Org. Perf. & Workplace Learn	NA	NA	$450.00	$450.00	$450.00	New	New
61	Cert. in Design Ethnography	NA	NA	$497.00	$497.00	$497.00	New	New
59	B.A., Multi-disciplinary Studies	NA	NA	$327.00	$340.00	$380.00	New	New
58	Bachelor of Applied Science	NA	NA	$327.00	$340.00	$380.00	New	New
60	B.B.A. Management	NA	NA	NA	$335.00	$380.00	New	New
59	Bachelor of Public Health	NA	NA	NA	$344.00	$380.00	New	New
60	M.S. Accountancy	NA	NA	$450.00	$450.00	$450.00	New	New
61	Master of Respiratory Care	NA	NA	NA	$500.00	$500.00	New	New
62	Other Fees:							
63	Western Undergrad Exchge	$3,320.00	$3,438.00	$3,540.00	$3,662.00	$3,850.00	$530.00	16.0%
64	Tuition over 16 hours (AY18 over 15 hours)	$170.00	$184.00	$200.00	$205.00	$239.00	$69.00	40.6%
65	In-service Fees/Cr Hr - Undergrad	$103.00	$106.00	$110.00	$114.00	$115.00	$12.00	11.7%
66	In-service Fees/Cr Hr - Grad	$125.00	$132.00	$138.00	$143.00	$145.00	$20.00	16.0%
67	New Student Orientation Fee	$175.00	$175.00	$175.00	$175.00	$175.00	$0.00	0.0%

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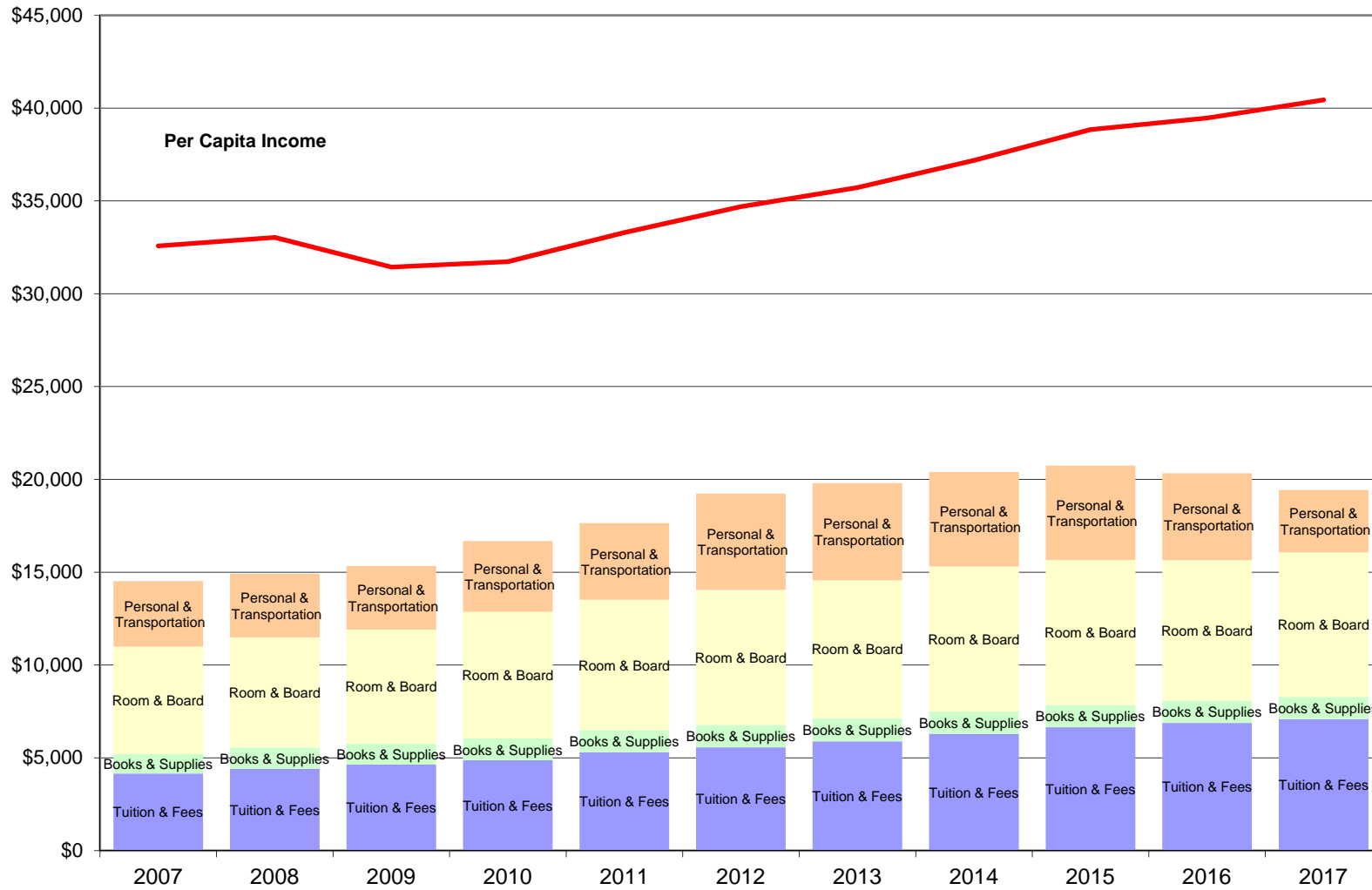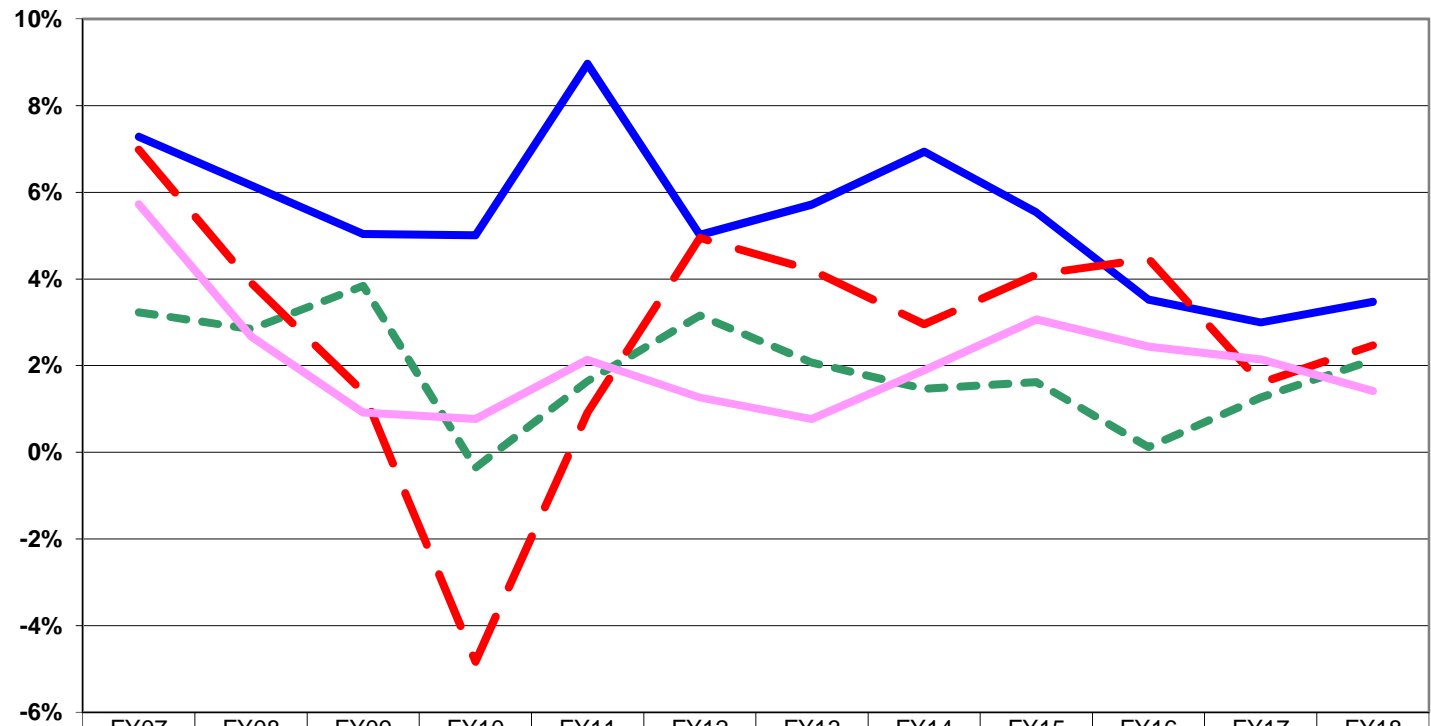

Per Capita Income

The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.
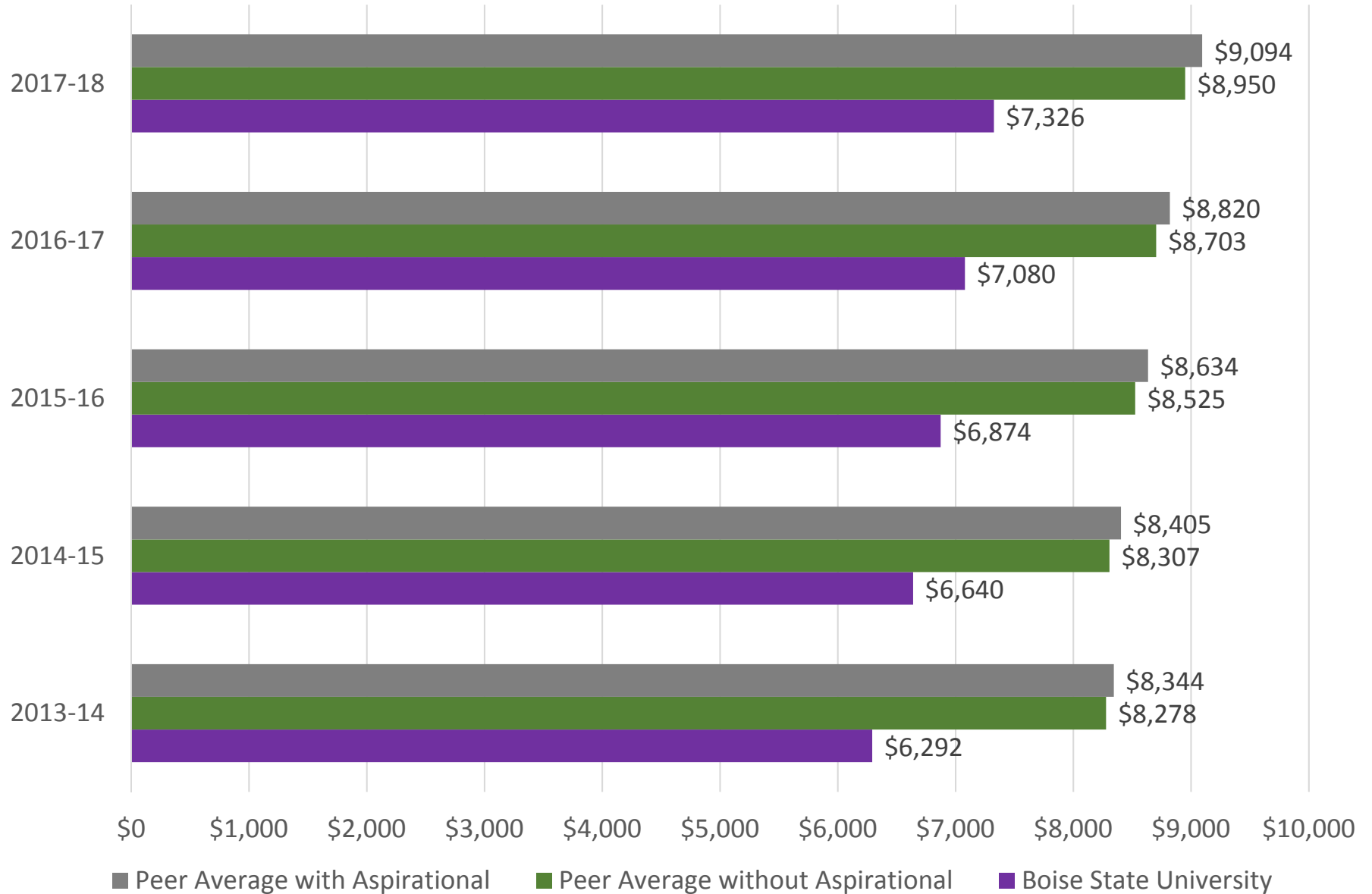
Cost to Deliver College
Boise State University
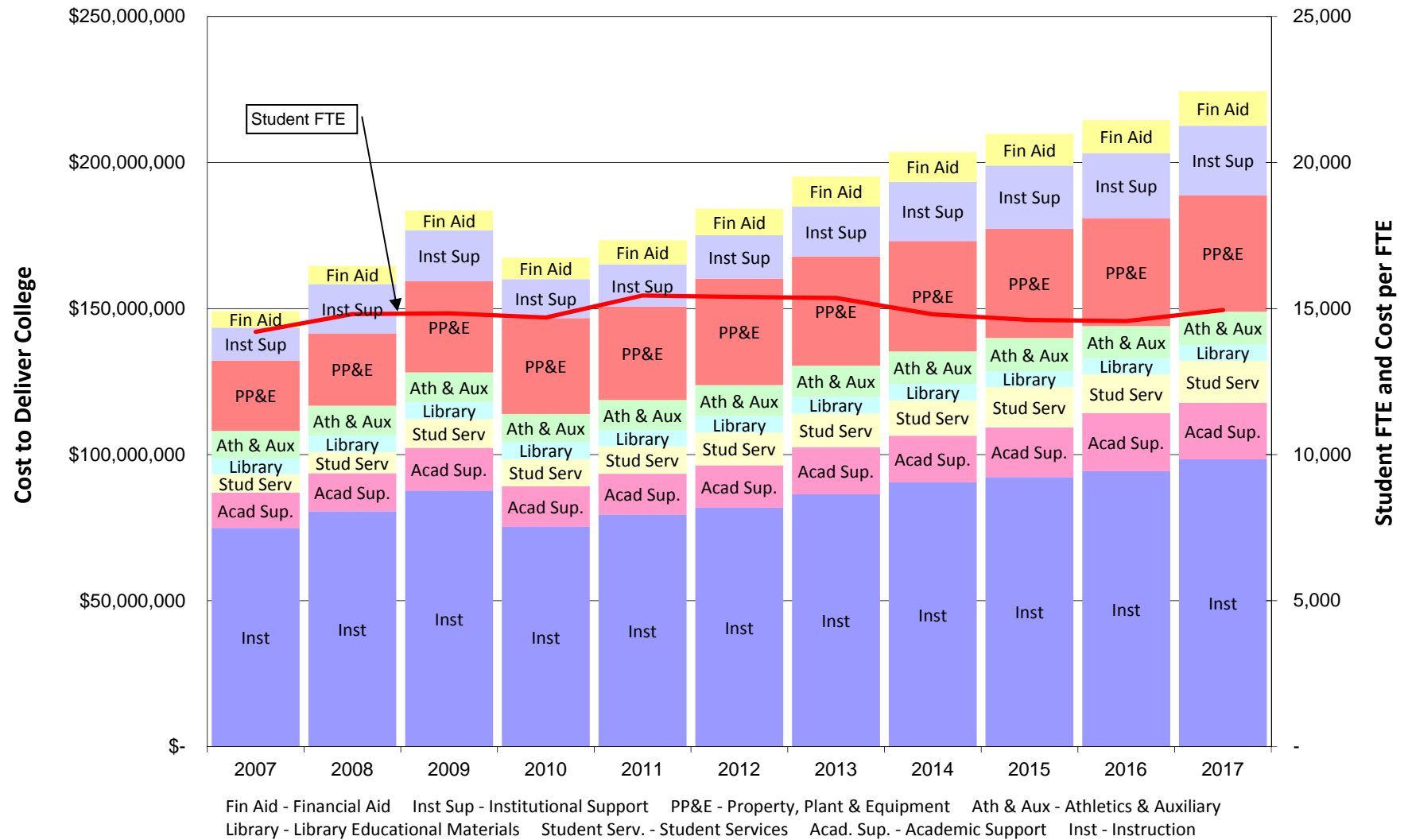
Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary

Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

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

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Resident Fees	7.28%	6.16%	5.03%	5.01%	8.96%	5.02%	5.71%	6.93%	5.53%	3.52%	3.00%	3.47%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%
Idaho Per Capita Income	6.98%	3.91%	1.39%	-4.83%	0.92%	4.95%	4.20%	2.95%	4.10%	4.47%	1.60%	2.47%
Idaho Average Annual Wage	5.72%	2.67%	0.92%	0.77%	2.13%	1.26%	0.77%	1.89%	3.07%	2.44%	2.14%	1.42%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2018

Boise State University

2017-18	$9,094 (Peer Average with Aspirational)
	$8,950 (Peer Average without Aspirational)
	$7,326 (Boise State University)
2016-17	$8,820
	$8,703
	$7,080
2015-16	$8,634
	$8,525
	$6,874
2014-15	$8,405
	$8,307
	$6,640
2013-14	$8,344
	$8,278
	$6,292

■ Peer Average with Aspirational   ■ Peer Average without Aspirational   ■ Boise State University

IDAHO STATE UNIVERSITY

FY 2019 TUITION & FEES INFORMATION

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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 integrates the Institutional Effectiveness and Assessment Council (IEAC).

The IEAC is designed to more efficiently and inclusively coordinate campus-wide planning, accreditation, academic assessment, and institutional reporting efforts across the University. The IEAC is responsible for overseeing the University planning process, coordinating and assessing strategic directions, ensuring the University meets NWCCU accreditation standards, and implementing the University's strategic planning agenda. The IEAC Steering Committee serves in an advisory role, reporting to the President, and is comprised of individuals who have the skills, knowledge, and authority to lead in this institutional effort. The IEAC is chaired by the Executive Vice President and Provost and is comprised of representatives across campus.

Although continued discipline in the University's budget setting and management process has been essential to enabling the institution to deliver its commitment to remain competitive and be sensitive to parents' and students' concerns regarding the cost of tuition, unforeseen and undesirable financial events continue to occur, such as uneven cash flows due to enrollment fluctuations and unfunded mandates. The University appointed the IEAC to review and assess proposed tuition and fee rates for the upcoming year.

Public hearings to seek testimony on the proposed tuition and fee increases, as published in the Bengal student newspaper, were held at the Idaho Falls, Meridian, Twin Falls, and Pocatello campuses February 28th and March 1st, 2018. The Chief Financial Officer, Associate Vice President for Finance and Administration and Budget Officer, and members of the IEAC and ASISU leadership were present to answer questions.

The attached worksheet, which estimates potential tuition and fee revenue changes for FY 2019, is predicated on the fee rates contained in the ISU Notice of Intent to Adopt Student Fee and Rate Increases issued on February 14, 2018.

Matriculation and Other General Education Fees
As with previous years, student fee revenue is a necessary component of the University's total revenue required for ongoing operations. The proposed increase to undergraduate students is estimated to generate approximately $1,667,000. The proposed increase to graduate and non-resident students is estimated to generate approximately $840,000. This anticipated revenue will be used to fund compensation costs due to a 3% CEC, fringe benefits, academic rank and tenure promotions, graduate and teaching assistants, maintaining a classified employee minimum hourly rate that is 3% above the federal poverty rate for a family of three, investments in safety, security, and Athletics, and 27.8%

of the revenue decline from enrollment changes. Although the University's current financial situation could argue for a higher increase, the institution has limited its tuition and fee request for tuition price competitive and sensitivity reasons, as previously mentioned

Alternatively, due to continuing enrollment challenges, the projected revenue decline from enrollment changes is approximated to be a loss of ($6.0M). As a result, the net revenue change from tuition and enrollment adjustments is estimated to be ($3.5M). The University plans to address the net revenue decline through the budget setting process, reserve spending, and strategic initiatives.

The overall rate of undergraduate tuition and fee increase in this proposal is 3.5% achieving our fourth lowest increase in 30 years.

Student Activity Fees
Student participation is paramount to our budget cycle, particularly in relation to student activity fees. The Student Activity Fee Advisory Board (SAFAB) began meeting in December to review proposals and presentations for student activity fees. A proposal was developed and presented to the IEAC on December 12th.

The SAFAB prioritized requests based upon the impact on student access, recruitment, retention, and graduation, student participation, funding flexibility, and fee requests that primarily will be funding anticipated increases in compensation. As a result, student leadership and members of the SAFAB are proposing a minimum increase necessary to fund changes in compensation.

Additionally, the SAFAB is recommending a new activity fee for student counseling and testing. The revenue generated from this fee will provide preventative mental health and behavioral education programming and services. It will also afford resources for a social worker to provide oversight of these new programs and assist in case management and connecting students to appropriate university and community resources.

The SAFAB is also recommending an increase to the full-time activity fee and the creation of a part-time activity fee for alumni activities. The anticipated revenue will be used to replace the $300.00 alumni association lifetime membership fee with free lifetime membership for all ISU graduates. It also will be used to create an alumni mentorship program that will foster meaningful relationships between alumni and students to help prepare our students for successful futures while leaving a lasting impact on the campus community.

It is important to note, however, that despite the modest increases recommended for some of the student activity fees, it is anticipated that revenue will not provide funding sufficient to cover all personnel costs in local funds, or expand programs, services, or positions that benefit students. As a result, modest reductions in services and programming are expected in most of the locally funded units due to increasing costs and

decreasing revenue. This is only the fourth increase in many of these fees in over ten years.

Professional Fees

Pharmacy
The College of Pharmacy is proposing a professional fee increase of 3.9% for resident students and a 2.8% increase for non-resident students. The proposed $211.00 per semester increase in the Pharmacy professional fee for both resident and non-resident students will be used to help cover the anticipated increase in compensation costs and an expense that was previously paid individually by each student.

The current professional fee covers the cost of all but one textbook through an online program along with testing software used by the students. Currently, students pay an annual fee for additional software used to place them in experiential sites, monitor their progress, and ensure they have the necessary credentials, vaccinations, background checks, and materials. It also provides a platform for preceptors to assess student performance. The cost of this has been approximately $120.00 per year. This cost will now be included in the proposed professional fee to ensure all students are enrolled in the software in a timely manner and to make coordination, verification, and assessment easier for students, staff, faculty, and volunteer preceptors.

Because students are already covering the cost for this additional software, the net increase cost to students is less than what is being requested. The Pharmacy program will continue to remain competitive with the proposed fee increase.

Physical Therapy
Physical Therapy is proposing a 4.2% increase in professional fees for resident students. No professional fee increase is proposed for non-resident students. This increase will help cover the anticipated increase in compensation costs as well as increased costs associated with the anatomy and physiology labs and additional video instruction managers required for program delivery. The Physical Therapy program will continue to remain the most affordable option for resident students among peer institutions.

Occupational Therapy
Occupational Therapy is proposing a 5.9% increase in professional fees for resident students. No professional fee increase is proposed for non-resident students. This increase will help cover the anticipated increase in compensation costs as well as costs associated with faculty promotions, administrative stipends, and an increase in adjunct faculty. Additionally, the increase will help develop fiscal resources to support the transition of the Master of Occupational Therapy degree to the Doctor of Occupational Therapy degree during the next five years, the doctorate now being the preferred professional credential. The Occupational Therapy program will continue to remain the most affordable option for resident students among peer institutions.

Physician Assistant (PA)
The Department of Physician Assistant Studies is proposing a 1.1% increase in professional fees for resident students. No professional fee increase is proposed for non-resident students. The proposed increase in professional fees will cover only a portion of the anticipated increase in compensation costs. It is important to note that when comparing 14 regional programs, 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 third 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 four professional programs with the following proposed professional fee increases:

1. Speech Language Pathology MS – 4.6% increase ($3.00)
2. Speech Language Pathology Online Pre-Professional – 2.7% increase ($7.00)
3. Speech Language Pathology Online MS – 2.1% increase ($10.00)
4. Audiology AuD – 4.6% increase ($3.00)

The proposed increases in professional fees are required to fund the anticipated increase in compensation costs. Compared to peer institutions, these professional programs will continue to remain competitive with these increases.

Dental Hygiene
The Department of Dental Hygiene has three professional programs with the following proposed professional fee increases:

1. Dental Hygiene BS – 3.9% increase ($43.00)
2. Dental Hygiene MS – Didactic – 3.3% increase ($5.00)
3. Dental Hygiene MS – Thesis – 3.1% increase ($8.00)

In order for the Dental Hygiene BS program to keep pace with compensation increases, and increasing departmental expenses for equipment repair and replacement, it must increase professional fees. The 3.9% increase is to help defray these costs. Dental Hygiene will not only continue to be financially competitive with this professional fee increase, but will remain the lowest cost program in the intermountain west.

The proposed increases to the Dental Hygiene MS – Didactic and the Dental Hygiene MS – Thesis programs will help fund the anticipated increase in compensation costs as well as travel expenses required to support graduate faculty attending professional meetings and trainings. It will also be used for travel to clinical sites spread across the country due to the program being online. The Dental Hygiene MS programs will continue to remain financially competitive.

Counseling

The Department of Counseling is proposing a 1.1% professional fee increase to cover the increasing costs associated with clinical overhead and compliance. The Graduate Counseling program will continue to remain financially competitive.

Nursing

The School of Nursing has four professional programs with the following proposed professional fee increases:

1. Nursing BSN – 5.1% increase ($45.00)
2. Nursing MSN – 5.0% increase ($54.00)
3. Nursing PhD – 4.5% increase ($49.00)
4. Nursing DNP – 5.0% increase ($97.00)

The proposed increases will cover a portion of the anticipated increase in compensation costs and the increasing costs for laboratory equipment, supplies, and technology support. The costs for laboratory equipment and supplies, simulation equipment, technology and warranty support, and reporting have increased significantly from 2016 to 2017. These are mandatory expenses required for educating nursing students. The School of Nursing has an advanced simulation laboratory at both Pocatello and Meridian campuses where all students participate in hands-on learning in these environments. The equipment, supplies, and technology are required to maintain exceptional learning environments. ISU's professional nursing programs will remain financially competitive even with these proposed professional fee increases.

Radiographic Science

The Radiographic Science Program is proposing a 2.4% professional fee increase to fund the anticipated increase in compensation costs as well as equipment repair and replacement costs. The Radiographic Sciences program will continue to remain financially competitive with the proposed increase.

Medical Lab Science

The Medical Laboratory Sciences program is proposing a 1.1% professional fee increase to assist with increasing costs associated with clinical overhead and compliance. The Medical Laboratory Sciences program will continue to remain financially competitive and more affordable than the University of Utah's program.

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.

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IDAHO STATE UNIVERSITY

Changes to Student Fees for FY 2019
Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	Bd Appv	FY18 Fees	FY19 Initial Notice	Requested FY19 Fees	Change	% Chg.
1	**Full-time Fees:**						
2	Tuition	**	$5,424.60	$5,645.00	$5,645.00	$220.40	4.1%
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	**	1,064.60	1,098.20	1,098.20	33.60	3.2%
6	**Total Full-time Fees**		$7,166.00	$7,420.00	$7,420.00	$254.00	3.5%
7							
8	**Part-time Credit Hour Fees:**						
9	Education Fee	**	$307.33	$318.89	$318.89	$11.56	3.8%
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	**	45.52	46.96	46.96	1.44	3.2%
13	**Total Part-time Cr Hr Fees:**		$359.00	$372.00	$372.00	$13.00	3.6%
14							
15	**Other Student Fees:**						
16	Graduate Fees:						
17	Full-time Tuition/Fees	**	$7,602.00	$7,984.00	$7,984.00	$382.00	5.0%
18	Full-time Grad Fee	**	$1,326.00	$1,392.00	$1,392.00	$66.00	5.0%
19	Part-time Tuition/Fees	**	$380.00	$400.00	$400.00	$20.00	5.3%
20	Part-time Grad Fee	**	$67.00	$70.00	$70.00	$3.00	4.5%
21	Nonresident Tuition:						
22	Full-time Nonres Tuition	**	$14,776.00	$15,520.00	$15,520.00	$744.00	5.0%
23	Part-time Nonres Tuition	**	240.00	252.00	252.00	12.00	5.0%
24	Professional Fees:						
25	PharmD - Resident	**	$10,734.00	$11,156.00	$11,156.00	$422.00	3.9%
26	PharmD - Nonres	**	$14,940.00	$15,362.00	$15,362.00	$422.00	2.8%
27	Phys Therapy - Resident	**	$4,320.00	$4,500.00	$4,500.00	$180.00	4.2%
28	Phys Therapy - Nonres	**	$9,720.00	$9,720.00	$9,720.00	$0.00	0.0%
29	Occu Therapy - Resident	**	$3,384.00	$3,585.00	$3,585.00	$201.00	5.9%
30	Occu Therapy - Nonres	**	$7,986.00	$7,986.00	$7,986.00	$0.00	0.0%
31	Physician Assistant - Resident	**	$20,340.00	$20,565.00	$20,565.00	$225.00	1.1%
32	Physician Assistant - Nonres	**	$20,625.00	$20,625.00	$20,625.00	$0.00	0.0%
33	Nursing-BSN	**	$1,780.00	$1,870.00	$1,870.00	$90.00	5.1%
34	Nursing-MSN	**	$2,160.00	$2,268.00	$2,268.00	$108.00	5.0%
35	Nursing-PhD	**	$2,170.00	$2,268.00	$2,268.00	$98.00	4.5%
36	Nursing-DNP	**	$3,880.00	$4,074.00	$4,074.00	$194.00	5.0%
37	Speech Language Path MS (Cr Hr)	**	$65.00	$68.00	$68.00	$3.00	4.6%
38	Speech Language Online PreProf (C	**	$255.00	$262.00	$262.00	$7.00	2.7%
39	Speech Language Online MS (Cr Hr)	**	$480.00	$490.00	$490.00	$10.00	2.1%
40	Audiology AuD (Cr Hr)	**	$65.00	$68.00	$68.00	$3.00	4.6%
41	Dental Hygiene BS (Junior/Senior)	**	$2,180.00	$2,266.00	$2,266.00	$86.00	3.9%
42	Dental Hygiene MS-Didactic (Cr Hr)	**	$150.00	$155.00	$155.00	$5.00	3.3%
43	Dental Hygiene MS-Clinical (Cr Hr)	**	$349.00	$349.00	$349.00	$0.00	0.0%
44	Dental Hygiene MS-Thesis (Cr Hr)	**	$260.00	$268.00	$268.00	$8.00	3.1%
45	Counseling-Graduate	**	$1,098.00	$1,110.00	$1,110.00	$12.00	1.1%
46	Radiographic Science	**	$830.00	$850.00	$850.00	$20.00	2.4%
47	Clinical Lab Science	**	$1,420.00	$1,436.00	$1,436.00	$16.00	1.1%
48	Paramedic Science	**	$1,468.00	$1,468.00	$1,468.00	$0.00	0.0%
49	Dietetics	**	$2,900.00	$2,900.00	$2,900.00	$0.00	0.0%
50	Social Work BA	**	$250.00	$250.00	$250.00	$0.00	0.0%
51	Social Work MS		$400.00	$400.00	$400.00	$0.00	0.0%
52	Athletic Training MS	**	$1,500.00	$1,500.00	$1,500.00	$0.00	0.0%
53	Idaho Dental Education (IDEP)		$27,260.00	$29,311.00	$29,311.00	$2,051.00	7.5%
54	Other Fees:						
55	Western Undergrad Exchge	**	$3,583.00	$3,710.00	$3,710.00	$127.00	3.5%
56	In-service Fees/Cr Hr - Undergrad	**	$114.00	$122.00	$122.00	$8.00	7.0%
57	In-service Fees/Cr Hr - Grad	**	$143.00	$156.00	$156.00	$13.00	9.1%
58	OPF - Community Paramedic Certific	**	$3,300.00	$3,300.00	$3,300.00	$0.00	0.0%
59	New Student Orientation Fee	**	$100.00	$100.00	$100.00	$0.00	0.0%
60							
61							
62							

> **The Full-time fee & Part-time credit hour fee are effective Fall Semester 2018.**
> **Summer session fees are at the Part-time fee rate - effective Summer 2019.**

IDAHO STATE UNIVERSITY
Potential Student Fee Revenue Changes for FY 19
Due to Enrollment and Fee Changes

	Student Fees:	FY18	FY19	Changes due to Count Gen Educ	Local	Fee Changes Gen Educ	Local	Total Rev Chge Gen Educ	Local
1	**Full-time Fees:**								
2	Tuition	6,232	5,947	($1,546,000)		$1,310,700		($235,300)	
3	Technology Fee	6,232	5,947		(47,500)		0		($47,500)
4	Facilities Fees	6,232	5,947		(145,400)		0		($145,400)
5	Student Activity Fees	6,232	5,947		(303,400)		199,800		($103,600)
6	**Total Full-time Fees**			($1,546,000)	($496,300)	$1,310,700	$199,800	(235,300)	(296,500)
7									
8	**Part-time Credit Hour Fees:**								
9	Tuition	37,450	30,870	($2,022,200)		$356,900		($1,665,300)	
10	Technology Fee	37,450	30,870		(40,500)		0		($40,500)
11	Facilities Fees	37,450	30,870		0		0		$0
12	Student Activity Fees	37,450	30,870		(299,500)		44,500		($255,000)
13	**Total Part-time Cr Hr Fees:**			($2,022,200)	($340,000)	$356,900	$44,500	(1,665,300)	(295,500)
14									
15	**Other Student Fees:**								
16	Graduate Fees:								
17	Full-time Tuition/Fees	924	935	$64,500	$19,200	$325,800	$31,400	390,300	$50,600
18	Full-time Grad Fee	924	935	$14,600		$61,700		76,300	$0
19	Part-time Tuition/Fees	6,012	6,078	21,700	3,400	112,800	8,800	134,500	$12,200
20	Part-time Grad Fee	6,012	6,078	4,400		18,200		22,600	$0
21	Nonresident Tuition:								
22	Full-time Nonres Tuition	1,116	771	(2,548,900)		$286,800		(2,262,100)	$0
23	Part-time Nonres Tuition	1,500	1,176	(77,800)		14,100		(63,700)	$0
24	Professional Fees:								
25	PharmD - Resident	278	273		(53,700)		115,200	-	$61,500
26	PharmD - Nonres	40	61		313,700		25,700	-	$339,400
27	Phys Therapy - Resident	58	36		(95,000)		6,500	-	($88,500)
28	Phys Therapy - Nonres	11	8		(29,200)		0	-	($29,200)
29	Occu Therapy - Resident	34	24		(33,800)		4,800	-	($29,000)
30	Occu Therapy - Nonres	6	5		(8,000)		0	-	($8,000)
31	Physician Assistant - Resident	95	71		(488,200)		16,000	-	($472,200)
32	Physician Assistant - Nonres	19	44		515,600		0	-	$515,600
33	Nursing-BSN	195	204		16,000		18,400	-	$34,400
34	Nursing-MSN	5	5		0		500	-	$500
35	Nursing-PhD	14	14		0		1,400	-	$1,400
36	Nursing-DNP	44	53		34,900		10,300	-	$45,200
37	Speech Language Path MS (Cr Hr)	1,728	1,723		(300)		5,200	-	$4,900
38	Speech Language Online PreProf (C	2,513	1,609		(230,500)		11,300	-	($219,200)
39	Speech Language Online MS (Cr Hr	815	780		(16,800)		7,800	-	($9,000)
40	Audiology AuD (Cr Hr)	844	874		2,000		2,600	-	$4,600
41	Dental Hygiene BS (Junior/Senior)	51	55		8,700		4,700	-	$13,400
42	Dental Hygiene MS-Didactic (Cr Hr)	105	87		(2,700)		400	-	($2,300)
43	Dental Hygiene MS-Clinical (Cr Hr)	0	0		0		0	-	$0
44	Dental Hygiene MS-Thesis (Cr Hr)	62	42		(5,200)		300	-	($4,900)
45	Counseling-Graduate	73	75		2,200		900	-	$3,100
46	Radiographic Science	47	44		(2,500)		900	-	($1,600)
47	Clinical Lab Science	59	54		(7,100)		900	-	($6,200)
48	Paramedic Science	24	27		4,400		0	-	$4,400
49	Dietetics	18	18		0		0	-	$0
50	Social Work BA	58	49		(2,300)		0	-	($2,300)
51	Social Work MS	0	25		10,000		0		$10,000
52	Athletic Training MS	8	15		10,500		0	-	$10,500
53	Idaho Dental Education (IDEP)	8	8		0		16,400	-	$16,400
54	Other Fees:								
55	Western Undergrad Exchge	130	147	60,900		18,700		79,600	$0
56	In-service Fees/Cr Hr - Undergrad	0	0	0		0		-	$0
57	In-service Fees/Cr Hr - Grad	550	273	(39,600)		3,500		(36,100)	$0
58	OPF - Community Paramedic Certifi	20	16		(13,200)		0	-	($13,200)
59	New Student Orientation Fee	2,100	2,150		5,000		0	-	$5,000
60	**Total Other Student Fees**			($2,500,200)	($42,900)	$841,600	$290,400	($1,658,600)	$247,500
61									
62	**Total Additional Student Fee Revenue**			($6,068,400)	($879,200)	$2,509,200	$534,700	($3,559,200)	($344,500)

The schedule of "Potential Student Fee Revenue Changes for FY 19" 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. FY18 is the current year base budget while FY19 is a reflection of the anticipated FY18 actual.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2018.
Summer session fees are at the Part-time fee rate - effective Summer 2019.

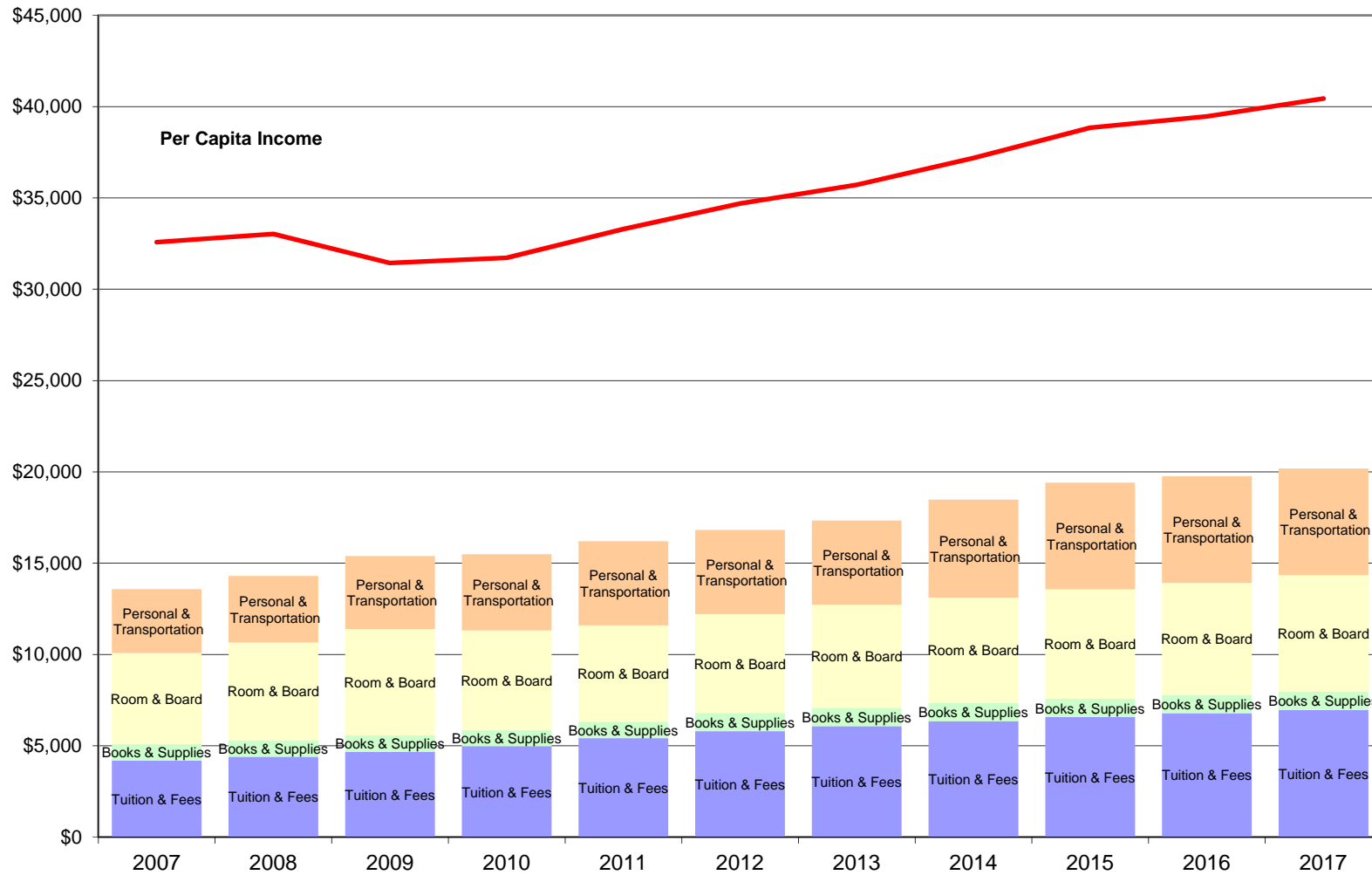**Idaho State University**
FY19 Comparative Scenarios for Tuition

	Assumes Flat Enrollment		Includes Changes in Enrollment	PROPOSED Includes Changes in Enrollment	
	COVERS: Benefits/CEC/ Comp Sched Chg	**COVERS:** Benefits/CEC/ Comp Sched Chg, Promotions	**COVERS:** Benefits/CEC/ Comp Sched Chg, Promotions, Other	**COVERS:** Benefits/CEC/ Comp Sched Chg, Promotions, Other	% Increase
Total Tuition Need:					
Health Insurance	($539,300)	($539,300)	($539,300)	($539,300)	-0.8%
Variable Benefits	$33,200	$33,200	$33,200	$33,200	0.0%
CEC: Regular Employees	$835,900	$835,900	$835,900	$835,900	1.2%
CEC: Group/Temporary (GTAs only)	$76,200	$76,200	$76,200	$76,200	0.1%
Compensation Schedule Changes	$16,000	$16,000	$16,000	$16,000	0.0%
GTA Fee Waiver	$82,900	$82,900	$82,900	$82,900	0.1%
Faculty Promotions		$150,000	$150,000	$150,000	0.2%
Enrollment Impacts			$6,068,400	$1,689,500	2.4%
Safety/Security Investment			$50,000	$50,000	0.1%
Athletic Limit Increase			$112,900	$112,900	0.2%
Total Tuition Need	$504,900	$654,900	$6,886,200	$2,507,300	3.5%
Total Tuition/Fee Rate Increases				**Proposed Rates**	**Proposed Rates**
FT Undergraduate Resident	0.8%	1.0%	9.8%	3.5%	3.5%
FT Graduate	0.8%	1.0%	9.8%	5.0%	5.0%
FT Non-Resident	0.8%	1.0%	9.8%	5.0%	5.0%
PT Undergraduate Resident	0.8%	1.0%	9.8%	3.6%	3.6%
PT Graduate	0.8%	1.0%	9.8%	5.0%	5.0%
PT Non-Resident	0.8%	1.0%	9.8%	5.0%	5.0%

IDAHO STATE UNIVERSITY

4-year History of Board Approved Fees plus FY19 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

	Student Fees:	FY 2015	FY 2016	FY 2017	FY 2018	Request FY 2019	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$4,909.02	$5,105.06	$5,242.64	$5,424.60	$5,645.00	$735.98	14.99%
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	980.18	1,002.14	1,036.56	1,064.60	1,098.20	118.02	12.04%
6	**Total Full-time Fees**	$6,566.00	$6,784.00	$6,956.00	$7,166.00	$7,420.00	$854.00	13.01%
7	Percentage Increase	3.5%	3.3%	2.5%	3.0%	3.5%		
8								
9	**Part-time Credit Hour Fees**							
10	Education Fee	$279.96	$290.00	$297.53	$318.89	$307.33	$27.37	9.78%
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	41.89	42.85	44.32	46.96	45.52	3.63	8.67%
14	**Total Part-time Cr Hr Fees**	$328.00	$339.00	$348.00	$372.00	$359.00	$31.00	9.45%
15								
16	**Other Student Fees**							
17	Graduate Fees:							
18	Full-time Grad/Prof	$1,168.00	$1,226.00	$1,263.00	$1,326.00	$1,392.00	$224.00	19.18%
19	Part-time Graduate/Hour	$59.00	$62.00	$64.00	$67.00	$70.00	$11.00	18.64%
20	Nonresident Tuition:							
21	Nonres Tuition	$12,760.00	$13,398.00	$14,068.00	$14,776.00	$15,520.00	$2,760.00	21.63%
22	Part-time Nonres Tuition	$207.00	$217.00	$228.00	$240.00	$252.00	$45.00	21.74%
23	Professional Fees:							
24	PharmD - Resident	$9,678.00	$10,030.00	$10,330.00	$10,734.00	$11,156.00	$1,478.00	15.27%
25	PharmD - Nonres	$14,418.00	$14,940.00	$14,940.00	$14,940.00	$15,362.00	$944.00	6.55%
26	Phys Therapy - Resident	$2,714.00	$3,172.00	$3,630.00	$4,320.00	$4,500.00	$1,786.00	65.81%
27	Phys Therapy - Nonres	$7,726.00	$8,640.00	$8,640.00	$9,720.00	$9,720.00	$1,994.00	25.81%
28	Occu Therapy - Resident	$2,320.00	$2,720.00	$2,818.00	$3,384.00	$3,585.00	$1,265.00	54.53%
29	Occu Therapy - Nonres	$6,850.00	$6,850.00	$7,098.00	$7,986.00	$7,986.00	$1,136.00	16.58%
30	Physician Assistant - Res	$19,035.00	$19,815.00	$20,115.00	$20,340.00	$20,565.00	$1,530.00	8.04%
31	Physician Assistant - Nonres	$20,613.00	$20,625.00	$20,625.00	$20,625.00	$20,625.00	$12.00	0.06%
32	Nursing-BSN	$1,722.00	$1,780.00	$1,780.00	$1,780.00	$1,870.00	$148.00	8.59%
33	Nursing-MSN	$2,094.00	$2,160.00	$2,160.00	$2,160.00	$2,268.00	$174.00	8.31%
34	Nursing-PhD	$2,102.00	$2,170.00	$2,170.00	$2,170.00	$2,268.00	$166.00	7.90%
35	Nursing-DNP	$3,766.00	$3,880.00	$3,880.00	$3,880.00	$4,074.00	$308.00	New
36	Speech Language Path MS (Cr Hr)	$51.00	$60.00	$60.00	$65.00	$68.00	$17.00	33.33%
37	Speech Language Online PreProf (Cr	$200.00	$210.00	$245.00	$255.00	$262.00	$62.00	31.00%
38	Speech Language Online MS (Cr Hr)	$432.00	$435.00	$470.00	$480.00	$490.00	$58.00	13.43%
39	Audiology AuD (Cr Hr)	$51.00	$55.00	$60.00	$65.00	$68.00	$17.00	33.33%
40	Dental Hygiene BS (Junior/Senior)	$576.00	$720.00	$2,090.00	$2,180.00	$2,266.00	$1,690.00	293.40%
41	Dental Hygiene MS-Didactic (Cr Hr)	$88.00	$105.00	$143.00	$150.00	$155.00	$67.00	76.14%
42	Dental Hygiene MS-Clinical (Cr Hr)	$349.00	$349.00	$349.00	$349.00	$349.00	$0.00	0.00%
43	Dental Hygiene MS-Thesis (Cr Hr)	$176.00	$210.00	$250.00	$260.00	$268.00	$92.00	52.27%
44	Counseling-Graduate	$932.00	$990.00	$990.00	$1,098.00	$1,110.00	$178.00	19.10%
45	Radiographic Science	$824.00	$830.00	$830.00	$830.00	$850.00	$26.00	3.16%
46	Clinical Lab Science	$940.00	$970.00	$1,420.00	$1,420.00	$1,436.00	$496.00	52.77%
47	Paramedic Science	$1,312.00	$1,370.00	$1,412.00	$1,468.00	$1,468.00	$156.00	11.89%
48	Dietetics (currently a class fee)	$2,700.00	$2,900.00	$2,900.00	$2,900.00	$2,900.00	$200.00	7.41%
49	Social Work BA	$250.00	$250.00	$250.00	$250.00	$250.00	$0.00	0.00%
50	Social Work MS	NA	NA	NA	$400.00	$400.00	New	New
51	Athletic Training	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$0.00	0.00%
52	Idaho Dental Education (IDEP)	$25,020.00	$25,705.00	$26,476.00	$27,260.00	$29,311.00	$4,291.00	17.15%
53	Other Fees:							
54	Western Undergrad Exchge	$3,283.00	$3,392.00	$3,478.00	$3,583.00	$3,710.00	$427.00	13.01%
55	In-service Fees/Cr Hr - Undergrad	$103.00	$106.00	$110.00	$114.00	$122.00	$19.00	18.45%
56	In-service Fees/Cr Hr - Grad	$125.00	$132.00	$138.00	$143.00	$156.00	$31.00	24.80%
57	OPF - Community Paramedic Certifica	NA	NA	$1,100.00	$1,100.00	$3,300.00	New	New
58	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
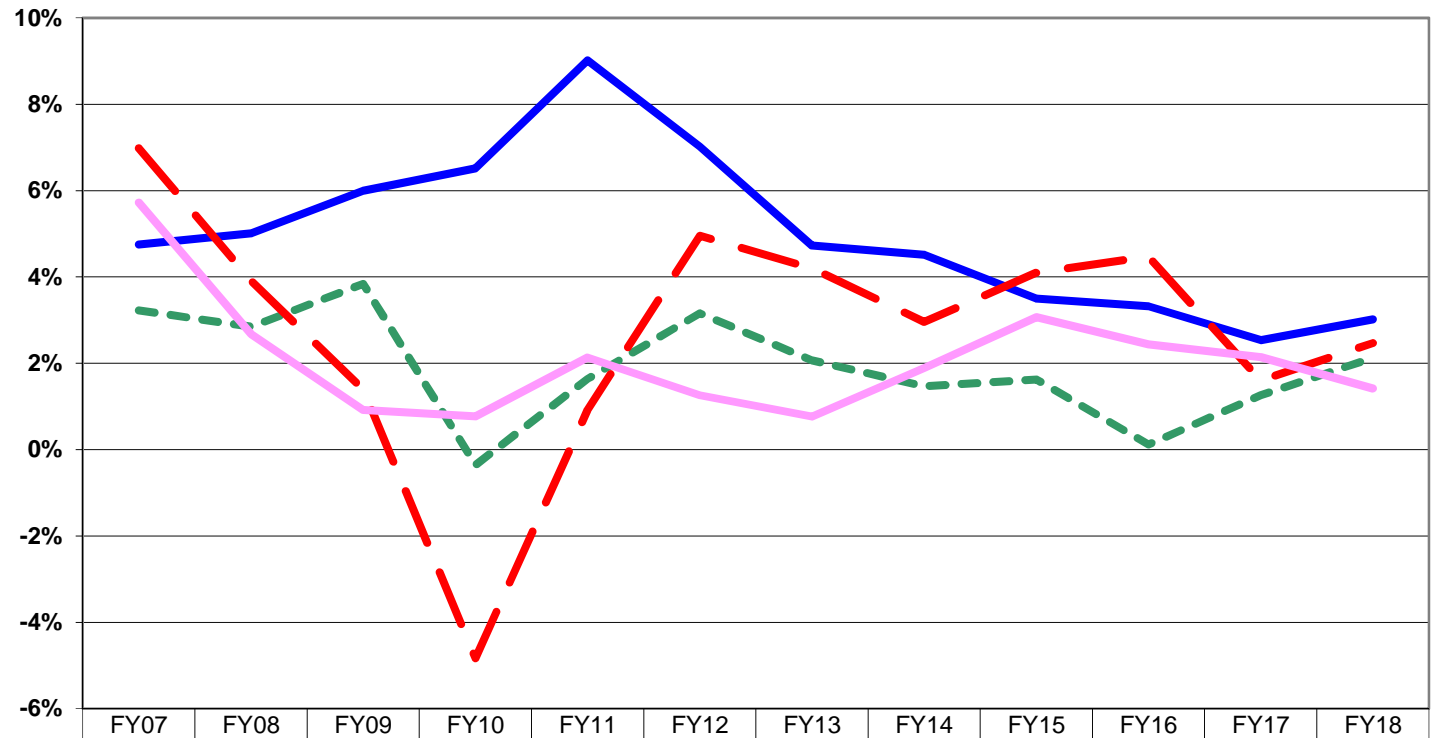## Idaho State University

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
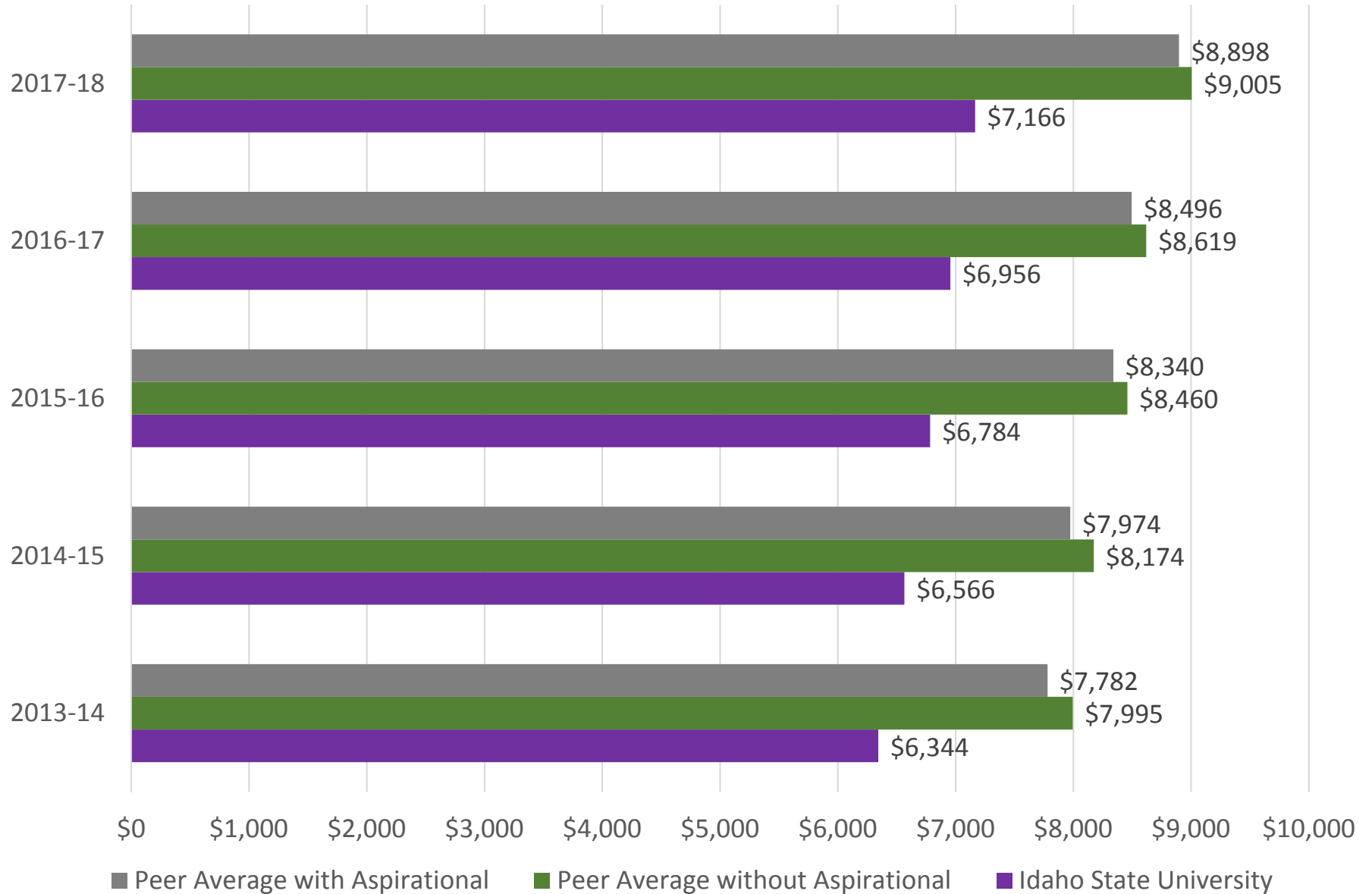## Idaho State University

Chart: Stacked bar graph showing Cost to Deliver College (left axis, $- to $180,000,000) versus Student FTE and Cost per FTE (right axis, - to 18,000) for years 2007 through 2017. Each bar is divided into categories from bottom to top: Inst, Acad Sup., Stud Serv, Library, Ath & Aux, PP&E, Inst Sup, Fin Aid. A red line labeled "Student FTE" overlays the bars.

Legend:
Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

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

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Resident Fees	4.75%	5.01%	6.00%	6.52%	9.02%	7.02%	4.73%	4.51%	3.50%	3.32%	2.54%	3.02%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%
Idaho Per Capita Income	6.98%	3.91%	1.39%	-4.83%	0.92%	4.95%	4.20%	2.95%	4.10%	4.47%	1.60%	2.47%
Idaho Average Annual Wage	5.72%	2.67%	0.92%	0.77%	2.13%	1.26%	0.77%	1.89%	3.07%	2.44%	2.14%	1.42%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2018

Idaho State University

	2017-18	2016-17	2015-16	2014-15	2013-14
Peer Average with Aspirational	$8,898	$8,496	$8,340	$7,974	$7,782
Peer Average without Aspirational	$9,005	$8,619	$8,460	$8,174	$7,995
Idaho State University	$7,166	$6,956	$6,784	$6,566	$6,344

■ Peer Average with Aspirational   ■ Peer Average without Aspirational   ■ Idaho State University

WORK SESSION - STUDENT FEES

TAB B4 Page 16

BOISE STATE UNIVERSITY

SUBJECT
    Honors College Program Fee

APPLICABLE STATUTE, RULE, OR POLICY
    Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.

ALIGNMENT WITH STRATEGIC PLAN
    Goal 2: Educational Attainment, Objective A: Higher Level of Educational Achievement.

BACKGROUND/DISCUSSION
    Boise State University (BSU) proposes to establish an Honors College Program Fee which will be charged only to students participating in the Honors College Program. The fee will be charged on a per semester basis in the amount of fifty dollars ($50) beginning fall 2018. BSU estimates annual revenue from this fee at $100,000 which will be used specifically to fund expanded student co-curricular programming to match the 104% growth in students since 2014, as well as funding support staff to ensure BSU's record of student success continues at scale.

    The Honors College is a voluntary program that recruits top students from Idaho and the region to enhance BSU's academic reputation. It is designed to strengthen the experience of these qualified applicants through Honors courses and activities. For the past several years, two-thirds of BSU's new students reported Honors was a critical factor in their choice of BSU. Co-curricular activities are a central feature of Honors Colleges nationally.

    Additionally, regional Honors Colleges at University of Utah, Oregon State, and University of Oregon charge fees (ranging from $150-$400 per year) that allow the institutions to offer additional programming and support for their students. Without a fee, BSU is at a competitive disadvantage to these programs.

IMPACT
    The Honors College Program Fee would allow the program to meet the accelerated demand for services BSU provides to these high-achieving students. In fall 2018, BSU projects its student population to grow an additional 10-15%. BSU has had a record-breaking application cycle with a 20% increase in applications over the last year.

STAFF COMMENTS AND RECOMMENDATIONS

Representatives from BSU will be available to discuss the additional programming and enhanced support that could be provided to Honors College students with funding from the proposed mandatory $50 per semester fee, and whether the fee would be an eligible expense for student financial aid.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to establish an Honors College Program Fee in the amount of fifty dollars ($50) per semester, effective fall 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT
  Senior Citizen Fee Adjustment

REFERENCE

February 2014	The Board revised the senior citizen fee in policy V.R. to remove specific requirements that Idaho residents 60 years of age or older be charged a $20 registration fee and $5 per credit hour, and delegated authority to the institutions to determine eligibility for the fee and to set the fee, subject to Board approval.

APPLICABLE STATUTE, RULE, OR POLICY
  Idaho State Board of Education Governing Policies & Procedures, Section V.R. "Establishment of Fees"

ALIGNMENT WITH STRATEGIC PLAN
  Goal 2: Educational Attainment, Objective C: Access—Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

BACKGROUND/DISCUSSION
  Boise State University (BSU) proposes to charge standard tuition and fee rates to Idaho residents aged 60 and older who take courses in pursuit of a degree. Currently, BSU's senior citizen policy is based on the Board's earlier policy prior to February 2014 (a $20 registration fee and $5 per credit charge for persons aged 60 and over). BSU offers this fee on a space-available basis, including those senior citizens who are seeking a degree.

  Boise State would like to adjust its current practice and, instead, require that standard tuition and fees apply to all students who are pursuing degrees regardless of their age. However, Idaho residents aged 60 and older will be able to audit courses on a space available basis at no charge.

  All students who attend the university in pursuit of a degree require the commitment of institutional resources – both instructional and support. Currently, students under age 60 who are pursuing degrees are subsidizing the cost for those above age 60 who are receiving the $5 per credit hour benefit. The proposed change corrects this inequity by charging all degree-seekers the standard tuition and fees. The University will focus its efforts for lifelong learning through course auditing and the Osher Lifelong Learning Institute (Osher).

IMPACT

Boise State serves seasoned adults through the Osher, Idaho's only lifelong learning program, which offers college-level short courses, lectures and other special learning opportunities for intellectually curious adults over age 50. Membership is $70 per year and scholarships are available. Osher's membership has increased over 70% in the last five years and now serves 1,586 individuals.

Providing University services to this audience through the Osher and through free access to auditing courses will ensure seniors have the opportunity to stay actively engaged in learning without impacting the progress of degree-seeking students who are taking courses for credit. Allowing seniors free to no cost opportunities to audit classes is not uncommon; for example, Portland State University and the University of Washington use this model.

Boise State will allow students aged 60 and above who are currently enrolled in a program as degree seeking students to complete their program at the previous level of $5 per credit hour. For all others, this new fee plan will go into effect in fall 2019.

STAFF COMMENTS AND RECOMMENDATIONS

With grandfathering provisions for senior citizens who are currently seeking degrees and a one year delay in the implementation date for all other seniors, the BSU proposal will help to minimize concerns/complaints from eligible students already pursuing degrees under the previous BSU senior citizen fee policy. The continuing "space available" criterion will help provide access to regular degree-seeking students who pay normal tuition and fees. Staff presumes that, under the new policy, special course fees might still be applicable for auditing seniors who participate in all aspects (labs, etc.) of courses that have approved course fees.

BSU representatives will be available to discuss the estimated impact in terms of numbers of affected students and feedback that may have been received to date from students on the proposed policy.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge standard tuition and fee rates to Idaho residents 60 years of age and older who take courses in pursuit of a degree, and to offer senior citizens the opportunity to audit courses at no charge, on a space available basis.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT
Idaho Office of School Safety and Security (IOSSS)

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section 33-5901, Idaho Code

BACKGROUND/DISCUSSION
The IOSSS was created by the legislature in 2016 promote the safety and security of the students attending any and all public educational schools and institutions in the state. The goals of the IOSSS, as derived from legislative intent, are as follows:
1. Develop and employ a comprehensive process and instrument for triennial school assessments and reports.
2. Maintain accurate information on school locations and conditions, tracking facility additions and changes.
3. Identify and implement multiple modes of support for the improvement of safety and security within schools.
4. Identify and establish connection with the agencies, institutions and organizations that serve schools, school personnel, or provide some type of service useful for promoting safety and security within the school environment.
5. Identify incidents, conditions and trends that threaten schools. Research and develop effective practices for the purpose of distributing information and providing training as needed. Research and evaluate the efficacy of technological security solutions, advising school on possible implementation.

The IOSSS has an advisory board consisting of thirteen (13) members as follows: four (4) members appointed by the governor; one (1) representative from the State Department of Education; one (1) representative from the state board of education; one (1) representative from the Idaho state police; one (1) representative from the Idaho chiefs of police association; one (1) representative from the Idaho sheriffs' association; one (1) representative from the Idaho office of emergency management; one (1) representative from the Idaho fire chiefs association; and two (2) representatives from the state legislature. The primary purpose of the advisory board is to develop school safety and security guidelines.

IMPACT
This work session will provide the State Board of Education an opportunity to discuss the work of the IOSSS around supporting safe and secure campuses at Idaho's public schools, charter schools and institutions.

ATTACHMENTS
Attachment 1 – 2018 Legislative Report   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In light of recent events involving school shootings around the country, during the February 2018 regular Board meeting, the Board president asked to have a work session on school safety and security.

BOARD ACTION

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

Idaho School Safety & Security Legislative Report 2018

January 18, 2018

Table of Contents

Introduction to report purpose and Office initiation

This reports summarizes the activities completed by staff of the Idaho Office of School Safety and Security during fiscal year 2018, in accordance with Idaho Statute 33-5806 [33-5906] POWERS AND DUTIES OF THE IDAHO SCHOOL SAFETY AND SECURITY ADVISORY BOARD. The board shall: (3) On or before February 1 of each year, report to the legislature and to the governor on the status of school safety and security in the Idaho public educational facilities.

Both the Idaho Office of School Safety and Security (IOSSS) and The Idaho School Safety and Security Advisory Board were established with the passage of HB 514, entered into Idaho Statute as 33-5804 [33-5904] OFFICE OF SCHOOL SAFETY AND SECURITY, as part of Title 33 Education, Chapter 58 [59] IDAHO SCHOOL SAFETY AND SECURITY ACT. 33-5804 [33-5904] also places the Office of School Safety and Security in the Idaho Division of Building Safety.

The work of the IOSSS is guided by 33-5802 [33-5902], LEGISLATIVE INTENT. It is the intent of the legislature that the purpose of this chapter is to:

(1) Promote the safety and security of the students attending the public educational institutions of the state;
(2) Provide recommendations, systems and training to assist public educational institutions at all levels for the safety and security of students;
(3) Enhance the safety and security resources available to public educational institutions;
(4) Ensure that periodic security assessments of statewide public educational institutions are conducted and reported;
(5) Ensure that surveys are conducted and research information is reported to appropriate parties;
(6) Promote the use of technical methods, devices and improvements to address school security;
(7) Encourage the recognition of security design to be incorporated in future construction or renovation of public educational institutions; and
(8) Provide written reports of security assessments to appropriate school administrative authorities.

Goals developed from intent language

Goal 1: Develop and employ a comprehensive process and instrument for Triennial school assessments and reports. [33-5902] (4)(5)(8)

Goal 2: Maintain accurate information on school locations and conditions, tracking facility additions and changes. [33-5902] (1)(2)(3)

Goal 3: Identify and implement multiple modes of support for the improvement of safety and security within schools. [33-5902] (1)(2)(3)(6)(7)

Goal 4: Identify and establish connection with the agencies, institutions and organizations that serve schools, school personnel, or provide some type of service useful for promoting safety and security within the school environment. [33-5902] (1)(3)

Goal 5: Identify incidents, conditions and trends that threaten schools. Research and develop effective practices for the purpose of distributing information and providing training as needed. Research and evaluate the efficacy of technological security solutions, advising school on possible implementation. [33-5902] (1)(2)(3)(6)(7)(8)

Summary of Foremost Activities

July-August 2017

Assessment tool updated by revising answer choices from graduated to binary, as well as expanding some key questions (example follows). **(Goal 1)**

Original question: Has there been bullying/intimidation/harassment reported?
(Possible responses: Extensive, Moderate, Light, N/A, N/AS)

Revised question(s):
Is there a reported increase in bullying incidents on campus from last year?
(Possible responses: Yes, No)
Is there a reported increase in cyberbullying incidents from last year?
(Possible responses: Yes, No)
Is there a reported decrease in cyberbullying incidents from last year?
(Possible responses: Yes, No)

Restructure the Executive Summary report to school administrators (Appendices A, B).

Ongoing activities:

- 280 Assessments done (08/01/16-12/015/17) **(Goal 1,2,3)**
- 545 hours of training/consulting 07/01/17-12/15/17 **(Goal 3,5)**
    - Emergency Operations Planning
    - Pre-service teacher training
    - Pre-service administration training
    - Radio Communications
    - Effective Supervision practices
    - Behavioral Threat Assessment
    - Basics of Crime Prevention Through Environmental Design (CPTED)
- 34 building project applications reviewed **(Goal 2,5)**
- $ 82,900 donated radio equipment deployed in districts (Appendix C). **(Goal 3,4)**
- Host Law Enforcement Advisory Group to establish standards in emergency management preparedness, training and implementation. **(Goal 3,4)**
- Supporting Partner with Boise State University in National Institute of Justine (NIJ) Comprehensive School Safety Initiative Grant. Scaling up an evidence-based Schoolwide Positive Behavior Intervention Supports approach in the Idaho Rural Implementation Model (I-RIM)*.* **(Goal 3,4)**
- Represent Division of Building Safety as Emergency Support Function representative within the Idaho Office of Emergency Management. **(Goal 4,5)**

Assessment Tool & Aggregated Data

Assessment Element Key

1. School Cover Sheet
2. Demographics
3. Neighborhood-Grounds-Building
4. Intruder
5. Access Control
6. Supervision-Surveillance
7. Student Movement-Transportation
8. Communication
9. High Risk Areas
10. Culture-Climate-School Community
11. Health-Mental Health
12. Cooperating Agencies
13. Training
14. Policy-Procedure
15. Emergency Operations Planning

Aggregated data 08/01/2016-12/15/2017

3.	Neighborhood/ Grounds/Building:	*Campus perimeter fenced*	**- 46% yes**
		Campus fence securable	**- 15% yes**
		Campus fence secured	**- 8% yes**
5.	Access Control:	*Main or primary entry controlled*	**- 65% yes**
		All other perimeter doors locked/controlled/monitored	**- 36% yes**
		Visitors required to check-in	**- 62% yes**
		Staff prominently displays photo id	**- 24% yes**
6.	Supervision/ Surveillance:	*Staff monitors entrance/exits during student arrival/departure*	**- 44% yes**
		Video surveillance in place	**- 73% yes**
		All cameras operational	**- 58% yes**
8.	Communications:	*School office can notify all school interior areas*	**- 83% yes**
		All instructional areas can notify entire school campus	**- 47% yes**
10.	Culture/Climate/ School Community:	*Bullying rates:* - *Increasing*	**- 20% yes**
		- *Decreasing*	**- 18% yes**
		- *Cyber increase*	**- 32% yes**
		- *Cyber decrease*	**- 18% yes**
		Staff visible in halls interacting positively w/students	**- 64% yes**
		Student perception data available	**- 52% yes**
		School wide positive behavioral intervention program in place	**- 87% yes**
11.	Health/Mental:	*Nurse/medical duties performed by general school staff*	**- 73% yes**
12.	Cooperating Agencies:	*SRO located on site*	**- 27% yes**
		SRO has job descriptions (as reported by site admin)	**- 44% yes**
13.	Training:	*Certified staff trained on school emergency procedures*	**- 67% yes**
		Classified staff training on school emergency procedures	**- 63% yes**
		Substitute staff trained on school emergency procedures	**- 32% yes**

Idaho Office of School Safety/Security Advisory Board

Member	Company/Representing	Mailing Address	Original Appointment	Term Expires
Jeri Henley	Parent of a Student	Gateway Real Estate 321 Eastland Drive North Twin Falls, ID 83301	07/08/2016	07/01/2018
K. Logan Easley	Teacher	West Ada School District 1303 East Central Drive Meridian, ID 83642	07/05/2016	07/01/2019
Senator Marv Hagedorn	Idaho Senate	State of Idaho P.O Box 83720 Boise, ID 83720	07/01/2016	07/01/2018
James Dale Fry, Jr.	Representative Local School Board	515 Christie Street Troy, ID 83871	07/01/2016	07/01/2019
Dr. Becky Meyer	Rep. School Superintendents	Lakeland SD #272 15506 N. Washington St. Rathdrum, ID 83858	07/01/2016	07/01/2019
Matt Freeman	State Board of Education	State Board of Education PO Box 83720 Boise, ID 83720	07/01/2016	07/01/2018
Jeff Gunter	Idaho Police Chiefs Association	Hailey Police Department 115 S. Main, Suite C Hailey, ID 83333	07/01/2016	07/01/2018
Charles 'Chad' A. Huff	Idaho Sheriff's Association	Payette County Sheriff 1130 3rd Avenue, Room 101 Payette, ID 83661	07/01/2016	07/01/2018
John Ganske	Idaho State Police	Idaho State Police 700 S. Stratford Meridian, ID 83642	07/01/2016	07/01/2018
William 'Brad' Richy	Bureau of Homeland Security	State of Idaho 4040 W. Guard St. Bldg 600 Boise, ID 83705	07/01/2016	07/01/2018
David Gates	Idaho Fire Chiefs Association	Pocatello Fire Department 408 E. Whitman Avenue Pocatello, ID 83201	07/01/2016	07/01/2018
Matt McCarter	State Department of Education Superintendent of Public Instruction	State Dept of Education PO Box 83720 Boise, ID 83720-0027	07/01/2016	07/01/2018
Rep. Wendy Horman	House of Representatives	State of Idaho PO Box 83720 Boise, ID 83720	07/05/2016	07/01/2018

Office Locations and Staff

Meridian, Main Office 1090 E Watertower St., Ste 150 Meridian, ID 83642 208-332-7155	Coeur d'Alene 1250 Ironwood Dr., Ste 220 Coeur d'Alene, ID 83814 208-332-7155	Pocatello 2055 Garrett Way Building 1, Ste 4 Pocatello, ID 83201 208-332-7155
Program Manager, Brian Armes brian.armes@dbs.idaho.gov Region 2 Security Analyst, Mike Munger mike.munger@dbs.idaho.gov Admin-Assistant, Kayla Harris-Baker kayla.harris@dbs.idaho.gov	Region 1 Security Analyst, Mark Feddersen mark.feddersen@dbs.idaho.gov	Region 3 Security Analyst, Guy Bliesner guy.bliesner@dbs.idaho.gov

Appendices

- Appendix A – Example of Assessment Executive Summary

- Appendix B – 2nd Example of Assessment Exec Summary

- Appendix C – List of Communication Projects and donated equipment

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SUBJECT
    Institution and Agency Strategic Plan

REFERENCE

April 2017	The Board reviewed the institution, agency, and special/health programs strategic plans and requested the plans be submitted using a consistent template.
June 2017	The Board approved the annual updates to the institution, agency, and special/health program strategic plans.
December 2017	The Board approved new system-wide performance measures for the institutions focused on outcomes from the CCA Game Changers.
February 2018	The Board approved the State K-20 Education Strategic Plan.

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.

ALIGNMENT WITH STRATEGIC PLAN
    Goals 1 through 3: Institution and agency strategic plans are required to be in alignment with the Board's K-20 Strategic Plan.

BACKGROUND/ DISCUSSION
    Pursuant to sections 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, ask questions or request changes in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that the plans 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 all of the plans to DFM.

    Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in sections 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations

interest 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.

2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

    i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

    ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

    iii. Each objective must include at a minimum one performance measure with a benchmark.

3. Performance measures must be quantifiable indicators of progress.

4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.

5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

7. Institutions and agencies may include strategies at their discretion.

In addition to the required compenents and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format. The Planning, Policy and Governmental Affairs committee established a template for strategic plan submittal that has been in place since April 2017.

At the December 2017 Regular Board meeting the Board discussed and approved new "System-wide Performance Measures." The new system-wide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The institutions' directors of institutional research were provided the opportunity to give feedback on how each performance measure could be consistently counted across

institutions. The plans provided by the institutions with this agenda item are the first plans that use the new system-wide performance measures. While each institution is required to use the system-wide performance measures, each institution sets their own benchmarks. The institutional research directors met and discussed the system-wide performance measures and how they could be collected and reported consistently between institutions prior to Board consideration.

The new system-wide performance measures are:

Timely Degree Completion
I.   Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
II.   Percent of first-time, full-time, freshmen graduating within 150% of time
III. Total number of certificates/degrees produced, broken out by:
   a)   Certificates of at least one academic year
   b)   Associate degrees
   c)   Baccalaureate degrees
IV.   Number of unduplicated graduates, broken out by:
   a)   Certificates of at least one academic year
   b)   Associate degrees
   c)   Baccalaureate degrees

Reform Remediation
V.   Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

Math Pathways
VI.   Percent of new degree-seeking freshmen completing a gateway math course within two years

Structured Schedules
VII. Number of programs offering structured schedules.

Guided Pathways
VIII. Percent of first-time, full-time freshmen graduating within 100% of time

In addition to including the system-wide performance measures, the Board has consistently requested the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the "status quo."

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 (approved at the February Board meeting), the Science, Technology,

Engineering and Math (STEM) Education Strategic Plan, the Higher Education Research Strategic Plan, and the Idaho Indian Education Strategic Plan.

Additionally, Executive Order 2017-02 requires updates on the adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security Critical Security Controls (CIS Controls) to be included in each institution's and agency's strategic plan. The institutions and agencies have the option of imbedding this into their strategic plans or providing it as an addendum to the strategic plan.

IMPACT

Review will provide the Board with the opportunity to give the institutions and agencies direction on any final changes prior to consideration for approval at the June Board meeting.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

As part of the Board's constitutional and statutory responsibility for oversight and governance of public education in Idaho, the Board approves all of the public education related strategic plans; this includes the approval of each of the required strategic plans for the special programs and health programs that are funded through the various education budgets. In total, the Board considers and approves 24 updated strategic plans annually, inclusive of the K-20 Education Strategic Plan approved in February. Approved plans must meet the strategic planning requirements in Idaho Code, Board Policy, and any Executive Orders that impact strategic planning. Review and approval of the strategic plans gives the Board the opportunity at the broader policy level to affect the long-term direction of public education in the state as well as measure the progress the institutions and agencies are making in meeting their goals and objectives as well as the Board's goals and objectives.

As part of this year's Work Session review of the strategic plans the Planning, Policy and Governmental Affairs Committee of the Board would like to focus work on understanding the institution and agency plan alignment, how the goals and objectives will impact or move the needle on the Board's 60% Educational Attainment Goal, and how the plans promote greater educational system alignment and coordination. The institutions and agencies were requested to submit their plans showing amendments to goals, objectives, and performance measures. Amendments that only updated performance measure data did not need to be shown as changes. For the June Regular Board meeting clean versions of the plans will be provided for approval.

BOARD ACTION

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

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University of Idaho
Strategic Plan and Process

2019 - 2023

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted May 2017 for 2018 - 2023

MISSION STATEMENT

The University of Idaho will shape 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, we will enhance the scientific, economic, social, legal and cultural assets of our state and develop solutions for complex problems facing our society. We will continue to 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, we will ensure that our outreach activities serve the state and strengthen our teaching, scholarly and creative capacities statewide.

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

VISION STATEMENT

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

Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.[1]

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

Performance Measures:
  I. *Research Expenditures ($ million)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
97	95	96	102	**105[2]**

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

Performance Measures:
  I. *Terminal degrees in given field (PhD, MFA, etc.)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
290	275	279	236	**300**

II. *Number of Postdocs, and Non-faculty Research Staff with Doctorates*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
65	66	70	102	**72[2]**

III. *Number of undergraduate and graduate students paid from sponsored projects (System wide metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
489 (UG) & 488 (GR) 977 Total	575(UG) & 574 (GR) 1,149 Total	697 (UG) & 463 (GR) 1,160 Total	598 (UG) & 597(GR) 1,195 Total	**610 (UG) & 609 (GR) 1,237 Total[2]**

IV. *Percentage of students involved in undergraduate research (System wide metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
74%	67%	66%	65%	**69%[2]**

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

Performance Measures:
  I. *Invention Disclosures*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
18	14	18	21	**25[2]**

GOAL 2: Engage
Outreach that inspires innovation and culture

Suggest and influence change that addresses societal needs and global issues, and advances economic development 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.*

Performance Measures:
  I. *Go-On Impact[3]*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	NA	35%	35%	**45%[4]**

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.*

Performance Measures:

    I.   *Percentage Faculty Collaboration with Communities (HERI)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
54	57	57	57	**64[4]**

    II.   *Economic Impact ($ Billion)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	1.1	1.1	1.1	**1.2[4]**

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.*

Performance Measures:

    I.   *Number of Direct UI Extension Contacts*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
359,622	338,261	360,258	Not yet available	**359,000[4]**

    II.   *NSSE Mean Service Learning, Field Placement or Study Abroad*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	52%	52%	52%	**58%[4]**

    III.   *Alumni Participation Rate[5]*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8.5%	9%	10.9%	10%	**10%[4]**

    IV.   *Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
5,021 / 1,136	6,002 / 1,178	6,754/1,479	10,170 / 2,251	**6,700 / 1,250[4]**

GOAL 3: Transform
Educational experiences that improve lives

Increase our educational impact.

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

Performance Measures:

    I.   *Enrollment*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11,834	11,534	11,371	11,780	**12,500[2]**

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

Performance Measures:

   I.   *Retention – New Students (System wide metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
77.4%	80.1%	77.4%	77%	**83%[6]**

   II.   *Retention – Transfer Students (System wide metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
82.8%	79.2%	83.4%	83%	**78%[4]**

   III. *Graduates (All Degrees: IPEDS)[7], b)Undergraduate Degree (PMR), 6) Graduate / Prof Degree (PMR), d) % of enrolled UG that graduate (System wide metric), e) % of enrolled Grad students that graduate (System wide metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3,047	2,861	2,700	2,668	**2,950[2]**
1,886	1,765	1,687	1,800	**1,800[2]**
635 / 133	618 / 123	598 / 144	700 / 130	**750 / 130[4]**
20%	20%	20%	20%	**20%[4]**
30%	39%	42%	30%	**45%[4]**

   IV.   *NSSE High Impact Practices*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	67%	67%	67%	**70%[4]**

   V.   *Remediation (System wide metric) a) Number, b) % of first time freshman*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
136 / 12%	150 / 14%	151 / 14%	230 / 19%	**158 / 14%[4]**

   VI.   *Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major)* ==New Statewide Performance Measure==

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Bachelors: 2,115	Bachelors: 2,143	Bachelors: 2,017	Bachelors: 1,865	**2,000[4]**

   VII. *Percentage of UG degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment* ==*New Statewide Performance Measure*==

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Math 54%	Math 50%	Math 54%	Math 51%	**Math 56%[4]**
ENGL NA	ENGL 66%	ENGL 72%	ENGL 72%	**ENGL 77%[4]**

VIII. *Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.* *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
69.6%	70.1%	68.9%	63.4%	**74%[4]**

* Course meeting the Math general education requirement.

IX. *Percentage of students completing 30 or more credits per academic year.* *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
35.7%	37.1%	36.4%	37.5%	**40%[4]**

X. *Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time.* *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
27.8%	29.1%	29.7%	30.1%	**34%[4]**
Cohort 2008-09	Cohort 2009-10	Cohort 2010-11	Cohort 2011-12	

XI. *Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS).* *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
57.8%	57.3%	55.8%	54.5%	**60%[4]**
Cohort 2008-09	Cohort 2009-10	Cohort 2010-11	Cohort 2011-12	

XII. *Number of UG programs offering structured schedules.* *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
164 / 164	163 / 163	158 / 158	160 / 160	**155 / 155[4]**

*The definition of this metric was unclear, but all programs have an approved plan of study.

XIII. *Number of UG unduplicated degree/certificate graduates.* *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Bachelors: 1,981	Bachelors: 2,005	Bachelors: 1,865	Bachelors: 1,758	**2,000[4]**

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

Performance Measures:

I. *Equity Metric: First term GPA & Credits (% equivalent)*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
88% / 75%	75% / 75%	62.5% / 87.5%	62.5% / 87.5%	**85% / 85%[4]**

GOAL 4: Cultivate
A valued and diverse community

Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

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

Performance Measures:

I. *Multicultural Student Enrollment (heads)*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
2,415	2,605	2,678	2,678	**3,130[8]**

II. *International Student Enrollment (heads)*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
712	766	664	800	**950[4]**

III. *Percentage Multicultural a) Faculty and b) Staff*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
17% / 11%	19% / 12%	19% / 13%	19% / 13%	**21% / 14%[4]**

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

Performance Measures:

I. *Chronicle Survey Score: Job Satisfaction*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
NA	Survey average in the 2nd group of 5	Survey average in the 2nd group of 5	Survey average in the 2nd group of 5	**Survey average in the 3rd group of 5[9]**

II. *Full-time Staff Turnover Rate*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
18.52%	17.6%	16.91%	15.70%	**16%[10]**

**Objective C:** _Improve efficiency, transparency and communication._

Performance Measures:

    I.   _**Cost per credit hour (System wide metric)**_

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
$323	$335	$340	$355	**$366[11]**

    II>   _**Efficiency (graduates per $100K) (System wide metric)**_

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
1.36	1.20	1.15	1.16	**1.32[4]**

Key External Factors

Factors beyond our control that affect achievement of goals

- _The general economy, tax funding and allocations to higher education._
- _The overall number of students graduating from high school in Idaho and the region._
- _Federal guidelines for eligibility for financial aid._
- _Increased administrative burden increasing the cost of delivery of education, outreach and research activities._

Evaluation Process
A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

The metrics will be reviewed annually to evaluate their continued appropriateness in assessing the various goals and processes. As the feedback from the annual review process is reviewed the effectiveness of the processes will be refined. These feedback cycles are in place for Strategic Plan Metrics, Program Prioritization Metrics, External Program Review Process as well as a continued examination of various elements of community need as well.

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[1] Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (http://carnegieclassifications.iu.edu/).
[2] This was established as a means to achieve our end goal for enrollment and R1 status by 2025.
[3] Measured via survey of newly enrolled students, For students who answered "Yes or No", "Somewhat No" or "Definitely no" to "In your high school junior year, were you already planning to attend college (UI or other)?" the percent that responded "Yes or No", "Somewhat Yes" or "Definitely Yes" to "Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?"
[4] Internally set standard to assure program quality.
[5] Given data availability and importance for national rankings, percent of alumni giving is used for this measure.
[6] Based on a review of our SBOE peer institutions

[7] The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.

[8] Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.

[9] Based on our desire is to reach the "Good" range (65%-74%), as established by the survey publisher.

[10] Based on HR's examination of turnover rates of institutions nationally.

[11] Established by SBOE.

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
Institution/Agency Goals and Objectives				
GOAL 1: Innovate *Scholarly and creative work with impact* *Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world*				
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.			✓	
GOAL 2: Engage *Outreach that inspires innovation and culture* *Suggest and influence change that addresses societal needs and global issues, and advances economic development 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.		✓	✓	

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
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.	✓	✓		
GOAL 3: Transform *Educational experiences that improve lives* *Increase our educational impact.*				
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.		✓		
GOAL 4: Cultivate *A valued and diverse community* *Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.*				
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.	✓			

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 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/).

5.) **Number of undergraduate and graduate students paid from sponsored projects:** This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.

6.) **Percent of students engaged in undergraduate research:** This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

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.

7.) **Dual Credit:** These data are pulled from the PMR which is developed for the SBOE annually.

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.) **Degrees by level:** Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.

6.) **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.

7.) **Remediation:** This metric comes from the PMR of the SBOE. It is updated annually.

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 Turnover 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.

6.) **Cost per credit hour:** This metric is from the PMR for the SBOE and is update annually.

7.) **Efficiency:** This metric is from the PMR for the SBOE and is update annually.

Cybersecurity Overview and
Critical Security Controls Assessment Report

Date: June 19, 2017

Status: FINAL

Author: Mitch Parks mitch@uidaho.edu

Contents

Executive Summary

In response to increasing cybersecurity threats and the Idaho Governor's Executive Order 2017-02 issued January 16, 2017, UI ITS personnel initiated an assessment of current cybersecurity measures as well as UI's status in respect to the Center for Internet Security (CIS) Critical Security Controls (CSC) 1-5. The CSC assessment was scored using the AuditScripts initial assessment tool recommended by the State Office of the CIO and acting Chief Information Security Officer, Lance Wyatt. Direction from the State Office of the CIO was to complete only the assessment by June of 2017, with any new implementation activities to occur in Fiscal Year 2018.

Between March 2 and May 15, 2017, the ITS team reviewed each of the Critical Security Controls from version 6.1 of CIS. That assessment shows a 0.39 (out of 1.0) overall implementation for the first 5 controls.
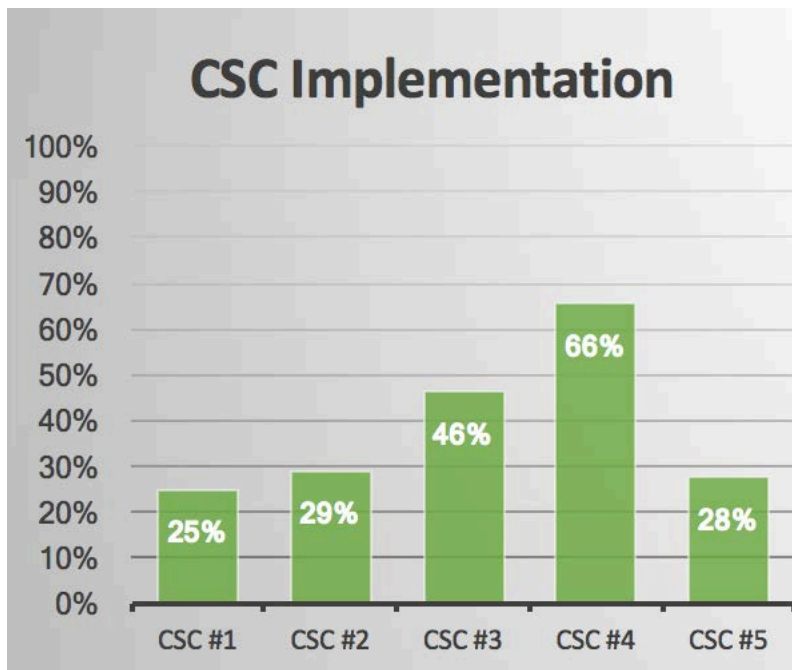
Overall completion for each control combines scoring for policy, implementation, automation and reporting. A 100% score could be achieved by approving the written policy, implementing and automating a control for all systems, and reporting it to the executive level. For some specific controls, 100% implementation will not be desirable or achievable on a university network. Prioritization, scope, and target percentage of specific controls will be assessed and prioritized.

The results of this assessment will be used within the FY18 IT Security Plan and will be prioritized with other technology risks to meet the goals of our target profile under the NIST Cybersecurity Framework.

High Level Cybersecurity Assessment

Summarized below are several measures taken by the University to protect its technology and information from internal and external breaches.

Policies/Procedures

The University has established policies and procedures over the following areas:

- Administrative Systems and Applications
- Information Technology Services (ITS) Security Access
- User Provided Software on ITS Systems
- Computer User Account Procedures
- University Data Classification and Standards
- Acceptable Use of Technology Resources
- Networked Computing Device Standards
- Proactive UI Network Security Measures
- UI Password/Pass-phrase Policy
- Managing Systems for Employee Turnover
- Computer File Backup and Recovery
- Scheduling and Notification of Central Computer System Outages
- Computer Security Violations
- Banner Training and Authorization
- Payment Card Processing

External Review

In 2013, the University engaged an external higher education consulting team to provide an objective view of the state of information technology policy and security at the University. Many recommendations were implemented, including the establishment of an Information Security Office, the hiring of an Information Security Officer, and the development of a number of policies, standards, and best practices.

Technology Security Advisory Council

In 2014, the University formed a nine-member council to advocate for improved security, identify potential IT security issues, and advise the Information Security Officer on strategies, priorities, and communication. This council meets monthly.

Employee Training and Awareness

In 2017, the University required all employees to complete an on-line training module on cyber security risk. The University has achieved a 96% completion rate. In addition, the University Information Security Officer has conducting phishing awareness campaigns to educate employees on how to protect their data and devices from phishing attacks.

Encryption

The University has implemented the first phase of a device encryption program based on the University data classification policy. This project has encrypted 338 devices as of June 19, 2017, representing 95% of identified devices with potentially high risk data.

Governor's Executive Order No. 2017-02

Two of the ten directives listed in the EO are:

- Adoption and implementation of the National Institute of Standards and Technology (NIST) cybersecurity framework; and
- Implementation of the first five Center for Internet Security (CIS) critical security controls.

The University has adopted the NIST framework and has conducted a self-assessment of the CIS controls (no.'s 1-5) and is discussed later in this document. The results of the self-assessment have been communicated to the University President. The University Information Security Officer is also near completion of a cyber security strategic plan which will outline recommended action items for the University going forward.

Critical Security Controls

Using the AuditScripts tool, the following pages show the overall risk for each control. This assumes that any control not fully implemented has been implicitly, if not explicitly, accepted as a risk. Detailed answers on each control are not provided, but are on file in the ITS Information Security Office.

CSC #1: Inventory of Authorized and Unauthorized Devices

Total Implementation of CSC #1

Risk Addressed:	24%

Risk Accepted:	76%

ID	Critical Security Control Detail
1.1	Deploy an automated asset inventory discovery tool and use it to build a preliminary inventory of systems connected to an organization's public and private network(s). Both active tools that scan through IPv4 or IPv6 network address ranges and passive tools that identify hosts based on analyzing their traffic should be employed.

1.2	If the organization is dynamically assigning addresses using DHCP, then deploy dynamic host configuration protocol (DHCP) server logging, and use this information to improve the asset inventory and help detect unknown systems.
1.3	Ensure that all equipment acquisitions automatically update the inventory system as new, approved devices are connected to the network.
1.4	Maintain an asset inventory of all systems connected to the network and the network devices themselves, recording at least the network addresses, machine name(s), purpose of each system, an asset owner responsible for each device, and the department associated with each device. The inventory should include every system that has an Internet protocol (IP) address on the network, including but not limited to desktops, laptops, servers, network equipment (routers, switches, firewalls, etc.), printers, storage area networks, Voice Over-IP telephones, multi-homed addresses, virtual addresses, etc. The asset inventory created must also include data on whether the device is a portable and/or personal device. Devices such as mobile phones, tablets, laptops, and other portable electronic devices that store or process data must be identified, regardless of whether they are attached to the organization's network.
1.5	Deploy network level authentication via 802.1x to limit and control which devices can be connected to the network. The 802.1x must be tied into the inventory data to determine authorized versus unauthorized systems.
1.6	Use client certificates to validate and authenticate systems prior to connecting to the private network.

CSC #2: Inventory of Authorized and Unauthorized Software

Total Implementation of CSC #2

Risk Addressed:	24%

Risk Accepted:	76%

ID	Critical Security Control Detail
2.1	Devise a list of authorized software and version that is required in the enterprise for each type of system, including servers, workstations, and laptops of various kinds and uses. This list should be monitored by file integrity checking tools to validate that the authorized software has not been modified.
2.2	Deploy application whitelisting technology that allows systems to run software only if it is included on the whitelist and Protects execution of all other software on the system. The whitelist may be very extensive (as is available from commercial whitelist vendors), so that users are not inconvenienced when using common software. Or, for some special-purpose systems (which require only a small number of programs to achieve their needed business functionality), the whitelist may be quite narrow.

2.3	Deploy software inventory tools throughout the organization covering each of the operating system types in use, including servers, workstations, and laptops. The software inventory system should track the version of the underlying operating system as well as the applications installed on it. The software inventory systems must be tied into the hardware asset inventory so all devices and associated software are tracked from a single location.
2.4	Virtual machines and/or air-gapped systems should be used to isolate and run applications that are required for business operations but based on higher risk should not be installed within a networked environment.

CSC #3: Secure Configurations for Hardware and Software

Total Implementation of CSC #3
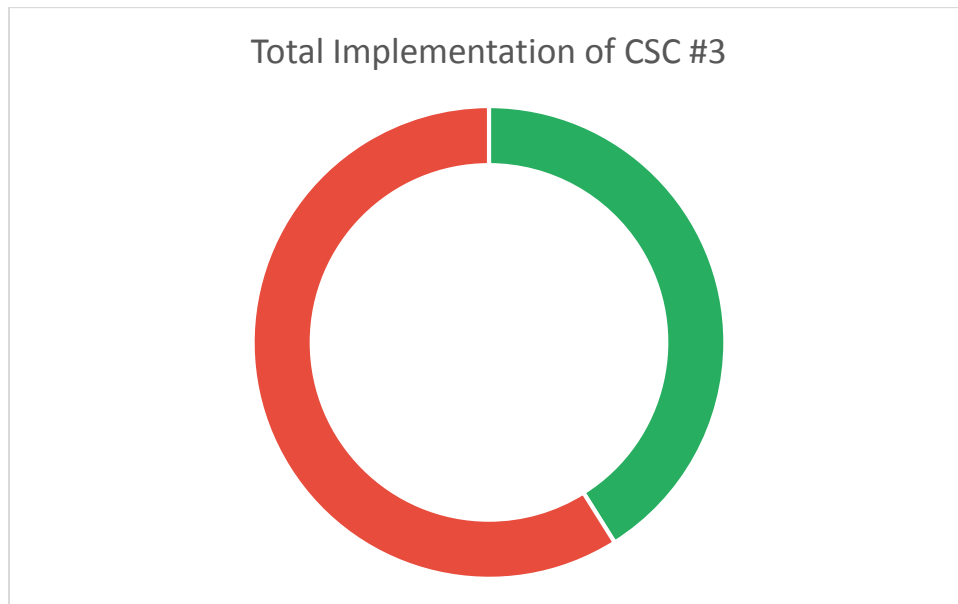
Risk Addressed:	41%

Risk Accepted:	59%

ID	Critical Security Control Detail
3.1	Establish standard secure configurations of your operating systems and software applications. Standardized images should represent hardened versions of the underlying operating system and the applications installed on the system. These images should be validated and refreshed on a regular basis to update their security configuration in light of recent vulnerabilities and attack vectors.
3.2	Follow strict configuration management, building a secure image that is used to build all new systems that are deployed in the enterprise. Any existing system that becomes compromised should be re-imaged with the secure build. Regular updates or exceptions to this image should be integrated into the organization's change management processes. Images should be

	created for workstations, servers, and other system types used by the organization.
3.3	Store the master images on securely configured servers, validated with integrity checking tools capable of continuous inspection, and change management to ensure that only authorized changes to the images are possible. Alternatively, these master images can be stored in offline machines, air-gapped from the production network, with images copied via secure media to move them between the image storage servers and the production network.
3.4	Perform all remote administration of servers, workstation, network devices, and similar equipment over secure channels. Protocols such as telnet, VNC, RDP, or others that do not actively support strong encryption should only be used if they are performed over a secondary encryption channel, such as SSL, TLS or IPSEC.
3.5	Use file integrity checking tools to ensure that critical system files (including sensitive system and application executables, libraries, and configurations) have not been altered. The reporting system should: have the ability to account for routine and expected changes; highlight and alert on unusual or unexpected alterations; show the history of configuration changes over time and identify who made the change (including the original logged-in account in the event of a user ID switch, such as with the su or sudo command). These integrity checks should identify suspicious system alterations such as: owner and permissions changes to files or directories; the use of alternate data streams which could be used to hide malicious activities; and the introduction of extra files into key system areas (which could indicate malicious payloads left by attackers or additional files inappropriately added during batch distribution processes).
3.6	Implement and test an automated configuration monitoring system that verifies all remotely testable secure configuration elements, and alerts when unauthorized changes occur. This includes detecting new listening ports, new administrative users, changes to group and local policy objects (where applicable), and new services running on a system. Whenever possible use tools compliant with the Security Content Automation Protocol (SCAP) in order to streamline reporting and integration.

3.7	Deploy system configuration management tools, such as Active Directory Group Policy Objects for Microsoft Windows systems or Puppet for UNIX systems that will automatically enforce and redeploy configuration settings to systems at regularly scheduled intervals. They should be capable of triggering redeployment of configuration settings on a scheduled, manual, or event-driven basis.

## CSC #4: Continuous Vulnerability Assessment and Remediation

Total Implementation of CSC #4
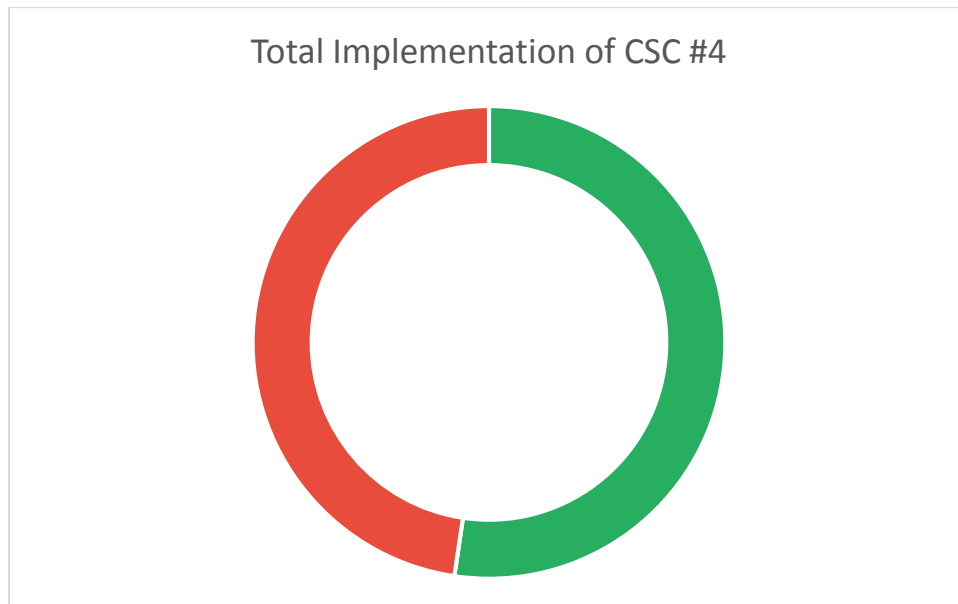
Risk Addressed:	52%

Risk Accepted:	48%

ID	Critical Security Control Detail
4.1	Run automated vulnerability scanning tools against all systems on the network on a weekly or more frequent basis and deliver prioritized lists of the most critical vulnerabilities to each responsible system administrator along with risk scores that compare the effectiveness of system administrators and departments in reducing risk. Use a SCAP-validated vulnerability scanner that looks for both code-based vulnerabilities (such as those described by Common Vulnerabilities and Exposures entries) and configuration-based vulnerabilities (as enumerated by the Common Configuration Enumeration Project).

4.2	Correlate event logs with information from vulnerability scans to fulfill two goals. First, personnel should verify that the activity of the regular vulnerability scanning tools is itself logged. Second, personnel should be able to correlate attack detection events with prior vulnerability scanning results to determine whether the given exploit was used against a target known to be vulnerable.
4.3	Perform vulnerability scanning in authenticated mode either with agents running locally on each end system to analyze the security configuration or with remote scanners that are given administrative rights on the system being tested. Use a dedicated account for authenticated vulnerability scans, which should not be used for any other administrative activities and should be tied to specific machines at specific IP addresses. Ensure that only authorized employees have access to the vulnerability management user interface and that roles are applied to each user.
4.4	Subscribe to vulnerability intelligence services in order to stay aware of emerging exposures, and use the information gained from this subscription to update the organization's vulnerability scanning activities on at least a monthly basis. Alternatively, ensure that the vulnerability scanning tools you use are regularly updated with all relevant important security vulnerabilities.
4.5	Deploy automated patch management tools and software update tools for operating system and software/applications on all systems for which such tools are available and safe. Patches should be applied to all systems, even systems that are properly air gapped.
4.6	Monitor logs associated with any scanning activity and associated administrator accounts to ensure that this activity is limited to the timeframes of legitimate scans.
4.7	Compare the results from back-to-back vulnerability scans to verify that vulnerabilities were addressed either by patching, implementing a compensating control, or documenting and accepting a reasonable business risk. Such acceptance of business risks for existing vulnerabilities should be periodically reviewed to determine if newer compensating controls or subsequent patches can address vulnerabilities that were previously accepted, or if conditions have changed, increasing the risk.
4.8	Establish a process to risk-rate vulnerabilities based on the exploitability and potential impact of the vulnerability, and segmented by appropriate groups of assets (example, DMZ servers, internal network servers, desktops, laptops). Apply patches for the riskiest vulnerabilities first. A phased rollout can be used to minimize the impact to the organization. Establish expected patching timelines based on the risk rating level.

CSC #5: Controlled Use of Administrative Privileges

Total Implementation of CSC #5
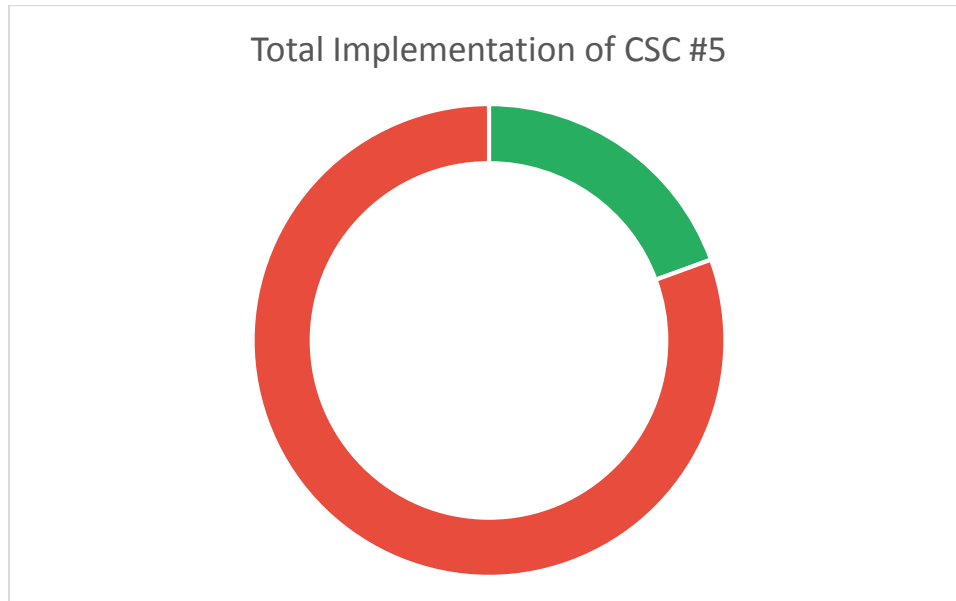
Risk Addressed:	**19%**

Risk Accepted:	**81%**

ID	Critical Security Control Detail
5.1	Minimize administrative privileges and only use administrative accounts when they are required. Implement focused auditing on the use of administrative privileged functions and monitor for anomalous behavior.
5.2	Use automated tools to inventory all administrative accounts and validate that each person with administrative privileges on desktops, laptops, and servers is authorized by a senior executive.
5.3	Before deploying any new devices in a networked environment, change all default passwords for applications, operating systems, routers, firewalls, wireless access points, and other systems to have values consistent with administration-level accounts.
5.4	Configure systems to issue a log entry and alert when an account is added to or removed from a domain administrators' group, or when a new local administrator account is added on a system.

5.5	Configure systems to issue a log entry and alert on any unsuccessful login to an administrative account.
5.6	Use multifactor authentication for all administrative access, including domain administrative access. Multi-factor authentication can include a variety of techniques, to include the use of smart cards, certificates, One Time Password (OTP) tokens, biometrics, or other similar authentication methods.
5.7	Where multi-factor authentication is not supported, user accounts shall be required to use long passwords on the system (longer than 14 characters).
5.8	Administrators should be required to access a system using a fully logged and non-administrative account. Then, once logged on to the machine without administrative privileges, the administrator should transition to administrative privileges using tools such as Sudo on Linux/UNIX, RunAs on Windows, and other similar facilities for other types of systems.
5.9	Administrators shall use a dedicated machine for all administrative tasks or tasks requiring elevated access. This machine shall be isolated from the organization's primary network and not be allowed Internet access. This machine shall not be used for reading e-mail, composing documents, or surfing the Internet.

Appendix A: References

Tracking of key references useful for this report.

Executive Order 2017-01	Findings of the Idaho Cybersecurity Taskforce	https://gov.idaho.gov/mediacenter/execorders/eo17/EO%202017-02.pdf
Critical Security Controls	Version 6.1	https://www.cisecurity.org/controls/
Audit Scripts	Free Assessment Resources	http://www.auditscripts.com/free-resources/critical-security-controls/

BOISE STATE UNIVERSITY

UPDATED FOR FY2019 THROUGH FY2023

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

Boise State University
Strategic Plan

Mission

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.

Vision

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.

Core Themes

Each core theme describes a key aspect of our mission. A complete description can be accessed at https://academics.boisestate.edu/planning/core-themes-2/.

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.

2

STRATEGIC PLAN GOALS AND OBJECTIVES

NOTE THAT IN THIS DOCUMENT, THE "STRATEGIES" OF BOISE STATE UNIVERSITY'S ORIGINAL PLAN HAVE BEEN CONSOLIDATED INTO "OBJECTIVES" TO MATCH THE TEMPLATE OF THE IDAHO STATE BOARD OF EDUCATION

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

Objective A: Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.

Performance Measures:

NSSE[1] Indicators: For Freshmen Only (% of peer group rating)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Academic Challenge		*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018		
>Higher-order learning	97%⇔[2]				100%	105%[3]
>Reflective & integrative learning	100%⇔				102%	105%
Learning with Peers						
>Collaborative learning	97%⇔				100%	105%
>Discussions with diverse others	95%⇓				100%	105%

Objective B: Provide a relevant, impactful educational experience that includes opportunities within and across disciplines for experiential learning.

Performance Measures:

Students participating in internships	FY 2015	FY 2016	FY 2017	FY 2018 *(preliminary)*	Target ("Benchmark")	
					FY 2019	FY 2023
>Number of students with internship credit	948	996	921	*923*	1,100	1,500

NSSE % of senior participating in internships (and similar experiences), and in research	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>% of students participating in internships and other applied experiences	51.2%	*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018	52%	55%
>% of students participating in research w/faculty members	20.4%				22%	27%

Vertically Integrated Projects[4] (VIPs)	FY 2015	FY 2016	FY 2017	FY 2018 *(preliminary)*	Target ("Benchmark")	
					FY 2019	FY 2023
>Number of students enrolled in VIP credit	60	61	75	*50*	81	180
>Number of VIP teams	6	8	8	*Available July 2018*	9	18

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[1] "NSSE" refers to the National Survey of Student Engagement (http://nsse.indiana.edu/), which is used by Boise State University every three years to gather information from freshmen and seniors on a variety of aspects of their educational experiences. Because NSSE is taken by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions.

[2] ⇔ Indicates that Boise State's score is statistically the same as peers; ⇓&⇑ indicate statistically lower and higher than peers.

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

[4] Boise State University recently implemented a Vertically Integrated Projects (VIPs) initiative. VIPs unite undergraduate education with faculty research in a team-based context. Students earn credit for participation. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech. Not that not all student participants sign up for credit.

3

Objective C: Cultivate intellectual community among students and faculty and facilitate respect for the diversity of human cultures, institutions, and experiences.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Learning with Peers		*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018		
>Collaborative learning	103%⇧				105%	105%
>Discussions with diverse others	94%⇩				98%	100%
Experiences with faculty						
>Student-faculty interaction	90%⇩				95%	100%
>Effective teaching practices	96%⇩				100%	100%

Objective D: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Academic Challenge		*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018		
>Higher-order learning	99%⇔				100%	105%
>Reflective & integrative learning	102%⇔				105%	105%
>Learning strategies	97%⇩				100%	105%
>Quantitative reasoning	102%⇔				105%	105%
Learning with Peers						
>Collaborative learning	103%⇧				105%	105%
Experiences with faculty						
>Effective teaching practices	90%⇩				95%	100%

4

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

Objective A: Design and implement innovative policies and procedures that remove barriers to graduation and facilitate student success.

Performance Measures:

Unduplicated number of graduates (distinct by award level)[5]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Undergraduate Certificate	Dupl.[7]	Dupl.	Dupl.			
>Associate	166	141	114		150	150
>Baccalaureate	2,971	2,998	3,141		3,450	3,950
>(SBOE target for baccalaureate graduates[6])	(2,700)	(2,843)	(2,986)	Available Sept. 2018	(3,273)	N/A
>Graduate Certificate	226	173	212		250	300
>Master's	703	670	776		825	900
>Educational Specialist	--	10	15		20	30
>Doctoral	14	18	36		38	48
Total Distinct Graduates	3,938	3,916	4,173			

First year retention rate[8]	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 Cohort	Target ("Benchmark")		
					F2018 cohort	F2020 cohort	F2022 cohort
>Percent of first-time, full-time freshmen retained	75.6%	78.2%	79.8%		81%	83%	84%
>Percent of Idaho-resident Pell-eligible first-time full-time freshmen retained	66.3%	72.7%	72.6%	Available Oct. 2018	77%	79.5%	82.5%
>Percent full-time transfers retained or graduated	73.5%	75.4%	73.8%		78%	80%	82.5%

4-year graduation rate[9]	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Target ("Benchmark")	
					Fall 2015 cohort	Fall 2019 cohort
> % of first-time, full-time freshmen who graduated	19.0%	21.1%	25.5%		30%	35%
>% of Idaho-resident, Pell-eligible, first-time, full-time freshmen who graduated	9.2%	10.9%	12.2%	Available Sept. 2018	18%	25%
>% of full-time transfers who graduated	46.5%	47.0%	47.5%		50%	50%

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[5] SBOE required metric: timely degree completion. 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. SBOE specified targets only through 2020.

[7] Undergraduate certificates are now awarded unless student is graduating with a bachelor's degree; therefore all graduates are duplicates of bachelor's degree recipients.

[8] Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated.

[9] SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time.

Boise State University Strategic Plan: *Focus on Effectiveness*
Update to OSBE March 2018

6-year graduation rate[10]	Fall 2009 cohort	Fall 2010 cohort	Fall 2011 cohort	Fall 2012 cohort	Target ("Benchmark")	
					Fall 2013 cohort	Fall 2017 cohort
> % of first-time, full-time freshmen who graduated	37.9%	38.7%	43.4%	Available Sept. 2018	46%	51%
>% of Idaho-resident, Pell-eligible, first-time, full-time freshmen who graduated	26.3%	29.3%	30.4%		37%	46%
>% of full-time transfers who graduated	50.6%	51.0%	58.3%		57%	61%

Gateway math success of new degree-seeking freshmen[11]	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Target ("Benchmark")	
					Fall 2017 Cohort	Fall 2021 Cohort
>% completed within two years	82.07%	84.40%	87.79%	Available Sept. 2018	89%	90%

Progress indicated by credits per year[12]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>% of undergraduate degree seeking students with 30 or more credits per year	28.3%	28.4%	28.3%	Available July 2018	30%	32%

Success in credit-bearing course after remedial course[13]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>English	64.3%	66.4%	Available July 2018	Available July 2019	70%	73%
>Mathematics	58.4%	60.1%			65%	68%

Student Achievement Measure (After six years: % graduated or still enrolled at Boise State or elsewhere)[14]	Fall 2009 cohort	Fall 2010 Cohort	Fall 2011 cohort	Fall 2012 cohort	Target ("Benchmark")	
					Fall 2013 cohort	Fall 2016 Cohort
>First-time, full-time Freshman cohort	66%	64%	71%	Available Nov. 2018	73%	76%
>Full-time Transfer student cohort	72%	74%	80%		77.5%	80%

Structured Programs[15]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Programs with a structured schedule	100%	100%	100%	100%	100%	100%

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[10] SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time.

[11] SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking cohorts (full- plus part-time) who complete a gateway course (Math 123, 143, 157, or 243) or higher within two years (e.g., students who entered in fall 2015 and completed a gateway math or higher by the end of summer 2017).

[12] SBOE required metric: timely degree completion. Based on PSR1 annual undergraduate degree seeking students. Includes students enrolled in both fall and spring semesters or summer, fall, and spring; excludes students who took only summer course(s) or summer and either fall or spring semester.

[13] SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (C- or above) within one year of completing the remedial course (e.g., students who took remedial course in fall 2016 and completed a subsequent course by the end of fall 2017). Math remediation defined as Math 025 and English remediation defined as English 101P.

[14] The "Student Achievement Measure" (SAM) is a nationally-recognized metric that provides 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: graduate from or are still enrolled at Boise State, or graduated or still enrolled somewhere else.

[15] SBOE required metric: structured programs. Percentage of academic degree programs with structured schedules.

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*Boise State University Strategic Plan: **Focus on Effectiveness***
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Degrees and Certificates Awarded[16]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 20223
>Undergraduate Certificate	64	136	227	Available Sept. 2018	300	400
>Associate	168	145	114		150	150
>Baccalaureate	3,154	3,174	3,168		3,650	4,150
>Graduate Certificate	237	178	220		250	300
>Master's	703	670	776		825	900
>Doctoral	14	18	36		38	48

Objective B: Ensure that faculty and staff understand their responsibilities in facilitating student success.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Experiences with faculty >Student-faculty interaction	90%⇩	*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018	95%	100%
Campus Environment >Quality of interactions >Supportive environment	101%⇔ 91%⇩				105% 95%	105% 100%

NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Quality of interaction with academic advisors	100.5%⇔	*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018	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%

Objective C: Bring classes to students using advanced technologies and multiple delivery formats.

Performance Measures:

Dual enrollment[17]	FY 2015	FY 2016	FY 2017	FY 2018 (preliminary)	Target ("Benchmark")	
					FY 2019	FY 2023
>Number of credits produced	15,675	15,534	21,519	*23,573*	24,775	30,600
>Number of students served	3,578	3,597	4,857	*5,382*	5,650	7,000

eCampus (Distance Education)	FY 2015	FY 2016	FY 2017	FY 2018 (preliminary)	Target ("Benchmark")	
					FY 2019	FY 2023
>Student Credit Hours	73,668	81,178	91,342	*108,315*	119,150	170,000
>Distinct Students Enrolled	11,369	12,106	13,055	*14,430*	15,450	19,000

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[16] SBOE required metric: degree completion. 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.

[17] 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 numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

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Boise State University Strategic Plan: *Focus on Effectiveness*
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Goal 3: Gain distinction as a doctoral research university.

Objective A: Build infrastructure for research and creative activity; support and reward interdisciplinary collaboration; and recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.

Performance Measures:

Total Research & Development Expenditures	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Expenditures as reported to the National Science Foundation	$31.3M	$32.0M	$34.9 M	*Available Feb. 2019*	$38M	$44M

Publications of Boise State authors and citations of those publications over 5-year period	CY 2010-14	CY 2011-15	CY 2012-16	CY 2013-17	Target ("Benchmark")	
					For CY 2015-19	For CY 2019-23
>Number of peer-reviewed publications by Boise State faculty, staff, students[18]	1,449	1,533	1,709	1,957	2,100	2,300
>Citations of peer-reviewed publications authored Boise State faculty, staff students[19]	9,499	11,190	12,684	8,147	14,000	20,000

Percent of research grant awards and awarded grant $$ that are Interdisciplinary vs. single discipline[20]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	9.4%	8.2%	9.0%	Not available	10%	15%
>$$ per grant award for interdisciplinary grants	$289,381	$537,951	$481,554		$550,000	$650,000
>$$ per grant award for single-discipline grants	$160,327	$142,530	$186,144		$200,000	$225,000

Objective B: Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit, including the creation of select doctoral programs with a priority in professional and STEM disciplines.

Performance Measures:

Carnegie Foundation Ranking[21]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Basic Classification	M1 (Master's Large)	R3 (Research: Moderate)	R3 (Research: Moderate)	R3 (Research: Moderate)	R3 (Research: High)	R3 (Research: High)

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

[19] 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.

[20] Excludes no-cost extensions. Represents per-grant, not per-person $$.

[21] Definitions of the three classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity; M1: Master's Colleges and Universities – Larger programs

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Number of doctoral graduates	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**	**Target ("Benchmark")**	
					FY 2019	**FY 2023**
Graduates with PhD, DNP, EdD	14	18	36	Available Sept. 2018	38	48

New Doctoral programs	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**	**Target ("Benchmark")**	
					FY 2019	**FY 2023**
New doctoral programs created	No new doctoral programs	No new doctoral programs	Fall 16 start: PhD Computing	Fall 17 start: PhD Ecology, Evolution & Behavior	PhDs in: STEM Ed; Biomed Engr; Couns. Ed	New Doctor of Public Health in collaboration with Idaho State Univ; New PhD Mechanical Engr in collaboration with Univ of Idaho

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

Objective A: Include community impact in the creation and assessment of university programs and activities.

Performance Measures:

Number of graduates in high demand disciplines[22] (bachelor's, master's, doctoral)	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**	**Target ("Benchmark")**	
					FY 2019	**FY 2023**
Number of graduates	1,415	1,451	1,575	Available Sept. 2018	1,650	1,900

Rate of employment in Idaho one year after graduation[23]	**Graduation Year Cohort**				**Target ("Benchmark")**	
	F2012 Cohort	**F2013 Cohort**	**F2014 Cohort**	**F2015 Cohort**	**F2017 Cohort**	**F2021 Cohort**
>Idaho residents	80%	81%	80%	Not available	82%	83%
>Non-residents	43%	45%	41%		45%	46%

Objective B: Increase student recruitment, retention, and graduation in STEM disciplines.

Performance Measures:

STEM Graduates[24]	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**	**Target ("Benchmark")**	
					FY 2019	**FY 2023**
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral)	540	564	671	Available Sept. 2018	725	875
STEM degree graduates as % of all degree graduates, bachelor's and above	14.6%	15.3%	16.9%	Available Sept. 2018	15%	15%

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[22] Defined as distinct number of graduates in those disciplines, identified by CIP code, appropriate for the top 25% of jobs listed by the Idaho Department of labor that require at least a bachelor's degree, based on project number of openings 2014-2024.

[23] Percent of all graduates at all award levels who were identified in "covered employment" by the Idaho Department of Labor one year out after graduation. Covered employment refers to employment for an organization that is covered under Idaho's unemployment insurance law. These data do not include several categories of employment, including individuals who are self-employed, federal employees, those serving in the armed forces, foreign aid organizations, missions, etc. Therefore, the actual employment rates are higher than stated. The full report can be accessed at: https://labor.idaho.gov/publications/ID_Postsec_Grad_Retent_Analysis.pdf.

[24] STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.

Objective C: Collaborate with external partners to increase Idaho student's readiness for and enrollment in higher education.

Performance Measures:

Number of graduates with high impact on Idaho's college completion rate	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Baccalaureate graduates from underrepresented groups[25] >from rural counties >from ethnic minorities	161 273	142 303	120 339	Available Sept. 2018	165 430	195 630
Baccalaureate graduates who are Idaho residents	2,408	2,350	2,268	Available Sept. 2018	2,700	3,100
Baccalaureate graduates of non-traditional age (30 and up)	822	869	867	Available Sept. 2018	950	1,100
Baccalaureate graduates who began as transfers from Idaho community college[26]	310	384	390	Available Sept. 2018	650	1,000

Objective D: Leverage knowledge and expertise within the community to develop mutually beneficial partnerships. Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Performance Measures:

Students participating in courses with service-learning component	FY 2015	FY 2016	FY 2017	FY 2018 *preliminary*	Target ("Benchmark")	
					FY 2019	FY 2023
Unduplicated enrollment in courses	2,391	2,689	2,490	2,896	3,300	3,500

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. "[27]	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015.				Renewal of Community Engagement Classification in 2025	

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[25] 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

[26] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

[27] Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc .

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Boise State University Strategic Plan: *Focus on Effectiveness*
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Goal 5: Transform our operations to serve the contemporary mission of the university.

Objective A: Increase organizational effectiveness by reinventing our business practices, simplifying or eliminating policies, investing in faculty and staff, breaking down silos, and using reliable data to inform decision-making.

Performance Measures:

NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Quality of interaction with academic advisors	100.5%⇔	*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018	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%

Cost of Education[28] (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Boise State	$6,640	$6,874	$7,080	$7,326	Remain less than the WICHE state average	
>WICHE average	$7,558	$7,826	$7,980	$8,407		
>Boise State as % of WICHE	87.9%	87.8%	88.7%	87.1%		

Expense per EWA-weighted Student Credit Hour (SCH)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
$ per Resident Undergraduate SCH[29] >In 2011 $$ (i.e., CPI-adjusted) >Unadjusted	$296.72 $312.66	$295.53 $315.24	$296.53 $322.60	*Available Dec. 2018*	No increase in Consumer Price Index (CPI) adjusted $$	No increase in CPI adjusted $$
$ per Resident Undergraduate & Graduate SCH >In 2011 $$ >Unadjusted	$267.84 $282.23	$265.92 $283.66	$265.89 $289.34	*Available Dec. 2018*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
$ per Total Undergraduate SCH[30] >In 2011 $$ >Unadjusted	$258.28 $272.15	$252.43 $269.26	$251.86 $274.08	*Available Dec. 2018*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
$ per Total Undergraduate & Graduate SCH >In 2011 $$ >Unadjusted	$239.72 $252.60	$234.77 $250.43	$234.01 $254.65	*Available Dec. 2018*	No increase in CPI adjusted $$	No increase in CPI adjusted $$

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[28] 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.

[29] 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.

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

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Boise State University Strategic Plan: *Focus on Effectiveness*
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Graduates per FTE	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Baccalaureate graduates per undergraduate FTE[31]	20.8	21.1	21.7	*Available Sept. 2018*	22.2	22.8
Baccalaureate graduates per junior/senior FTE[32]	37.0	38.0	41.1		42.5	44.0
Graduate degree graduates per graduate FTE[33]	43.1	38.7	43.1		44.0	45.0

Distinct Graduates per $100k Expense[34]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Distinct baccalaureate graduates per $100k undergraduate expense				*Available Dec. 2018*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
>In 2011 $$ (i.e., CPI-adjusted)	1.50	1.49	1.52			
>Unadjusted	1.42	1.40	1.40			
Baccalaureate, masters, and doctoral graduates per $100k total expense				*Available Dec. 2018*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
>In 2011 $$	1.58	1.56	1.62			
>Unadjusted	1.50	1.46	1.49			

Objective B: Diversify sources of funding and allocate resources strategically to promote innovation, effectiveness, and responsible risk-taking.

Performance Measures:

Sponsored Projects funding: # of Awards by Purpose	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Research	206	227	230	*Available January 2019*	260	285
>Instruction/Training	20	23	29		35	40
>Other Sponsored Activities	78	93	102		110	130
>Total	304	343	361		405	455

Sponsored Projects funding: Dollars awarded by purpose	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Research	$22.8M	$23.3M	$30.0M	*Available January 2019*	$32M	$38M
>Instruction/Training	$5.6M	$5.9M	$5.7M		$8M	$9M
>Other Sponsored Activities	$11.7M	$12.2M	$14.3M		$16M	$18M
>Total	$40.2M	$41.4M	$34.9M		$56M	$65M

Advancement funding	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Total gift income (outright gifts and previous pledge payments)	$22.6M	$12.0M	$37.6M	*Available January 2019*	$25M	$27M
>Total Endowment Value	$97.4M	$99.9M	$100.8M		$103M	$108M

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[31] Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking student in calculating FTE.

[32] Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

[33] Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking student in calculating FTE.

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

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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 and improve constituent issues.

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

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	Boise State University Strategic Goals				
Institution/Agency Goals and Objectives	Goal 1: Create a signature, high- quality education experience for all students	Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.	Goal 3: Gain distinction as a doctoral research university	Goal 4: Align university programs and activities with community needs.	Goal 5: Transform our operations to serve the contemporary mission of the university.
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.					
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.					✓
Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).		✓			
GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					
Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.	✓	✓		✓	
Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).		✓		✓	

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Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.		✓		✓	
GOAL 3: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.					
Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.	✓			✓	
Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.			✓		

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

Doug Ooley, CISSP
Chief Information Security Officer/Director
IT Governance, Risk, Compliance and Cybersecurity
Office of Information Technology - Boise State University

March 13, 2018 - NIST Cybersecurity Framework and Critical Security
Controls 1-5 Adoption

When Executive Order 2017-02 was published as a State of Idaho directive the Office of Information Technology proceeded with incorporating the NIST Cybersecurity Framework into current IT Risk Management frameworks and began implementing Critical Security Controls 1- 5 across the University's critical network infrastructure systems.

Progress to Date:

- Baseline assessment for CSC 1-5 was submitted to State prior to deadline.
- CSC 1-5 gaps have been identified and gap remediation options presented to CIO.
- Relevant portions of the NIST Cybersecurity Framework have been incorporated into existing IT Risk Management frameworks.
- Higher Education Security Council created to collaborate on common CSC gaps and resolutions for State institutions.

Planned Activities thru FY2019:

- Baseline assessment for Critical Security Controls 1-5 will be updated and used for monitoring program improvements and measuring maturity.
- Updated assessment will be sent to the State as a matter of record by December 31, 2018 as part of the maturity plan.
- Continued collaboration with Higher Education and State agencies to create a statewide purchasing plan to reduce costs. Significant funding will be necessary to effectively close technology gaps.
- Continue to create/update policy, procedures, standards and reporting for Critical Security Controls 1-5 where practical.

Note: Adopting and implementing the Critical Security Controls 1-5 will be an ongoing process with the realization that it is not practical to achieve 100% compliance. To balance risk and investment Boise State will seek to achieve a reasonable low risk compliance level.

Idaho State University Strategic Plan: 2019-2023

Focusing on Idaho's Future:

*discover*OPPORTUNITY

Idaho State University
Strategic Plan
2019-2023

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.

Vision
ISU will be the university of choice for tomorrow's leaders, creatively connecting ideas, communities, and opportunities.

Goal 1: Grow Enrollment

Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.*

Performance Measures:
1.   *Increase full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 18-22 by 20% (450).*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
2,648	2,496	2,252	Not Avail	2,702

   Benchmark: Increase by 20% by FY18-22 the number of new full-time certificate and undergraduate and the number of full and part-time graduate degree-seeking students from FY 17 (2,252) enrollment numbers. * full-time certificate and undergraduate and full and part-time graduate degree-seeking students

1.1 *Increase full-time, degree-seeking undergraduate enrollment for FYs 18-22 by 18% (291).*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
2,012	1,710	1,614	Not Avail	1,905

   Benchmark: Increase new full-time undergraduate degree-seeking students by 18% from FY 17 (1,614) enrollment numbers.

1.2 *Increase Graduate degree-seeking student enrollment for FYs 18-22 by 20% (128).*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
636	596	638	Not Avail	698

> **Benchmark**: Increase new degree- seeking graduate student enrollment by 4% per year from FY 17 (638) enrollment numbers.

Goal 2: **Strengthen Retention**

Objective: Improve undergraduate student retention rates by 5% by 2022.

Performance Measures:

2.1 *Fall-to-fall, full-time, first-time bachelor degree seeking student retention rate FYs 18-22.*

AY 2015 (2015-2016)	AY 2016 (2016-2017)	AY 2017 (2017-2018)	AY 2018 (2018-2019)	Benchmark 2022
72%	69%		Not Avail.	74%

> **Benchmark Definition:** A 5% increase in fall-to-fall full-time, first-time bachelor degree-seeking student retention rate beginning from AY 16 (69%) retention numbers (SBOE benchmark -- 80%).

SBOE Aligned Measures (Identified in blue):

1. Timely Degree Completion

1.1 Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
28%	30%	31%	Not Avail.	

1.2 Percent of first-time, full-time, freshmen graduating within 150% of time

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
30%	28%	29%	Not Avail.	

1.3a   Total number of certificates of at least one academic year

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
199	207	200	Not Avail.	

1.3b   Total number of associate degrees

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
374	378	419	Not Avail.	

1.3c   Total number of baccalaureate degrees

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
1,155	1,277	1,249	Not Avail.	

1.4a   Total number unduplicated graduates (certificates of at least one academic year)

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
180	182	179	Not Avail.	

1.4b   Total number unduplicated graduates (associate degrees)

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
362	358	402	Not Avail.	

1.4c   Total number unduplicated graduates (baccalaureate degrees)

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
1,111	1,196	1,167	Not Avail.	

2. Reform Remediation -- Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
51%	28%*	Not Avail.	Not Avail.	

*In 2016, English became a co-requisite vs. a remediation course

3. Math Pathways -- Percent of new degree-seeking freshmen completing a gateway math course within two years

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
32%	31%	25%	Not Avail.	

4. Structured Schedules -- Number of programs offering structured schedules

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
		355/374	Not Avail.	

5. Guided Pathways -- Percent of first-time, full-time freshmen graduating within 100% of time

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
13%	11%	13%	Not Avail.	

Goal 3: Promote ISU's Identity

Objective: Over the next five years, promote ISU's unique identity by ##% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.

Performance Measures:

3.1 *Using a community survey, measure the increase by ##% in awareness of ISU's educational offerings and the opportunities it provides AYs 18-22.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	##*

Benchmark: Increase the understanding of ISU's mission and community contributions by #% using 201~~8~~7 survey data. *this is a new indicator and is not currently measured until the end of FY1~~8~~7. *The date change is a result of the proposed selection of a new president.*

3.2 *Promote the public's knowledge of ISU through owned and earned media FY 18-22.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
~~14.349b~~8,731,092b	~~18.375b~~10,236,793b	4,968b	Not Avail.	14,843b

Benchmark: The annual number of ISU owned and earned media metrics based on FY 16 data (10,236 billion (b)) (followers, engagements, circulation views and news media coverage) will increase by 9% in five years. The data and goal are changed based on updated and more accurate data being analyzed. Changes to media circulation and TV coverage have dramatically been reduced by earned media coverage.

Goal 4: **Strengthen Communication, Transparency, and Inclusion**

Objective: **Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.**

Performance Measures:

4.1   *ISU achieves 60% of each of its strategic objectives at the end of the AY 2020 assessment period.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2021
Not Avail.	Not Avail.	Not Avail.	Not Avail.	60%

Benchmark Definition: The completion of ISU's strategic goals using the objectives' AY 2021 data as a benchmark. *this is a new indicator and is not currently measured until the end of FY19~~8~~. *The date change is a result of the proposed selection of a new president.

4.2   *Internal, formal communication events between the ISU's leadership and the University Community AYs 18-20.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	TBD*

Benchmark: The number of internal communication events hosted by ISU leadership during an AY using AY 17 data as a baseline. *this is a new indicator and is not currently measured until the end of AY 18~~7~~. *The date change is a result of the proposed selection of a new president.

4.3   *Measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 19~~8~~-21~~0~~*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	TBD*

Benchmark: Using data collected from meetings in 2018, measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 18-20. *this is a new indicator and is not currently measured until the end of FY19~~8~~. *The date change is a result of the proposed selection of a new president.

Goal 5: Enhance Community Partnerships

Objective: By 2022, ISU will establish ~~(TBD)~~100 new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.

Performance Measures:

5.1 *The number of activities that result in newly established, mutually beneficial ISU faculty, staff, and student/ community relationships that resolve issues within ISU's service regions and statewide program responsibilities AYs 18-22.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	TBD*

> **Benchmark:** The number of new activities that ISU employees and students participate in that produce an increase of new relationships over a five-year period FYs 18-22.*this is a new indicator and is not currently measured until the end of FY 18.

5.2 *The number of new communities ISU provides services to within its service regions and statewide program responsibilities AYs 18-22.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
Not Avail.	Not Avail.	0	Not Avail.	19

> **Benchmark:** Based on input from ISU's Deans and the Vice President of the Kasiska Division of Health Sciences; provide 19 new communities with services within its service regions and statewide program responsibilities from AYs 18-22.

5.3 *The number of new ISU/community partnerships resulting in internships and clinical opportunities for ISU students.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
Not Avail.	Not Avail.	~~233~~369	Not Avail.	1,131

> **Benchmark:** Increase the number of new community partnerships that result in internships and clinical positions by a total of 1,131 over a five-year period (FYs 18-22) using FY17's numbers.

Key External Factors

Funding

Many of 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 State Board of Education (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 required reallocation of staff resources and time and effort to comply directives related to creation of the Student Longitudinal Data System; the revision of general education and remedial education; the 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.

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

The federal government provides a great deal of educational and extramural research funding for ISU and the SBOE. Funding is often tied to specific federal programs and objectives, 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.

Achieving State Board of Education Goals
Achieving State Board of Education goals is a priority for ISU, but the University's leadership believes one of the Board's goals is beyond ISU's reach within this five-year planning cycle. While the long-term objective for ISU is to achieve an 80% fall-to-fall retention rate of first-time, full-time bachelor degree-seeking students, this rate is a significant stretch in this five-year period. While, the expansion of competitive graduate programs at the Meridian Health Sciences Center, ISU-Twin Falls Center, and Idaho Falls Polytechnic Center can help to produce positive impacts, ISU's current retention rate is 68%, a more realistic five-year goal is 74%. The University will continue to focus on attaining the SBOE's goal throughout this and the next planning cycle. The reasons why a 74% retention rate is more realistic for the five-year plan are the following:

- As the local economy improves, fewer students will re-enroll in higher education choosing instead to take positions in the workforce that require less education.
- Assessments of first-generation, low-income ISU students indicate that for those who choose to leave the University, the number-one reason is due to inadequate funding. Students report that paying bills often becomes a priority over attending class or studying. This systemic lack of resources in our region is not easily rectified but is something that we continually work toward developing solutions. Many freshmen at ISU, particularly those from rural, economically unstable communities, lack the required math, laboratory science, and writing skills to meet the rigors of college coursework, placing them at an immediate disadvantage. This academic disadvantage leads to lower retention. ISU is focusing on these areas of concern and is working to create opportunities to address them like, expanding the College of Technology programs, scholarship programs, and a new, more effective placement testing method.
  - New student retention efforts at ISU being implemented, for example, academic coaches, will take time to make an impact on the overall retention rate.
  - Beginning in Fall 2016, ISU began using the Assessment and Learning in Knowledge Spaces (ALEKS) placement exam as its newest and primary assessment tool for placing students into mathematics classes. It is believed that this new placement exam will do a better job of placing students in the correct

math courses, thus improving student retention but the effects will take time to evaluate.

- ISU has high enrollment rates of first-generation, low-income students. These students have inadequate resources and limited support for navigating the complicated processes within a university. These students are therefore transient in nature, moving in and out of college, and are less likely to be retained from one year to the next.
  - o The Bengal Bridge initiative is expanding each summer, so this program will also take time to impact the overall retention rate.

Evaluation Process

Idaho State University has established a mature process for evaluating and revising goals and objectives. ISU's academic and non-academic units track and evaluate the strategic plan's performance measures, and Institutional Research compiles the results. Institutional Research has created a web-based application that annually reports each objective's improvement based on its benchmark and allows leadership, staff and faculty to view the level of progress achieved. The Strategic Planning Working Group (SPWG), a team of faculty, staff, students, and community constituents, will meet annually in January to evaluate three factors affecting the progress of each objective.

1. If the objective is falling short or exceeding expectations, the SPWG will re-examine the established benchmark to ensure it is realistic and achievable
2. Evaluate the objective's resourcing levels and its prioritization
3. Determine if the indicator(s) is adequately measuring the objective's desired outcome based on the SPWG's original intent for that objective.

Upon completion of its analysis, the SPWG will forward its recommendations for consideration to the Institutional Effectiveness and Assessment Council's (IEAC) Steering Committee. The IEAC will review the SPWG's report and can either request additional information from the SPWG or make its recommendations for changes to the plan to the President. Upon presidential approval, the Institution will submit the updated plan to the State Board of Education for approval. The implementation of the changes will occur upon final approval. Strategic Evaluation Process.

Evaluation Process

Appendix 1

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ATTAINMENT	*Goal 2:* WELL EDUCATED CITIZENRY	*Goal 3:* WORKFORCE READINESS	*Goal 4:* EDUCATIONAL SYSTEM ALIGNMENT
Idaho State University				
GOAL 1: Grow Enrollment				
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.		✓	✓	✓
GOAL 2: Strengthen Retention				
Objective: Improve undergraduate student retention rates by 5% by 2022.	✓	✓	✓	
GOAL 3: Promote ISU's Identity				
Objective: Over the next five years, promote ISU's unique identity by ##% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.	✓	✓	✓	✓
GOAL 4: Strengthen Communication, Transparency and Inclusion				
Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.	✓	✓		✓
GOAL 5: Enhance Community Partnerships				
Objective: By 2022, ISU will establish (# TBD) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.		✓	✓	

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University's cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
July 1, 2018	✓	✓

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
July 1, 2018	✓	✓

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
July 1, 2018	✓	✓

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
July 1, 2018	✓	✓

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
~~July 1, 2018~~✓		✓

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓	✓	

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		

LEWIS-CLARK STATE COLLEGE

STRATEGIC PLAN
FY 2019-2023

LEWIS-CLARK STATE
COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2018-2022

1893

April 19, 2018

MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity

Expand access to higher education and lifelong learning.

Core Theme Two: Success

Ensure attainment of educational goals through excellent instruction in a supportive environment.

Core Theme Three: Partnerships

Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

VISION STATEMENT

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.

GOAL 1
Sustain and enhance excellence in teaching and learning.

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

Performance Measures:
I.   **Assessment submission.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
98%	100%	100%	100%	100% (ongoing)

Benchmark: All units of the college will submit their annual assessment documents that reflect genuine analysis and accurate reporting. [Rationale: institutional expectation of 100% participation]

II. **First-time licensing/certification exam pass rates**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NCLEX RN **95%** (National Average=84%)	NCLEX RN **89%** (National Average=83%)	NCLEX RN **94%** (National Average=86%)	NCLEX RN **93%** (National Average=89%)	**Meet or Exceed National Average (ongoing)**
NCLEX PN **75%** (National Average=85%)	NCLEX PN **100%** (National Average=82%)	NCLEX PN **95%** (National Average=83%)	NCLEX PN **100%** (National Average=84%)	**Meet or Exceed National Average (ongoing)**
ARRT **100%** (National Average=89%)	ARRT **100%** (National Average=88%)	ARRT **90%** (National Average=87%)	ARRT **88%** (National Average=87%)	**Meet or Exceed National Average (ongoing)**

Benchmark: Meet or exceed national average [Rationale: aligned with peer institutions; accommodates fluctuations in and change to the national tests]

III. **Percentage of responding LCSC graduates with positive placement**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
95%	92%	95%	95%	100% (FY19)

Benchmark: 100% of responding LCSC graduates will have positive placement [Rationale: high emphasis placed on securing employment or continuing on to graduate school upon completion of degree or credentials; allows for those who may delay employment for family or other reasons]

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

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
83%	68%	60%	62%	90% (FY19)

Benchmark: The percentage of first-time students passing the PRAXIS II will exceed 90% [Rationale: aspiration goal that projects high standards held for Teacher Preparation candidates] *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. A thorough review of general education coursework at LCSC was undertaken in early 2017 to ensure stronger alignment of the curriculum with PRAXIS testing; enhanced emphasis on advising students to complete the PRAXIS after all general education coursework has been completed, and in some cases several in-program courses, has also been implemented.*

V. **Median number of credits earned at completion of certificate or degree program***

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
Associate 94	Associate 109	Associate 114	Associate 111	69 (FY20)
Bachelor 148	Bachelor 146	Bachelor 146	Bachelor 145	138 (FY20)

Benchmark: Associate – 69 (SBOE Benchmark) Bachelor – 138 (SBOE Benchmark) [Rationale: supports timely degree completion]

VI. **Percentage of degree seeking students taking a remedial course who complete a subsequent credit-bearing with a C or higher within one year of remedial enrollment.*** *(New Statewide Performance Measure)*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
25%	24%	23%	24%	2% increase per year (ongoing)

Benchmark: The percentage of students identified as needing remediation who pass credit-bearing course within one year of completing remedial education. (SBOE system-wide performance measure) [Rationale: a gain of 2 percent each year supports restructuring of remedial education and the implementation of co-requisite course delivery methods currently underway]

VII. **Percentage of first time degree-seeking students completing a gateway math course within two years of enrollment.*** *(New Statewide Performance Measure)*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
21%	19%	17%	15%	2% increase per year (ongoing)

Benchmark: The percentage of degree-seeking new freshmen who complete a college level math course within two years. [Rationale: a gain of 2 percent each year supports restructuring of remedial education and the implementation of co-requisite course delivery methods currently underway]

VIII. **Percentage of students completing 30 or more credits per academic year.** *(New Statewide Performance Measure)*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
19%	13%	12%	18%	20%

Benchmark: 20% [Rationale: Given the continued favorable job market and the statewide number of part-time students a two percent increase for FY19 is reasonable]

Objective B: Ensure the General Education Core achieves it's expected learning outcomes.

Performance Measures:
I.   **ETS Proficiency Profile critical thinking construct[1]**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
88th			85th	90th (FY18)

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. [Rationale: demonstrates high standard and is consistent with similar institutions]

Objective C: Optimize technology-based course delivery, resources, and support services for student, faculty, and staff.

Performance Measures:
I.   **Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8,726	8,780	9,586	9,652	10,000 (FY20)

Benchmark: 10,000 [Rationale: high demand for online courses in our rural area]

Objective D: Maximize direct faculty and student interactions inside and outside the classroom.

Performance Measures:
I.   **Student-to-faculty ratio**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
16:1	16:1	14:1	13:1	16 to 1 (ongoing)

Benchmark: LCSC will maintain a 16 to 1 student-to-faculty ratio [Rationale: low student to faculty ratio allows for strong learning environments and promotes student success]

II.   **Number of programs offering structured schedules.*** *(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
17	17	17	17	20

Benchmark: 20 [Rationale: SBOE system-wide measure aimed at supporting on-time completion of degrees]

III. **Number of students participating in undergraduate research.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
284	352	338	493	400 (FY20)

Benchmark: 400 [Rationale: undergraduate research experience in select areas enhances student learning and prepares them for future employment or graduate opportunities]

Objective E: Recruit and retain a highly qualified and diverse faculty and staff.

Performance Measures:

I.   **Classified Staff (State of Idaho Classified Staff Pay Schedule)[2]**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
81.2%	84.4%	86%	86%	**100% of Policy (ongoing)**

> **Benchmark:** Classified Staff pay will be 100% of State of Idaho Policy [Rationale: Represents the market average per Idaho Code. Chosen to attract and retain qualified and dedicated employees.]

II. **Instructional Personnel (Integrated Postsecondary Education Data System (IPEDS), Human Resources Report)[3]**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
89%	87%	87%	88%	**100% of Average of Peer Institutions all Academic Rank (ongoing)**

> **Benchmark**: Compensation for instructional personnel will be 100% of the average of peer institutions by academic rank as reported by IPEDS [Rationale: Higher salaries in comparison to our peer institutions means decreased faculty turnover.]

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

Performance Measures:

I.   **ADA Compliance**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	0	0	0	**Zero ADA-related discrepancies (ongoing)**

> **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) [Rationale: provides annual update, which provides the institution with the most current standards for measurement.]

II. **Wellness Programs**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12	12	14	12	**Provide info and updates to employees 10 times each (ongoing)**

> **Benchmark**: Provide information and updates to all College employees on wellness activities at least 10 times each Fiscal Year [Rationale: provides employees with information supporting this objective regularly throughout the academic year.]

GOAL 2
Optimize student enrollment and promote student success.

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

Performance Measures:

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
1,959/7,963	1,750/8,071	837/4,779	994/5,991	1,500/8,000 (FY22)

Benchmark: Annual Enrollment – 1,500   Annual Total Credit Hours – 8,000 [Rationale: based on our regional high school population and teacher credentials]

II. **Scholarship dollars awarded per student FTE**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
2,142	2,260	3,061	2,969	3,000 (FY19)

Benchmark: $3,000 [Rationale: review of our retention/attrition data point to financial need as the biggest reason students do not persist]

Objective B: Retain and graduate a diverse student body.

Performance Measures:

I. Total degree production (undergraduate)* *(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Certificate 31	Certificate 25	Certificate 22	Certificate 18	20
Associate 211	Associate 202	Associate 351	Associate 414	430
Bachelor 497	Bachelor 544	Bachelor 541	Bachelor 528	540

Benchmark: 990 [Rationale: stretch goal based on SBOE's 60% goal]

II. Total unduplicated undergraduate graduates by degree level**(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Certificate 17	Certificate 17	Certificate 18	Certificate 14	15
Associate 161	Associate 152	Associate 248	Associate 300	330
Bachelor 497	Bachelor 544	Bachelor 541	Bachelor 528	535

Benchmark: 880 [Rationale: stretch goal based on SBOE's 60% goal]

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
675/12%	713/15%	795/16%	817/17%	700/12% (New benchmark to

				be identified for FY18)

Benchmark: 700; 12% [Rationale: based on SBOE 60% goal]

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
675/2,756	713/2,973	795/2,901	817/2,862	30% (FY19)
25%	24%	27%	28%	

Benchmark: 30% [Rationale: based on SBOE 60% goal]

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
New Freshmen 203/338 60%	New Freshmen 304/474 64%	New Freshmen 283/491 56%	New Freshmen 248/419 59%	70% (FY20)
New Transfer 166/234 71%	New Transfer 141/202 70%	New Transfer 161/238 68%	New Transfer 275/410 67%	70% (FY20)

Benchmark: 70% (SBOE measure) [Rationale: reflects a more global selection of students and is also a stretch goal given the significant number of first-generation students serve by LCSC]

VI.   First-year/full-time cohort retention rate

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
61%	61%	58%	57%	60%

Benchmark: 60% [Rationale: reflects the cohort measure by IPEDS]

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
25	26	33	34	35 (FY19)

Benchmark: 35 [Rationale: derived based on analysis of student demographics (first –generation students and job-out rates) and potential incoming high school graduate population]

VIII.   First-year/full-time cohort 150% graduation rate.* *(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
27%	27%	30%	27%	35% (FY22)

Benchmark: 35% [Rationale: reflects cohort measured by IPEDS]

IX.   First-year/full-time cohort 100% graduation rate.* *(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
17%	20%	27%	31%	35% (FY20)

Benchmark: 35% [Rationale: based on SBOE 60% goal]

Objective C: Maximize student satisfaction and engagement

Performance Measures:
I. **National Survey of Student Engagement (NSSE)[4]**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
89%			90%	90% LCSC Students Satisfied (FY20)

Benchmark: 90% of LCSC students will be satisfied [Rationale: selected by comparing response rates to annual surveys and the desire to promote confidence and satisfaction among students who select LCSC]

GOAL 3
Strengthen and expand collaborative relationships and partnerships.

Objective A: Increase volunteer, internship, and career placement opportunities.

Performance Measures:
I. **Number of students participating in internships**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
655	743	779	721	800 (FY19)

Benchmark: 800 [Rationale: Internships prepare students for future employment; student demand is increasing]

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

Performance Measures:
I. **Number of adults (duplicated) enrolled in workforce training programs**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3,533	3,471	2,887	3,345	4,000 (FY20)

Benchmark: 4,000 [Rationale: goal is to meet the retraining needs of a growing set of local industries]

Objective C: Increase cooperation and engagement of alumni for the advancement of the college.

Performance Measures:
I. **Number of Alumni Association members**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
13,904	16,009	17,115	18,025	20,000 (FY20)

Benchmark: 20,000 [Rationale: aspirational goal]

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

Performance Measures:

I.   **Number of students participating in internships**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
655	743	779	721	800 (FY19)

Benchmark: 800 [Rationale: Internships prepare students for future employment; student demand is increasing]

GOAL 4
Leverage resources to maximize institutional strength and efficiency

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

Performance Measures:

I.   **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)***

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
294	296	310	376	400*

Benchmark: $400 *(Preliminary, reflects the SBOE strategic plan benchmark) {Rationale: as indicated reflects the SBOE benchmark.]

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

Performance Measures:

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
1.4	1.5	1.6	1.7	2

Benchmark: 2 [Rationale: SBOE system-wide goal]

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

Performance Measures:

I.   **Annual campus master plan updated**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Yes	Yes	Yes	Yes	Yes (Ongoing)

Benchmark: Yes. [Rationale: Annual Campus Master Planning assures assessment and prioritization of key facility's needs.]

II.   **Address campus needs using institutional resources and funding from the Permanent Building Fund through the creation of DPW projects.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
$2.368M	$821,000	$6,068,000	$340,000	$500,000 (ongoing)

Benchmark: $500,000 [Rationale: This demonstrates continued identification of key institutional needs related to the creation and maintenance of LCSC facilities.] *Note: Living-Learning Center was approved for the design phase in FY 2017, but the project is being reprioritized to*

accommodate the Career-Technical Education Building. The Living-Learning Center would have added $1.346M to the FY 17 total.]

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

Performance Measures:

I. **Continuous acquisition and replacement of equipment, instruments, machinery, and technology funded by institution**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
$8,731,618	$9,008,889	$7,798,956	$8,638,491	**Increase by $500,000 per year (ongoing)**

Benchmark: $500,000 increase per year. [Rationale: Reflects increases in assets through replacement.] *Note: in FY 16, $1.7M of graphic software was eliminated.*

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

Performance Measures:

I. **Institutional funding from competitive grants**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
$3.0M	$2.5M	$2.5M	$2.9M	**$2M (New benchmark to be identified for FY18)**

Benchmark: $2.0M [Rationale: demonstrates the capacity to general external and private funding.]

II. **LCSC Consolidated Financial Index (CFI)**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
6.6	5.57	5.37	5.61	3.0 (ongoing)

Benchmark: 3.0 [Rationale: CFI is a standard unit of evaluating an institution's financial health and is recommended for use by the National Association of College and University Business Officers]

* Indicates SBOE System-wide performance measures
Notes:

1. ETS Proficiency Profile 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. Results from spring 2017 not yet available.

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. Spring 2017 results not yet available

5. Reflects data elements available after June 30 or after audited financials are available.

Key External Factors
Academic Year 2017-2018 Data: Student headcount for the fall semester was 3,746 and the full-time equivalent enrollment was 2,777. The college employed 180 faculty, 84 adjunct faculty, 165 professional staff, and 126 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 and the recent award of a new CAMP grant will undoubtedly increase the number of Hispanic students at LCSC. Taking into account that Idaho's current participation rate, less than 50%, is one of the lowest in the nation LCSC may otherwise be able to increase the number of high school graduates who elect to enroll.

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.

There is a large population of working adults with some college credits but no degree. LCSC will renew efforts to meet the needs of these students with new online programs.

Infrastructure: In general, 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 increase could be accommodated by the current physical infrastructure.

However, this is not the case for many of LCSC's Technical and Industrial programs. Many of the programs have waiting lists and all of the programs are in demand from local industrial companies. Current T&I buildings on the Normal Hill campus cannot accommodate anticipated increases. The College will provide a new modern building that will house most of its Technical & Industrial CTE programs with room for expansion and the flexibility to adjust training programs directed at the regional employers' needs. The new building plans are well underway and it will provide the needed lab,

classroom and office space required to meet anticipated demand. In addition, the building configuration will provide room for expansion and growth as a Regional Career Technical Education Center. This a joint effort with the Lewiston School District as they build a new high school and Career Technical Education Center that will be adjacent to property owned by the College and the City on Warner Avenue in the Lewiston Orchards. Both buildings are planned to be opened by 2020-2021.

Also, 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 $25 million for alteration and repair of existing facilities. Recent momentum in addressing HVAC and roof repairs needs to be sustained, but will depend primarily on availability of Permanent Building Fund dollars.

Over the past decade several major capital projects to expand facilities on the main campus have been completed (e.g., Activity Center, Sacajawea Hall, new parking lots, upgrades of Meriwether Lewis Hall and Thomas Jefferson Hall). For the main campus, LCSC's strategy for 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 proposed.

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. Renovation of Spaulding Hall will be completed by this summer.

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 T&I facilities and the Coeur d'Alene Center) is sufficient to support the increased output envisioned by the Idaho State Board of Education, this is not the case with respect to faculty and staff. Although class sizes could be increased in some upper division courses, many lower division courses and some professional courses are already up against faculty-student ratio limits imposed by specialized accreditation agencies and could not significantly expand without concomitant expansion of faculty and supporting staff. Faculty and staff workload levels at LCSC are high compared to other higher education institutions. An expanded LCSC student population will require ratios at least as low as current levels. Based on peak hiring periods over the past decade, funding an expansion spread over the next five years is technically feasible, but would require careful planning and coordination.

While increased utilization of distance learning technology could alleviate stress on the physical infrastructure, it is not the critical factor limiting expansion. While in some cases learning technology may enhance the effectiveness of course delivery and student success, it does not reduce the need for student-faculty interaction or significantly increase the desirable maximum ratio of students to faculty members. The current student to faculty ratios for academic and professional courses (14:1, and 9:1, 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 some progress has been made, especially with capital projects like the new CTE facility.

Over the past 3 years, the state has provided funding to cover some maintenance of current operation costs (replacement of capital items and employee salaries) and has funded LCSC line-item budget requests to support increased enrollment, including LCSC's Complete College Idaho request that directly supports State Board of Education goals.

Employee salary levels at LCSC are significantly lower than those at peer institutions. 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 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.

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.

Evaluation Process

LCSC's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission and core themes, as well as the fact that the college's current strategic plan is near the end of its utility, a complete review of the goals and objectives has been underway. A representative committee is currently developing new strategies and objectives to guide the work of the college. The proposed performance measures associated with the new strategies and objectives (in development) are included in Appendix 2.

Addendum: Cyber Security

National Institute of Standards and Technology (NIST) Cybersecurity Framework
Governor Otter's Executive Order 2017-02 calls for:

> *All state agencies to immediately adopt and to implement by June 30, 2017, the*
> *National Institute of Standards and Technology (NIST) Cybersecurity Framework*
> *in order to better foster risk and cybersecurity management communications and*
> *decision making with both internal and external organizational stakeholders.*

On March 16, 2017 Michelle Peugh of Idaho's Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College's Director of Human Resource Services (HRS). Director Buxton's memo asked LCSC to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor's executive order. On April 15th Lewis-Clark State College President J. Anthony

Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

Implementation of the Center for Internet Security (CIS) Controls

Governor Otter's Executive Order 2017-02 calls for "*agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018.*" Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a "gap analysis" of LCSC's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LCSC on October 19th.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order.
- On February 2nd Lieutenant Governor Brad Little held a statewide meeting to organize all agencies in a coordinated response to the governor's executive order. Lewis-Clark State College attended the meeting remotely. The Lieutenant Governor turned the meeting over to Lance Wyatt, Acting Chief Information Security Officer within Idaho's Office of the CIO. Mr. Wyatt described the statewide process, where:
    - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.
    - Each agency would document its self-discovery in a data repository provided by the state.
    - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.
    - At the end of the self-assessment process, agencies would collaborate on cyber-security product selection that will aid in managing the first five CIS controls
    - Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- Lewis-Clark State College has attended each of the state's cyber-security meetings during 2017 and 2018.
- LCSC has completed the self-assessment process led by Lance Wyatt, Chief Information Security Officer. All relevant data have been entered on the state's Sharepoint repository designed for collecting these data.
- Based on the Department of Administration's gap analysis, Lewis-Clark State College has implemented *Tenable Security Center Continuous View*, a product that addresses CIS controls 1-5.
- Lewis-Clark State College's administration has committed the college to purchase suitable hardware and implement appropriate processes that combine to minimize cyber-related risks revealed by the college's self-assessment. Currently under review is f5's Big-IP.

Implementation of the Employee Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*All executive branch agencies to require that all state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities*."

- In 2018, Idaho's Department of Human Resources distributed training software for use by all employees in Idaho.
- Lewis-Clark State College's Department of Human Resource Services has used DHR's software licensing to create a mandatory training requirement for all college employees, to be completed by March 30, 2018.

Implementation of the Specialized Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*The State Division of Human Resources, in conjunction with all executive branch agencies, to compile and review cybersecurity curriculum for mandatory education and training of state employees, and to determine appropriate levels of training for various classifications of state employees.*"

In December 2017, LCSC's Associate Director charged with cybersecurity completed SANS SEC566 "Implementing and Auditing the Critical Security Controls."

Institution/Agency Goals and Objectives	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
GOAL 1: SUSTAIN AND ENHANCE EXCELLENCE IN TEACHING AND LEARNING				
Objective A: Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.	✓	✓	✓	✓
Objective B: Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.	✓	✓		✓
Objective C: Optimize technology-based course delivery, resources, and support services for student, faculty, and staff	✓	✓		✓
Objective D: Maximize direct faculty and student interactions inside and outside the classroom.	✓			✓
Objective E: Recruit and retain a highly qualified and diverse faculty and staff.	✓	✓		✓
Objective F: Provide a safe, healthy, and positive environment for teaching and learning.	✓	✓		✓
GOAL 2: OPTIMIZE STUDENT ENROLLMENT AND PROMOTE STUDENT SUCCESS				
Objective A: Marketing efforts will focus on clearly identified populations of prospective students	✓	✓	✓	✓
Objective B: Retain and graduate a diverse student body.	✓	✓	✓	✓

Objective C: Maximize student satisfaction and engagement.	✓	✓	✓	✓
GOAL 3: STRENGTHEN AND EXPAND COLLABORATIVE RELATIONSHIPS AND PARTNERSHIPS				
Objective A: Increase volunteer, internship, and career placement opportunities	✓		✓	✓
Objective B: Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.	✓	✓		✓
Objective C: Increase cooperation and engagement of alumni for the advancement of the college.		✓	✓	✓
Objective D: Advance the college with community members, business leaders, political leaders, and current and future donors.		✓		✓
GOAL 4: LEVERAGE RESOURCES TO MAXIMIZE INSTITUTIONAL STRENGTH AND EFFICIENCY				
Objective A: Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.	✓	✓	✓	✓
Objective B: Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.		✓	✓	✓
Objective C: Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.	✓	✓	✓	✓

Objective D: Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place.	✓	✓	✓	✓
Objective E: Identify and secure public and private funding to support strategic plan priorities.		✓	✓	✓

Appendix 2: Proposed Institutional Measures for Strategic Plan 2019-2023

2019-2023 Strategic Plan Draft

Context: In light of the college's updated mission and core themes, a complete review of the goals and objectives has been underway. A representative committee is developing new strategies, objectives, and corresponding performance measures to guide the work of the college. These proposed performance measures are outlined below, and if adopted, will be used alongside of the state-wide performance measures in the 2019-2023 Strategic Plan.

Goal 1: Strengthen and expand instructional and co-curricular programming

    Objective 1.A: Expand course, program and delivery options

        Performance Measure (PM) 1.A.1 Number of fully online, hybrid delivery, and evening/weekend programs

    Objective 1.B: Ensure high quality program outcomes

        PM 1.B.1 Licensing/ Certification pass rates
        PM 1.B.2 Research Symposium participation

    Objective 1.C: Expand co-curricular programming

        PM 1.C.1 Student participation in internships and apprenticeships
        PM 1.C.2 Student participation in activities that build a co-curricular transcript

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Goal 2: **Increase student enrollment, retention and completion**

    Objective 2.A: Increase the college's student FTE.

        PM 2.A.1 Direct from high school enrollment

    Objective 2.B: Increase the number of non-traditional, adult learners enrolled in degree programs.

        PM 2.B.1 Adult learners (age 24 years or older)
        PM 2.B.2 Online Headcount (one or more online classes)
        PM 2.B.3 Direct transfer students
        PM 2.B.4 Degree-seeking nonresident students

Goal 2: **Increase student enrollment, retention and completion (cont.)**

Objective 2.C: Increase credential output

PM 2.C.1 Certificates and Degrees
PM 2.C.2 Workforce Training Enrollment
PM 2.C.3 Workforce Training Completion
PM 2.C.4 Overall Retention Rate

Goal 3: Foster inclusion throughout campus culture and processes

Objective 3.A: Expand inclusive practices programming for faculty, staff and students.

PM3.A.1 Number of faculty and staff participating in inclusive practices programming each year.

Objective 3.B: Develop community and other partnerships to enhance student learning and enrich the region.

PM 3.B.1 Number of Work Scholar/internship sites (exclude required internships for programs)
PM 3.B.2 Number of participants in community enrichment activities

Goal 4: Increase and leverage institutional resources to achieve enrollment, employee retention and campus planning objectives.

Objective 4.A: Diversify revenue streams to allow for investment in campus programs and infrastructure.

PM 4.A.1 Develop new ongoing revenue streams

Objective 4.B: Bring the average employee's compensation to 80% of policy

PM 4.B.1 Bring 8% of employees to 80% of policy each year.

Objective 4.C: Increase grant funding

PM 4.C.1 Federal, state, local and private grant funding

Institution/Agency Goals and Objectives	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
GOAL 1: STRENGTHEN AND EXPAND INSTRUCTIONAL AND CO-CURRICULAR PROGRAMMING				
Objective A: Expand course, program and delivery options	✓	✓	✓	✓
Objective B: Ensure high quality program objectives	✓		✓	✓
Objective C: Expand co-curricular programming	✓	✓		✓
GOAL 2: INCREASE STUDENT ENROLLMENT, RETANTION AND COMPLETION				
Objective A: Increase the college's student FTE	✓	✓	✓	✓
Objective B: Increase the number of non-traditional, adult learners enrolled in degree programs	✓	✓		✓
Objective C: Increase credential output	✓			✓

GOAL 3: FOSTER INCLUSION THROUGHOUT CAMPUS CULTURE AND PROCESSES				
Objective A: Expand inclusive practices programming for faculty, staff and students.	✓			✓
Objective B: Develop community and other partnerships to enhance student learning and enrich the region.	✓	✓		✓
GOAL 4: INCREASE AND LEVERAGE INSTITUTIONAL RESOURCES TO ACHIEVE ENROLLMENT, EMPLOYEE RETENTION AND CAMPUS PLANNING OBJECTIVES				
Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure.	✓	✓	✓	✓
Objective B: Bring the average employee's compensation to 80% of policy.		✓	✓	✓
Objective C: Increase grant funding		✓	✓	✓

College of Eastern
Idaho

Strategic Plan 2019-2023

March 16. 2018

FY 2018-2022

Strategic Plan

MISSION STATEMENT
To provide open-access to affordable, quality education that meets the needs of students, regional employers and community.

VISION STATEMENT
Our vision is to be a superior community college. We value a dynamic environment as a foundation for building our College into a nationally recognized community college 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 advance their degree and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

State Metrics:

Timely Degree Completion
I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Percentage	7	6	8	N/A	>10

II. Percent of first-time, full-time, freshmen graduating within 150% of time

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Grad Rate %150 IPEDS	57	56	63	59	>65

III. Total number of certificates/degrees produced, broken out by:
    a) Certificates of at least one academic year
    b) Associate degrees

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Certificates	135	120	120	109	>120
Associate Degrees	103	97	118	121	>130

IV. Number of unduplicated graduates, broken out by:
    a) Certificates of at least one academic year

b) Associate degrees

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Completers of Certificates	135	120	120	109	>120
Completers of Degrees	104	97	117	121	>130

Reform Remediation

V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Students	111	117	148	134	>145

Math Pathways

VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Students	84	86	101	112	>120

Structured Schedules

VII. Number of programs offering structured schedules.

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Percentage	100%	100%	100%	100%	100%

Guided Pathways

VIII. Percent of first-time, full-time freshmen graduating within 100% of time

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
FTFT Completers 100%	37%	40%	30%	37%	>40%

N/A - Has been used to indicate areas were reports or data have not finalized collection for the year in question or that is otherwise unavailable at the time this report was produced.

GOAL 1: A Well Educated Citizenry

The College of Eastern Idaho will provide excellent educational opportunities to enter the workforce or to continue their education with articulation agreements with universities.

Objective A: Access
	Performance Measures:

I.	Annual number of students who have state funded or foundation funded scholarship:

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
State Funded	6	2	4	15	>15
Foundation Funded	390	266	296	227	>350

II.   Percentage of high school students who enroll in CEI programs during the first year after graduation:

FY	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Percentage of Annual Enrollment who entered CEI within 1 year of High School	13%	16%	18%	27%	>25%

III.   Total degree and certificate production and headcount:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Degrees/Certificates	232	240	217	239	228	>260
Completers	231	239	216	237	226	>245

Objective B: Adult Learner Re-Integration
        Performance Measures:

I.   Number of students enrolled in GED who are Idaho residents
II.   Number of students who complete their GED
III.   Number of students who go on to post-secondary education

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Enrolled	381	323	273	242	N/A	>300
Completed	50	43	21	18	N/A	>30
Went On	168	55	77	141	N/A	>200

numbers are progressive and subject to change as time passes and more students enroll in other schools.
Currently CEI does not have data for this goal. CEI is collecting data and will report on it beginning in fall of 2018
N/A - Has been used to indicate areas were reports or data have not finalized collection for the year in question or that is otherwise unavailable at the time this report was produced.

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness
        Performance Measures:

I.   Number of graduates who found employment in their area of training
II.   Number of graduates who are continuing their education
III.   Number of graduates who found employment in related fields

Grad by FY	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
I. Employed In training area	212	177	195	N/A	>225
II. Continuing education	24	24	35	N/A	>50
III. Employed in related field	170	136	141	N/A	>175

IV.   Percentage of students who pass the TSA for certification:

Percentage By FY	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
TSA Pass Percentage	91%	96%	89%	92.6%	96%

numbers are progressive and subject to change as time passes and more students enroll in other schools.
Currently CEI does not have data for this goal. CEI is collecting data and will report on it beginning in fall of 2018
N/A - Has been used to indicate areas were reports or data have not finalized collection for the year in question or that is otherwise unavailable at the time this report was produced.

GOAL 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.
        Performance measures:

I.   Number of workforce training courses created to meet industry needs:

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
WFT Courses	514	519	478	650	>625
Misc. Community Events	762	1000	894	2319	>2400

GOAL 4: Effective and Efficient Educational System

Objective A: High school senior who choose CEI as their first choice to higher education.
        Performance Measures:

I.   Total fall enrollment students that are retained or graduate in the following fall:

FA	FA 2013	FA 2014	FA 2015	FY 2017	Benchmark
Grad or still enrolled	463	430	440	463	>480

II.   Number of high school students who took a remediation for Math or English:

FY	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Number of Students entering within one year of HS and ever taking a remedial course	63	57	55	65	<40

III.   Cost per credit hour –Financials as per IPEDS divided by total annual undergraduate credit hours:

FY	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Cost per Credit Hour	$ 599	$ 671	$ 663	$ 710	$ 790	$ <700

IV.   Number of students who successfully articulate another institution to further their education:

*FY	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Number Continuing On	201	148	84	55	>200

numbers are progressive and subject to change as time passes and more students enroll in other schools.
Currently CEI does not have data for this goal. CEI is collecting data and will report on it beginning in fall of 2018
N/A - Has been used to indicate areas were reports or data have not finalized collection for the year in question or that is otherwise unavailable at the time this report was produced.

GOAL 5: Student Centered

Objective A: CEI faculty provides effective and student centered instruction.
    Performance Measures:

I.   Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
CEI	0.39	0.6	0.33	0.59	N/A	<0.25
PEERS	0.61	0.63	0.6	0.67	N/A	N/A

II.   Fall to Fall Retention - IPEDS Fall Enrollment Report:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
FTFT Fall-to-Fall Retention	62%	64%	68%	69%	54%	>74%

III. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Gap per Noel Levitz Annual Survey:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
CEI	0.78	0.74	0.65	0.68	N/A	>0.78
PEERS	1.06	1.04	1.01	0.75	N/A	N/A

IV.   Utilization of results of Student Satisfaction Survey results for Financial Aid and the Admission Process (New Student Survey):

	FY 2016	FY 2017	Benchmark
Financial Aid	94%	N/A	98%
Admissions	83%	N/A	98%

Objective B: Tutoring Center provides services to support education success.
    Performance Measures:

I.   Tutoring contact hours to support student needs:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Hours	6	5	4	5.76	8.5	>6

Objective C: CEI library services meets the expectation of students.
    Performance Measures:

I.   Library services meet the expectations of students. Gap per Noel Levitz Annual Survey:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
CEI	0.6	0.83	0.38	0.19	N/A	>.15
PEERS	0.49	0.44	0.49	0.22	N/A	N/A

Objective D: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.
      Performance Measures:

I.   Number of applicants/students receiving CND services:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Clients Served	518	411	258	273	266	>300

GOAL 6: Cyber Awareness*
Currently CEI does not have data for this goal. CEI is collecting data and will report on it beginning in fall of 2018
N/A - Has been used to indicate areas were reports or data have not finalized collection for the year in question or that is otherwise unavailable at the time this report was produced.

Objective A: Regular Training
    I.   CEI will establish a policy to provide regular training to all faculty and staff on best practices for cybersecurity protection using the DHR's recommendation and requirements.
    II.   Annual number of trained faculty and staff.
    III.   Benchmark to be 100% in 1 year.

Objective B: Specific Training for Super Users
    I.   CEI will identify and track employees with elevated privileges and ensure that training meets their elevated status as a user and provide advanced training.
    II.   Annual number of advanced users will be identified and trained.
    III.   Benchmark to be 100% in 1 year.

Objective C: Monthly Awareness Emails
    I.   CEI will send out monthly Emails to inform employees on new cyber threats and hacking strategies. This will also include "best practices" for computer users.
    II.   Benchmark to be monthly record of sent email.

Objective D: Policy Statement to be Signed by all Employees
    I.   CEI will compose a policy for computer use on and off campus that relate to CEI activities and concerns. Employees will receive a copy of the policy each year when they sign their contracts.
    II.   Benchmark to be 100% for all employees.

Key External Factors

Funding:

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Recent funding for Career Technical Education has allowed CEI to respond to industry needs in a timely and efficient manner. The enrollment and graduation rates in many of the Career Technical Programs have limited seats available to students with waiting lists. The recent State funding has allowed us to hire new instructors and reduce many of the waiting lists. CEI was funded as a community college which allows us to offer the Associates of Arts and the Associates of Science Degrees for the first time in fall 2018. We are projecting growing enrollment over the next few years due to this funding. We are actively engaged in the "go on" rate in Idaho and working with the local high schools to recruit students.

CEI initiatives for FY 2019-2024

Initiative 1

CEI is working with local universities to build pathways for students with AA and AS Degrees to complete a Bachelor Degree without loss of credit or time. Currently we have seven pathways to the University of Idaho and ten pathways to Idaho State University. We are also creating 2 plus 2 agreements that have been approved by the Deans of each institution. Currently we have five 2 plus 2 agreements with both the University of Idaho and Idaho State University. This initiative will be active for several years as we build connections to help students go on to complete a Bachelor Degree, reduce surplus courses and save financial dollars.

Initiative 2

CEI will continue to reach out to all of the high schools in Region VI to offer Dual Credit. A website has been built and documents are available to introduce students, parents and educators to what CEI will offer as Dual Credit and concurrent credit.

Initiative 3

CEI Workforce Training will be expanding partnerships to provide "just in time" training to industry in Region VI. This is always an on-going activity, but there are new plans and opportunities available as we grow as a new community college.

	State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	Goal 4:	Goal 5:
CEI Goals and Objectives					
GOAL 1: A Well Educated Citizenry					
Objective A: Access	X	X	X		
Objective B: Adult Learner Re-Integration	X	X	X		
GOAL 2: Innovation and Economic					
Objective A: Workforce Readiness			X		
GOAL 3: Data-Informed Decision Making					
Objective A: Number of industry recommendations incorporated into career technical curriculum.			X		
GOAL 4: Effective and Efficient Educational					
Objective A: High school senior who choose CEI as their first choice to higher education.	X	X			
GOAL 5: Student Centered					
Objective A: CEI faculty provides effective and student centered instruction.	X	X	X		
GOAL 6: Cyber Awareness					
Objective A: Regular Training	X				
Objective B: Specific Training for Super Users	X				
Objective C: Monthly Awareness Emails					
Objective D: Policy Statement to be Signed by all Employees	X		X		

CSI

COLLEGE OF SOUTHERN IDAHO

2019-2023
STRATEGIC PLAN

MISSION STATEMENT

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

VISION STATEMENT

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

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 and benchmarks 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

Goal/Core Themes: 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.

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

GOAL/CORE THEME 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 A: Strengthen the ~~social fabric in the~~ communities we serve

Performance Measure:

I.   **The College of Southern Idaho's mission fosters interaction between the College and the people of the diverse communities it serves both geographically and demographically. The College measures performance of this important mission component by emphasizing human connectivity and cultural awareness through support of such activities as the Herrett Forum Lecture Series, Arts on Tour, and the Magic Valley Refugee Day, among many others. Additionally, CSI offers public events such as intercollegiate athletics, community education, and various camps and artistic performances in order to encourage learning and community interaction as well as for sheer entertainment. Finally, the College strengthens the community through its support of Head Start, the Office on Aging, and the Refugee Center, among other ancillary agencies. The College further strengthens the community with a commitment to sustainability and civility.**

~~Performance Measures: This measure is under development~~
~~Benchmark: TBD (To be established in 2017)~~

Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the program level as an observable objective rather than a quantifiably measurable objective.[1]

Objective B: Cultivate economic partnerships across the communities we serve

Performance Measure:

I.   **The College of Southern Idaho's mission promotes active participation in the economic development of the communities we serve. CSI measures performance in fulfilling this mission component through continued membership and active participation in such organizations as the Southern Idaho Economic Development Council (SIEDO), Jerome 20/20, Business Plus, Region IV Development (RIVDA), and Sun Valley Economic Development (SVED), among others. CSI also maintains active participation as a member of various chambers of commerce throughout the region along with other economic development agencies. While the College is never the sole reason that new companies move to the area, or that existing companies thrive, we strive to be a major contributor to both of these outcomes.**

~~Benchmark: TBD (To be established in 2017)~~

Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the specific program level as an observable objective rather than a quantifiably measurable objective.[1]

Objective C: Meet the workforce needs of the communities we serve

Performance Measure:

I.   Total ~~Duplicated~~**Unduplicated** Headcount of Workforce Training Completers **and Total Course Completions** (Sources: State Workforce Training Report **and Internal Reporting)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA Headcount 3,137 Completions	1,618 Headcount 4,319 Completions	1,852 Headcount 9,478 Completions	1,972 Headcount 5,761 Completions	Meet the workforce training needs of our area as determined by industry

Benchmark: Meet the workforce training needs of our area as determined by industry [2] (by 2019)

~~II.   Headcount of Career Technical Education Completers (Source: Voluntary Framework of Accountability)~~

~~III.~~**II.**   Unduplicated headcount of graduates over rolling 3-year average of CTE Full Time Equivalency (FTE) (Source: IPEDS Completions and Internal Reporting)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	51% (422/834)	54% (413/759)	51% (370/723)	55%

Benchmark: ~~Meet the workforce training needs of our area as determined~~ 55% ₃ **(**by ~~industry ₁ (by FY2018~~2019**)**

~~IV.~~III.   **Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)**

FY13 (~~2012-2013~~2014-2015)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
86.1%	93.4%	97.2%	92.6%	92.3%

Benchmark: Maintain placement at or above the average for the previous four years (92.3%) ₄ (by ~~FY2018~~ 2019)

GOAL/CORE THEME 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 A: Foster participation in post-secondary education

Performance Measures:

I.   **Annual Institutional Unduplicated Headcount (Source: PSR 1 Annual Enrollment Report)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11,747	10,686	10,912	12,091	2% increase

Benchmark: 2% increase ₅ (by ~~FY2018~~2019)

II.   **Annual Institutional Full Time Equivalency (FTE) Enrollment (Source: PSR 1 Annual Enrollment Report)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
4,468.17	4,153.70	3,956.55	3942.67	Reverse trend of post-recession declining enrollment

Benchmark: Reverse trend of post-recession declining enrollment ₆ (by ~~FY2018~~2019)

III.   **Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)** *Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12,171 credits 2,486 headcount	16,331 credits 3,178 headcount	18,155 credits 3,942 headcount	25,680 credits 5,353 headcount	~~Manage expected enrollment increases by increasing institutional dual credit infrastructure~~TBD

~~Benchmark: Manage expected enrollment increases by increasing institutional dual credit infrastructure ₅ (by FY2018)~~

Benchmark: TBD ₇ (by 2019)

IV.   **Tuition and Fees (Source: College of Southern Idaho)**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
$115 (-12.3%)	$120 (-10.2%)	$130 (-4.8%)	$130 (-4.5%)	Maintain tuition at ~~or below~~+/- 5% of average of other Idaho ~~Community Colleges~~community colleges

Benchmark: Maintain tuition at ~~or below~~+/- 5% of average of other Idaho ~~Community Colleges.~~community colleges ₈ (by ~~FY2018~~FY2019)

V. **Hispanic/Latino Enrollment (Source: College of Southern Idaho)**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NA	21.37%	21.31%	22.87%	25%

Benchmark: 25% [9] (by FY2020)

Objective B: Reinforce a commitment to instructional excellence

Performance Measures:

I. **Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
90%	87%	90%	90%	90%

Benchmark: 90% [7][10] (by ~~FY2018~~FY2019)

Critical Success Activity:
- Fully develop a 3-5 year comprehensive faculty and instructional improvement and professional development plan:
    - o   Develop qualification protocol for online instruction and pilot implementation
    - o   Develop and expand the Effective Teaching Academy
- Continue implementation of adjunct and dual credit professional development program

Objective C: Support student progress toward achievement of educational goals

Performance Measures:

I. **Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS)** *Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
56%	56%	57%	60%	
(574/1,020)	(441/783)	(382/672)	(366/606)	~~60~~61%
Fall 2012	Fall 2013	Fall 2014	Fall 2015	
Cohort	Cohort	Cohort	Cohort	

Benchmark: ~~60%~~ [8]61% [11] (by ~~FY2018~~FY2019)

II. **Percentage of students retained from fall to spring (Source: Voluntary Framework of Accountability)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
70.1%	66.7%	71.6%	71.6%	
(1,524/2,175)	(1,093/1,638)	(1,184/1,653)	(1,123/1,569)	~~76~~73%
Fall 2011	Fall 2012	Fall 2013	Fall 2014	
Cohort	Cohort	Cohort	Cohort	

Benchmark: ~~76%~~ [9]73% [12] (by ~~FY2018~~FY2019)

III. **Number of degrees/certificates produced annually (Source: IPEDS Completions)** *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
198 Certificates	179 Certificates	192 Certificates	151 Certificates	NA
880 Degrees	845 Degrees	919 Degrees	817 Degrees	

Benchmark: NA [13]

~~III.~~IV.   Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE) *Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
22.9% (963/4,211)	25.1% (970/3,860)	30.0% (1,035/3,454)	29.9% (951/3,184)	31%

Benchmark: 31% ₁₀₁₄ (by ~~FY2018~~FY2019)

~~IV.~~V.   ~~Remediation Success—Math:~~ Percentage of degree seeking students ~~who were referred to developmental math and successfully completed any college level~~taking a remedial course ~~work in math~~who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: ~~Voluntary Framework of Accountability)~~College of Southern Idaho) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
35%	38%	53%	54%	~~55%~~TBD

Benchmark: ~~55%~~ ₁₁TBD₁₅ (by ~~FY2018)~~FY2019)

~~V.~~VI.   ~~Remediation Success—English:~~ Percentage of first time degree seeking students ~~who were referred to developmental English and successfully completed any college level~~completing a gateway math course ~~work in English~~within two years of enrollment (Source: ~~Voluntary Framework of Accountability)~~College of Southern Idaho) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
28%	29%	32%	34%	TBD

Benchmark: ~~58%~~ ₁₁TBD₁₆ (by ~~FY2018)~~FY2019)

VII.   Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
7.0%	7.3%	7.4%	7.1%	10%

Benchmark: 10% ₁₇ (by FY2021)

~~VI.~~VIII.   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: Voluntary Framework of Accountability)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
46.3% 646/1394 (Fall 2011 Cohort)	33.5% 324/968 (Fall 2012 Cohort)	58.3% 813/1395 (Fall 2013 Cohort)	59.5% 609/1023 (Fall 2014 Cohort)	~~47.5~~61%

Benchmark: ~~47.5%~~ ₁₂61% ₁₈ (by ~~FY2018~~FY2019)

~~VII.~~IX.   Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
18% (186/1,011) Fall 2010 Cohort	19% (180/966) Fall 2011 Cohort	20% (191/976) Fall 2012 Cohort	21% (181/843) Fall 2013 Cohort	~~21~~22%

Benchmark: ~~21%~~ ₁₃22% ₁₉ (by ~~FY2018~~FY2019)

X. **Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS)** *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
7%	8%	9%	10%	
(75/1,011)	(75/966)	(83/976)	(84/843)	11%
Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	

Benchmark: 11% [20]

VIII.XI. **Percent of students who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled (Source: Voluntary Framework of Accountability)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
60%	57.9%	60.4%	61.1%	
638/1,060	525/906	842/1,395	(838/1,372)	62%
Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	

Benchmark: 62% [1421] (by ~~FY2018~~FY2019)

XII. **Number of programs offering structured schedules (Source: CSI Advising Materials)** *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark: TBD[22] (by FY2019)

XIII. **Median credits earned at graduation (Source: College of Southern Idaho)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
78	77	75	73	70

Benchmark: 70 [23] (by FY2019)

XIV. **Would you recommend this college to a friend or family member? (Source: Community College Survey of Student Engagement)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
97%	97%	98%	97%	97%

Benchmark: 97% [24] (by FY2019)

Objective D: Provide evidence of achievement of student learning outcomes

Performance Measures: ~~This measure is under development~~

I. **Critical Success Activity: Finalize assessment of General Education program student learning outcomes; gather and interpret data**
Critical Success Activity: Initial implementation of General Education Program Student Learning Outcomes Plan with 100% participation
Benchmark: ~~TBD (To be established in 2017~~100% compliance [25] (FY2019)

II. **Critical Success Activity: Finalize program level student learning outcome assessment for all programs; gather and interpret data**
Critical Success Activity: Initial implementation of Program Level Student Learning Outcomes Plan with 100% participation
Benchmark: 100% compliance [26] (FY2019)

Objective E: Offer opportunities for student engagement that go beyond the classroom

Performance Measures: ~~This measure is under development~~
~~Benchmark: TBD (To be established in 2017)~~

I.   Participation in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) (Source: Community College Survey of Student Engagement)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
25%	23%	29%	27%	30%

Benchmark: 30% 27 (by FY2019)

GOAL/CORE THEME 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.

Objective A: Provide employees with a work environment that values employee success and satisfaction

Performance Measures: This measure is under development

I.   Chronicle of Higher Education Great Colleges to Work For Survey

        Benchmark: TBD 28 (To be established in 20172019)

Objective B: Ensure that the college maintains the financial resources necessary to meet its mission

Performance Measures:

I.   Undergraduate Cost Per Credit: IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual weighted credit hours (Sources: Cost: IPEDS Finance Survey, Part C; Credits: Weighted PSR 1.5 [including non-resident] plus CTE credits weighted at 1.0) *Statewide Performance Measure*

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	$ 277.30 ($50,266,494/ 181,270)	$262.36 ($44,004,146/ 167,724)	$306.37 ($48,285,971/ 157,609)	Less than $300

Benchmark: Less than $300 1529 (by FY2018FY2019)

II.   Unduplicated headcount of all undergraduate degrees and certificates divided by IPEDS$100,000 of spending in IPEDS categories of instruction, academic support, student services, institutional support, and other expenses and deductions. (Source: IPEDS Completions of any degree or certificate; IPEDS Finance Survey, Part C) *Statewide Performance Measure*

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	1.916 (963/$502.66)	2.204 (970/$440.04)	2.143 (1,035/$482.86)	2.3

Benchmark: 2.3 1630 (by FY2018FY2019)

III.   Total Yearly Dollar Amounts Generated Through External GrantsInstitutional reserves equal to three months of general fund budget. (Source: College of Southern Idaho)

FY13 (2013-2014)	FY14 (2014-2015)	FY15 (2015-2016)	FY16 (2016-2017)	Benchmark
23.6%	17.2%	22.5%	27.3%	25%

Benchmark: $4 million 1725% 31 (by FY2018FY2019)

Objective C: Maintain a strong relationship with the CSI Foundation

Performance Measures:

I.   Total Dollar Amount Awarded to Students by the CSI Foundation

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
$1.76 million	$1.78 million	$1.76 million	$1.69 million	$1.74 million

Benchmark: $1.974 million 18(a 3% increase over the previous year) 32 (by FY2018FY2019)

Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities

Performance Measures: **This measure is under development**

I.   Potential measures tied to: Maintenance, Clery Report, IT service/availability, Cybersecurity

        Benchmark: TBD ₃₃ (To be established in ~~2017)~~

~~**Objective E:** Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment~~

~~**Performance Measures:** This measure is under development~~
    ~~**Benchmark: TBD (To be established in 2017)**~~

~~**Objective F:** Improve institutional effectiveness by focusing on both internal and external communication strategies and processes~~

~~**Performance Measures:** This measure is under development~~
    ~~**Benchmark: TBD (To be established in 2017)** **2019)**~~

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been show to significantly impact enrollment;
- Changes in local, state, and/or federal funding levels;
- Changes to regional accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Legal and regulatory changes.

EVALUATION PROCESS:

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the College's Strategic Planning Steering Committee and by College administration. The College reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

_____

~~[1]CSI is working with industry to determine an appropriate measure of the training needs in the region. This need will fluctuate from year to year along with the economy of the area.~~

~~[2]~~

[1] The college has chosen to classify this as an observable benchmark rather than a measurable bench mark. Our performance in strengthening our community and supporting economic development is tied to the College's support and involvement in numerous events, activities, projects, and agencies throughout our service region. These are constantly evaluated through interaction with our constituents at the individual program level. These self-assessments and evaluations provide information used for on-going improvement through our annual strategic planning review and revision cycle. Rather than setting a quantitative benchmark for this performance measure, the College chooses to assess fulfillment of this objective through these program level observations.

[2] The college has chosen to classify this as an observable benchmark rather than a measurable benchmark. Workforce enrollment fluctuates significantly based upon economic conditions outside of the College's control. Annually, CSI expects to meet all workforce training request made by industry partners. Further, the College is continually seeking new avenues for workforce training that will benefit the communities we serve. Rather than setting a quantitative benchmark for this performance measure, the College chooses to assess fulfillment of this objective through these program level observations.

[3] CSI Career Technical Education (CTE) students are enrolled in short-term and 1-Year Certificate Programs along with 2-Year Associate of Applied Science Programs. Given that it takes two years to graduate with an Associate of Applied Science Degree and one year to graduate with most Technical Certificates, we would expect 55% of our CTE students to complete each academic year.

[4]This benchmark has been established based upon an average of the past four years of placement. While the current benchmark is below the ~~current~~most recent annual placement level, external forces (e.g. unemployment rate) can significantly impact achievement of this benchmark.

[~~3~~5] Matching the FY 2016 2% increase would put enrollment on a positive trend after several years of declines.

[~~4~~6] As has been the case with college enrollment across the nation, CSI ~~enrollment~~FTE has been declining. Rather than setting a benchmark for growth, the College's current goal is to reverse this trend of declining ~~enrollment~~FTE. Once that goal has been achieved, a growth benchmark will be established.

~~[5]The CSI Office of Dual Credit is working to acknowledge growth opportunities in this area while not outpacing institutional infrastructure.~~

[6]This[7] The college is working to establish a benchmark for dual credit enrollment that accounts for instructional capacity, regional capacity, and quality assurance. This metric is current under development.

[8]This benchmark has been established to ensure that tuition aligns with peer institutions in the state and remains affordable for students.

[7] Ninety[9]This benchmark reflects the estimated Hispanic/Latino population in the College's eight county service area. The enrollment calculation is based upon the US Department of Education's IPEDS enrollment calculation for Hispanic Serving Institution Designation. (The sum of the number of students enrolled full-time at an institution, plus the full-time equivalent of the number of students enrolled part time [determined on the basis of the quotient of the sum of the credit hours of all part-time students divided by 12] at the institution.)

[10]Ninety percent is a reasonable target considering that comparison schools have averaged 83% 84~~85~~% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent")

> Source Note: The *Community College Survey of Student Engagement* (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI participates in the survey annually during the spring semester each year. In this metric, "comparison schools" consists~~consist~~ of all other schools participating in the CCSSE during that term. Traditionally, approximately 700Approximately 300 schools participate~~participated~~ in a given term~~the CCSSE during the current assessment period.~~

[8][11] The 60~~61~~% benchmark for first-time, full-time students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 1~~2~~, Objective C~~A~~ of the Idaho State Board of Education Strategic Plan.

[9][12] The 76~~73~~% benchmark for first-time in college students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 1~~2~~, Objective C~~A~~ of the Idaho State Board of Education Strategic Plan. To add additional context to this measure, the College of Western Idaho earned a 57.5~~67.3~~% on this metric while North Idaho College earned a 77.5~~76.1~~% during FY 2016. 2012-2013 data is not available as it predates the College's participation in the Voluntary Framework of Accountability.~~assessment period.~~

[10][13] Because degree completion is directly tied to enrollment, the college has not chosen to set a benchmark for this metric. Metric 2.C.IV (see footnote #14) examines completion in relation to enrollment and is benchmarked.

[14] The 31% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

[11] The[15]The College is working to move students initially placed into remediation into successful college level coursework as quickly as possible. Because this is a new State of Idaho metric and due to significant changes in remediation at the college over the past few years, insufficient data exist to set a benchmark at this time.

[16]In recognition of data showing that math can be a significant barrier to student success, the college is working to get students through their college gateway math class as soon as possible in their college experience. Because this is a new State of Idaho metric and due to significant changes in remediation at the college over the past few years, insufficient data exist to set a benchmark at this time.

[17]In recognition of data showing that students who complete 30 or more credits per year have more long term success in college than students who do not, the college is working to encourage students to enroll in 30 or more credits per year. The college is implementing policies that it hopes will move this population to 10% by FY2021.

[18] The 61% benchmark has been established as a stretch benchmark in light of several initiatives the college ~~continues to refine in order to decrease the amount of time students spend in remediation and~~has undertaken to increase ~~their success in college-level courses. 2012-2013 data is not available as it predates the College's participation in the Voluntary Framework of Accountability.~~

~~[12] This is a new metric and the first three years of data show significant fluctuations in student progress. The current benchmark is an average of the first three years. After one more year of data, a stretch benchmark will be set in light of several college initiatives targeted at decreasing time to completion~~graduation rates and in alignment with Goal 1~~2~~, Objective C~~B~~ of the Idaho State Board of Education Strategic Plan.

[13][19] The 21~~22~~% benchmark has been established in light of the recent positive trend in this area, several initiatives the college has undertaken to increase graduation rates, and in alignment with Goal 1~~2~~, Objective C~~B~~ of the Idaho State Board of Education Strategic Plan.

[14][20]While the IPEDS 100% of time to completion metric is unrealistic for community colleges given the enrollment patters of our students, the College has set a benchmark to improve this percentage to 11%. The college also measures and benchmarks completion based metric 2.C.XI (see footnote 21) which is tied to the VFA Six Year Completion rate.

[21] The current target is a stretch benchmark. It should be noted that this measure is based on a six-year cohort. Therefore, progress on college initiatives targeted at completion may take longer to appear in this metric. 2012-2013 data is not available as it predates the College's participation in the Voluntary Framework of Accountability.

[15][22] 100% of college programs offer structure schedules. This is a State of Idaho metric and the college benchmark is will be 100% compliance.

[23] The College is working to reduce the number of credits earned at graduation by students who began their college career at CSI and are 23 or younger to 70 or fewer. Student over 23 are often returning to school after earning credits at an earlier point in time. Those past credits often inflate the final total of credits at graduation.

[24] CSI has consistently received scores averaging 97% on this metric. The college seeks to maintain this high level of satisfaction from year to year. Cohort colleges scored 94% on this metric in the most current assessment year. Students are asked, "Would you recommend this college to a friend or family member?" (Percentage reflects those marking "Yes.")

[25] The college is in the pilot phase of a new program of General Education Student Learning Outcomes Assessment. As this pilot moves into full production, benchmarks will be established in future years. At present, the crucial success activity for FY19 is to have 100% of the general education program compliant with participation.

[26] The college is in the pilot phase of a new program of General Education Student Learning Outcome Assessment. As this pilot moves into full production, benchmarks will be established in future years. At present, the crucial success activity for FY19 is to have 100% of programs compliant with participation.

[27] Students are asked about time spent, "participating in college-sponsored activities (organizations, campus publications, student government, intermural sports, etc." This benchmark reflects the College's work to increase participation in these areas. Cohort colleges scored 20% on this metric in the most current assessment year.

[28] CSI will participate in the Chronicle of Higher Education's *Great Colleges to Work For* survey in the spring of 2018. Data from this survey will be used to assess and set future benchmarks for this objective.

[29] This benchmark was aligned with Goal 4, Objective C in the 2018-2023 Idaho State Board of Education Strategic Plan and is currently well below the State Board target of $320 per undergraduate weighted student credit hour. 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 2012-2013 and have led to revised figures for other years compared to previous reports. (Methodology: Use weighted credit hours from PSR 1.5 for an academic year (ex. 2015-2016 [available August of end year]) and financials from the same fiscal year [available April of following year]).

[16][30] This benchmark is was aligned with Goal 4, Objective C in the 2018-2023 Idaho State Board of Education Strategic Plan and is currently well above the State Board target of 1.7 graduates per $100,000. 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 2012-2013 and have led to revised figures for other years compared to previous reports.

[17] The $4 million benchmark has been established as an annual target, recognizing that grant opportunities fluctuate annually.

[18][31] The college ensures that it maintains a 3 month (25% annual) reserve to ensure a stable fiscal environment. This meets generally accepted business practices. While the college has been above 25% for the past four years, exact figures are still being calculated as this is a new measure.

[32] This benchmark recognizes a target appropriation set annually growth target for total scholarship dollars awarded for each year. The current goal is a 3% annual increase and is established by the College of Southern Idaho Foundation.

[33] This measure is under development as is set to be established by FY19.

March 15, 2018
NIST Cybersecurity Framework and Critical Security Controls 1-5 Adoption

Since December 2015, the College of Southern Idaho (CSI) has incrementally aligned itself to industry best practices by adopting ITIL principles including IT Service Management as its primary operational framework. This approach has resulted in greater stability with production systems and services across the institution. This approach has also enabled CSI to proactively address capability gaps with cybersecurity planning, prevention, and intervention efforts.

In support of Idaho Governor's Executive Order 2017-02, CSI has taken aggressive steps to ensure compliance with the first five cybersecurity controls published by the Center for Internet Security (CIS) referenced in the order. Although the Executive Order only references Controls 1-5, CSI intends on continuing efforts to implement capabilities spanning all 20 CIS Controls.

Progress has been greatly hindered by noticeable technical staffing shortages, gaps in digital security competency, and insufficient funding. The previous legislative cycle included line item funding requests to assist CSI's efforts to fill these gaps. Because the legislative request was not funded, CSI will not achieve full compliance with the first 5 CIS Controls by July 1, 2018.

CSI remains unwavering in its commitment to achieve a realistic level of compliance with the first 5 CIS Controls and developing capabilities across the remaining 15 CIS Controls as opportunity arises. CSI participates in regular planning and strategy meetings with all of Idaho's public higher education institutions with specific focus on cybersecurity readiness. The collective of those involved in these activities provide opportunities to share knowledge and best practices about cybersecurity and ways we can support each other to improve protections for all public higher education institutions across the state of Idaho.

Progress to Date:

- Launched Incident Management program December 2015.
- Launched Change Management program March 2016.
- Launched Contract Management program July 2016.
- Launched ERP Governance Council with oversight of operational maturity and data integrity January 2017.
- Launched formal Patch Management program for all managed devices May 2017.
- Completed EDUCAUSE Security Maturity Framework Self-Assessment June 2017.
- Completed current profile assessment for CIS Critical Controls 1-5 November 2017.
- Completed current profile assessment for CIS Controls 6-20 January 2018.
- Provided formal in-person presentation to President's Cabinet about compliance status March 2018.

Planned Activities thru FY2019:

Some CIS controls outlined below are implemented, partially or fully, but are noted to validate the implementation of the controls. Items that are not implemented yet require additional review as to their feasibility based upon available funding, implications to the enterprise architecture, disruption to business operations and processes, and capability relevance.

- CIS 1.1: Implement automated asset discovery tool for all managed client-server devices.
- CIS 1.2: Implement trusted device validation services on wired and wireless networks.
- CIS 1.3: Implement DHCP server logging.
- CIS 1.4: Implement asset management system.
- CIS 1.5: Explore feasibility for network-level authentication for 802.1x networks.
- CIS 1.6: Explore feasibility for client certificates to managed devices.
- CIS 2.1: Explore feasibility for device-specific application inventory.
- CIS 2.2: Explore feasibility for application whitelisting.
- CIS 2.3: Implement enterprise software inventory for all operating systems.
- CIS 2.4: Implement virtualization for high-risk applications.
- CIS 3.1: Implement infrastructure for configuration management.
- CIS 3.2: Implement infrastructure for "gold" image management.
- CIS 3.3: Implement library for image management.
- CIS 3.4: Implement remote administration using secure channels.
- CIS 3.5: Explore feasibility for file integrity checks/scans.
- CIS 3.6: Implement automated system configuration settings.
- CIS 4.1: Explore feasibility for vulnerability scanning.
- CIS 4.2: Explore feasibility for event log comparison to vulnerability scanning results.
- CIS 4.3: Explore feasibility for vulnerability scans in authenticated mode.
- CIS 4.4: Explore feasibility for vulnerability intelligence services.
- CIS 4.5: Implement automated patch management.
- CIS 4.6: Explore feasibility for log monitoring services for administrator activities.
- CIS 4.7: Explore feasibility for historical analytics of vulnerability scans.
- CIS 5.1: Explore feasibility for administrator access controls.
- CIS 5.2: Implement inventory of administrator accounts and personnel access.
- CIS 5.3: Implement password management protocols.
- CIS 5.4: Implement administrator account alerting system.
- CIS 5.5: Explore feasibility for alerting system that monitors failed logon attempts.
- CIS 5.6: Explore feasibility for multi-factor authentication of administrator accounts.
- CIS 5.7: Explore feasibility for 14-character password policies.
- CIS 5.8: Explore feasibility for dual-account access for system administrators.
- CIS 5.9: Explore feasibility for dedicated system for administrator tasks.

Updated March, 2018

College of Western Idaho
Strategic Plan 2019 – 2023

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.

MISSION STATEMENT

The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

VISION STATEMENT

By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.

GOAL 1: Advance Student Success
CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective A: Improving Student Retention, Persistence, and Completion

Performance Measures:

I.   *Increase percent of credit students who persist from term to term*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
69%	68%	67%	68%	>=71%

Benchmark: *Term to term persistence rates will meet or exceed 71% by 2022. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

II.   Number of degrees/certificates produced annually (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Degrees				
895	895	996	979	>=1,000
Certificates of at least 1 year				
110	191	229	240	>=300

> **Benchmark (state-wide performance measure):** *Number of degrees produced annually (IPEDS completions) will meet or exceed 1,000 degrees by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

> **Benchmark (state-wide performance measure):** *Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 300 certificates by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

III.   Number of unduplicated graduates (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Degrees				
822	824	910	893	>=975
Certificates of at least 1 year				
95	161	226	240	>=275

> **Benchmark (state-wide performance measure):** *Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 975 by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

> **Benchmark (state-wide performance measure):** *Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 275 by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

IV.   Percentage of students completing 30 or more credits per academic year

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
15%	18%	18%	20%	>=22%

> **Benchmark (state-wide performance measure):** *Percentage of students completing 30 or more credits per academic year will meet or exceed 22% by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

V.   Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Fall Cohort 2010 10%	Fall Cohort 2011 9%	Fall Cohort 2012 11%	Fall Cohort 2013 13%	>=16%

> **Benchmark (state-wide performance measure):** *Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 16% by 2023. The benchmark was established based on past years' performance and*

with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

VI. *Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Fall Cohort 2010 4%	Fall Cohort 2011 3%	Fall Cohort 2012 6%	Fall Cohort 2013 3%	>=5%

Benchmark (state-wide performance measure): *Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 5% by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Objective B: Developing Effective Educational Pathways

Performance Measures:

I. *Increase percent of CWI Dual Credit students who transition to CWI programs within one year of high school graduation.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12%	13%	13%	Not yet available	1% annual increase

Benchmark: *Increase the number of Dual Credit students who transition to CWI programs within one year of graduation by 1% annually. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

II. *Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
English: 65% Math: 63%	English: 97% Math: 54%	English: 96% Math: 40%	English: 98% Math: 54%	English: 100% Math: >=65%

Benchmark (state-wide performance measure): *Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will be 100% for English and will meet or exceed 65% for Math by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

III. *Percentage of first time degree seeking students completing a gateway math course within two years of enrollment*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
27%	28%	28%	22%	>=25%

Benchmark (state-wide performance measure): *Percentage of first time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 25% by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

IV. Percentage of programs offering structured schedules.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark (state-wide performance measure): *Percentage of programs offering structured schedules will be 100% by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Objective C: Developing Effective Educational and Career Pathways and Transfer Opportunities

I. Increase percentage of students completing transfer programs who enroll at a four-year institution within one year of completion

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
53%	53%	52%	Not yet available	>=60%

Benchmark: *Increase transfer of General Education Academic Certificate (GEAC), AA and AS completers to four-year institutions to meet or exceed 60% by 2022 (based on highest level of completion). The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

GOAL 2: Promote and Invest in the Development of Quality Instruction
CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper.

Objective A: Advancing Innovative Programming and Strategies.

Performance Measures:

I. Increase success rates for students who enter CWI underprepared

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		English		
NA	NA	Fall: 70% Spring: 68% Summer: 77%	Fall: 65%	>=80%

Benchmark (English): *By 2022, 80% or more of students who enter the English pipeline through English-plus co-requisite model successfully pass ENGL 101. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

GOAL 3: Ensure Operational Stability and Compliance

Objective A: Attracting and Retaining Appropriate Staffing Resources

I. Increase number of programs that have full-time faculty at the sustainable/qualify target level by 2022

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
85%	85%	85%	85%	100%

Benchmark: *CWI will achieve 100% of disciplines at the sustainable target level by 2022. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Objective B: Adopt and Implement the National Institute of Standards and Technology (NIST) Cybersecurity Framework.

Performance Measures:

I. *Foster better risk and cybersecurity management communications and decision making with both internal and external stakeholders.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	NA	NA	In progress	Full Implementation

Benchmark (state-wide performance measure): *Adopt NIST standards by June 30, 2018 and complete IT Annual Work Plan implementation by FY18. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Key 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, CTE, 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 areas of student enrollment. 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 enrollment in higher education.*

Evaluation Process
The College of Western Idaho recently developed its Comprehensive Strategic Plan for 2018-2022 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution. Where processes are maintained in a database, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.
When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then

measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.

4/12/2018

North Idaho College

FY 2019-2023
Strategic Plan

MISSION STATEMENT
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 STATEMENT
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.

GOAL 1: STUDENT SUCCESS
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.
Performance Measures

I.   Percentage of first-time and new transfer-in students who were awarded a degree or certificate, transferred, or are still enrolled, within six years as defined by VFA. *Source: Voluntary Framework of Accountability (VFA).*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
68.1% (Fall 07 Credential-Seeking Cohort thru summer 13)	65.7% (Fall 08 Credential-Seeking Cohort thru summer 14)	64.5% (Fall 09 Credential-Seeking Cohort thru summer 15)	65.8% (Fall 10 Credential-Seeking Cohort thru summer 16)	70%

Benchmark: 70% [1] (by 2023)

II.   Percentage of NIC Dual Credit students that matriculate at NIC within three years after enrolling as a new NIC Dual Credit Student. *Source: NIC Trends.*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
Data not available	34.7% (131/377) Fall 12 Cohort	34.7% (132/380) Fall 13 Cohort	29.1% (125/429) Fall 14 Cohort	35%

Benchmark: 35% [2] (by 2023)

III. Percentage of NIC Dual Credit students that matriculate at other institutions within three years after enrolling as a new NIC Dual Credit Student. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Data not available	43.8% (165/377) Fall 12 Cohort	45.0% (171/380) Fall 13 Cohort	49.2% (211/429) Fall 14 Cohort	55%

Benchmark: 55% [3] (by 2023)

IV. Total number of certificates/degrees produced, broken out by a) certificates of at least one academic year and b) associate degrees. *New Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
a) 269 Awards b) 689 Awards	a) 251 Awards b) 676 Awards	a) 306 Awards b) 746 Awards	a) 473 Awards b) 690 Awards	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [4]

V. Number of unduplicated graduates, broken out by a) certificates of at least one academic year and b) associate degrees. *New Statewide Performance Measure. Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
a) 251 Graduates b) 679 Graduates	a) 232 Graduates b) 664 Graduates	a) 288 Graduates b) 731 Graduates	a) 450 Graduates b) 674 Graduates	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [5]

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Performance Measures

I. Percentage of CTE Concentrators who achieved positive placement or transition in the second quarter after leaving postsecondary education. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
97% (239/246)	92% (114/154)	93% (198/212)	Data not yet available	90%

Benchmark: 90% [6] (by 2021)

II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
74.8% (14,973/20,025) Fall 13	74.2% (13,893/18,731) Fall 14	76.6% (13,429/17,537) Fall 15	78.5% (12,978/16,536) Fall 16	82%

Benchmark: 82% [7] (by 2023)

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

Performance Measures

I.   Persistence Rate - Full-time, first-time and new transfer in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends.*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
83.5% (792/948) Fall 13 to Spr 14	84.4% (708/839) Fall 14 to Spr 15	80.9% (648/801) Fall 15 to Spr 16	83.5% (631/756) Fall 16 to Spr 17	84%

Benchmark: 84% [8] (by 2021)

II. Retention Rate – Full time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
55% (418/754) Fall 13 cohort NIC Rank 33%	58% (377/655) Fall 14 cohort NIC Rank 55%	52% (323/625) Fall 15 cohort NIC Rank 17%	59.6% (352/591) Fall 16 cohort Rank not available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [9] (by 2021)

III. Retention Rate – Part-time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
35% (102/295) Fall 13 cohort NIC Rank 29%	39% (112/289) Fall 14 cohort NIC Rank 58%	33% (98/296) Fall 15 cohort NIC Rank 33%	43.2% (117/271) Fall 16 cohort Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [10] (by 2021)

IV. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *New Statewide Performance Measure. Source: NIC Trends.*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
9.0% (575/6374)	7.7% (455/5871)	8.3% (454/5483)	7.8% (429/5042)	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [11]

IV.V. Percent of first-time, full-time, freshmen graduating within 150% of time. *New Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
19% (171/877) Fall 11 Cohort NIC Rank 38%	22% (187/832) Fall 12 Cohort NIC Rank 38%	25% (185/752) Fall 13 Cohort NIC Rank 50%	23% (151/653) Fall 14 Cohort Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [12] (by 2023)

V.VI. Percent of first-time, full-time freshmen graduating within 100% of time. *New Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
12% (104/877) Fall 11 Cohort NIC Rank 41%	16% (130/832) Fall 12 Cohort NIC Rank 47%	16% (119/752) Fall 13 Cohort NIC Rank 50%	15% (97/653) Fall 14 Cohort Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [13] (by 2023)

GOAL 2: EDUCATIONAL EXCELLENCE

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures

I. Market Penetration - Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends.*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
3.6% (7,772/217,551)	3.3% (7,368/221,398)	3.2% (7,103/225,007)	3.0% (6,928/230,072)	3.6%

Benchmark: 3.6% [14] (by 2023)

II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
2.2% (4,807/217,551)	2.1% (4,625/221,398)	2.2% (4,989/225,007)	2.1% (4,878/230,072)	3.0%

Benchmark: 3.0% [15] (by 2023)

III. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. *New Statewide Performance Measure. Source: NIC Trends.*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
26.8% (297/1110)	23.1% (200/864)	37.8% (289/764)	44.1% (295/669)	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [16]

IV. Percent of new degree-seeking freshmen completing a gateway math course within two years. *New Statewide Performance Measure. Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
22.2% (233/1049) Fall 13	26.2% (247/944) Fall 14	26.0% (239/921) Fall 15	Data not yet available	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [17]

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Performance Measures

I. Percentage of instructional programs that describe changes/improvements to programs as a result of the Program Review process. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			New	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [18]

II. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
51.9 Spring 14 Top Schools 58.6	51.6 Spring 15 Top Schools 58.9	Survey now administered on a two-year rotation; no data available	51.0 Spring 17 Top Schools 58.5	53.0

Benchmark: 53.0 (by 2021) [19]

III. Student Perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
44.9 Spring 14 Top Schools 59.6	44.6 Spring 15 Top Schools 59.8	Survey now administered on a two-year rotation; no data available	44.2 Spring 17 Top Schools 58.4	46.0

Benchmark: 46.0 [20] (by 2021)

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
72%	Not assessed, resources allocated to another initiative	81%	81%	80%

Benchmark: At least 80% of SLOA goals are consistently progressing or met [21] (by 2023)

II. Full-time to Part-time faculty ratio. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
0.8:1.0 164 FT & 204 PT	0.8:1.0 163 FT & 194 PT	0.8:1.0 161 FT & 207 PT	0.8:1.0 156 FT & 208 PT	0.8:1.0

Benchmark: no less than 0.8:1.0 [22] (by 2023)

III. Number of programs offering structured schedules. *New Statewide Performance Measure. Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [23]

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures

I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Data not available	$141,091	$113,822	$132,436	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels [24] (by 2022)

GOAL 3: COMMUNITY ENGAGEMENT

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures

I. Percentage of student evaluations of community education courses with a satisfaction rating of above average. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
93% (186/200)	94% (237/250)	98% (253/256)	98% (313/320)	85% benchmark has been met, new benchmark is currently under development

Benchmark: 85% benchmark has been met, new benchmark is currently under development [25]

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

I. Licensure Pass Rates. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
81%	98%	99%	99%	85%

Benchmark: Maintain at 85% or above [26] (by 2023)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

Performance Measures

I. Annual number and percentage increase of Dual Credit annual credit hours in the high schools. *Source: State Board of Education Dual Credit Report.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
2,399 (+18.29%)	2,969 (+23.76%)	3,639 (+22.57%)	3,828 (+5.19%)	Increase by 5% annually

Benchmark: Increase by 5% annually [27] (by 2023)

II. Dual Credit annual credit hours as percentage of total credits. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
9,884 credits (8% of total)	9,922 credits (9% of total)	12,213 credits (11% of total)	13,481 credits (13% of total)	14%

Benchmark: 14% [28] (by 2023)

III. Dual Credit unduplicated Annual Headcount and percentage of total. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
921 (12% of total)	993 (13% of total)	1,165 (16% of total)	1,377 (20% of total)	18%

Benchmark: 18% [29] (by 2023)

Goal 3, Objective D: Enhance community access to college.

Performance Measures

I. Distance Learning proportion of credit hours. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
14,183 credits (25.1% of total) Fall 14	12,738 credits (24.3% of total) Fall 15	11,971 credits (23.9% of total) Fall 16	11,791 credits (24.1% of total) Fall 17	25% of total student credit hours

Benchmark: 25% of total student credit hours is achieved [30] (by 2023)

GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Goal 4, Objective A: Foster a culture of inclusion.

Performance Measures

I. Percentage of students enrolled from diverse populations. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
80.9% White 9.5% Other 9.6% Unknown	80.1% White 14.2% Other 5.7% Unknown	78.2% White 10.6% Other 11.2% Unknown	77.9% White 11.2% Other 10.9% Unknown	Maintain a diverse, or more diverse population than the population within NIC's service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region [31] (by 2023)

II. Students surveyed perceive NIC provides an inclusive, respectful and safe environment. *Source: Community College Survey of Student Engagement (CCSSE).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			Question developed in 2018; 2019 next survey round	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [32] (by 2023)

Goal 4, Objective B: Promote a safe and respectful environment.

Performance Measures

I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. S*ource: Community College Survey of Student Engagement (CCSSE).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
37.7% Spring 14 National Average 52.9%	39.6% Spring 15 National Average 53.5%	Survey now being administered on a two-year rotation; no data available for Spring 16	38.6% Spring 17 National Average 55.1%	Increase by 2% annually until the national average is met or exceeded

Benchmark: Increase by 2% annually until the national average is met or exceeded [33] (by 2023)

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

I. Number of degree seeking students who meet the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			New	Proficiency outcomes will be defined by spring 2020

Benchmark: Proficiency outcomes will be defined by spring 2020 [34]

GOAL 5: STEWARDSHIP

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

Performance Measures

I. Tuition revenue as a percentage of total revenue. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Data not available	30.0%	29.1%	26.6%	Total tuition revenue not to exceed 37.5% of revenue

Benchmark: Total tuition revenue not to exceed 37.5% of revenue [35] (by 2023)

II. Tuition and Fees and IPEDS rank for full-time, first-time, in-district students (full academic year) based on IPEDS definitions. *Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
$2,974 NIC Rank 72.7%	$3,022 NIC Rank 72.7%	$3,214 NIC Rank 72.7%	$3,288 NIC Rank 72.7%	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [36] (by 2021)

III. Graduates per $100k – Graduates per $100,000 of education and related spending by institutions as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
2.04 (930 Grads) NIC Rank 41%	2.06 (898 Grads) NIC Rank 32%	2.07 (969 Grads) NIC Rank 46%	IPEDS financials not yet available Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [37] (by 2023)

IV. Auxiliary Services generates sufficient revenue to cover direct costs of operations. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Data not available	$196,663 Net revenue	$174,795 Net revenue	$195,039 Net revenue	Annual direct costs maintained

Benchmark: Annual direct costs maintained [38] (by 2023)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.
This objective is currently under review.

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.
Performance Measures
  I. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		Prior method is not comparable, no data available.	$0.98 per gross square foot $702,624/719,173 square feet	Benchmark will be defined after 3 years of data is gathered

Benchmark: Benchmark will be defined after three years of data is gathered [39] (by 2021)

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)

EVALUATION PROCESS
  • Details of implementation
      o The Director of Institutional Effectiveness leads a variety of sub-groups at the college in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together the core values and the strategic plan guide NIC to mission fulfillment.
  • Status of goals and objectives
      o North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
          ▪ Is the data we are collecting providing information related to goal attainment?
          ▪ Is additional data needed to better understand goal attainment?
          ▪ Do the objectives need revision to reach goal attainment?
      o There were no substantial changes made to the goals and objectives in the past academic year.

Footnotes

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[1] Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 64% and 67%. This measure is based on a six-year cohort, so initiatives targeted at completion may take longer to appear. This data reflects the credential-seeking cohort, which is determined by course taking behavior - students who earned a minimum of 12 semester credit hours by the end of their second year. [CCM 187]

[2] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. [CCM 201]

[3] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Other Institutions excludes NIC. [CCM 202]

[4] New measure; benchmark currently under development. Total awards by award level. Does not include certificates of less than one year. [CCM 193]

[5] New measure; benchmark currently under development. Unduplicated graduates by award level. Does not include certificates of less than one year. [CCM 194]

[6] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Job related placement = military, related to training, not related to training, or pursuing additional education. Percentages are calculated on respondents only. [CCM 177]

[7] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits. [CCM 108]

[8] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 155]

[9] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. [CCM 025]

[10] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. [CCM 026]

[11] New measure; benchmark currently under development. Excludes non-degree seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests; Summer/Fall/Spring. [CCM 195]

[12] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. [CCM 196]

[13] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. [CCM 199]

[14] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates. [CCM 037]

[15] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates. [CCM 038]

[16] New measure; benchmark currently under development. [CCM 197]

[17] New measure; benchmark currently under development. Fall cohort, first-time degree-seeking, full and part time (IPEDS). Gateway courses include MATH 123, 130, 143, 157, and 253. [CCM 198]

[18] New measure; benchmark currently under development. Results from AY17 will be reviewed fall 2018.
 [CCM 189]

[19] Benchmark is set based on top schools combined with desired level of achievement. CCSSE has grouped six conceptually related survey items for Student-Faculty Interaction. Answers are rated on a scale of 1=Never, 2=Sometimes, 3=Often, 4=Very Often. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation. [CCM 162]

[20] Benchmark is set based on top schools combined with desired level of achievement. CCSSE has grouped seven conceptually related survey items for Support for Learners. Answers are rated on a scale of 1=Very little, 2=Some , 3=Quite a bit , 4=Very much OR 0=Never , 1=1 time , 2=2 – 4 times , 3=5 or more times.   The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation. [CCM 165]

[21] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually. [CCM 114]

[22] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Slight change was made in methodology starting in 2016. Counts now include all active employees. Prior years reflected active employees who were paid within the fiscal year. [CCM 029]

[23] New measure; benchmark currently under development. NIC has indicated 100% compliance based on discussions with other Idaho institutions. [CCM 200]

[24] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Actual dollars spent on professional development. [CCM 115]

[25] Benchmark has been met, new benchmark is currently under development. [CCM 054]

[26] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Benchmark is set at 85% because of the variability over the years. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY17 includes Medical Assistant, Pharmacy Technology, Physical Therapist Assistant, Practical Nursing, Registered Nursing, Law Enforcement, and Radiography Technology.
 [CCM 091]

[27] Benchmark is set based on an analysis of historical trends and efforts related to future growth. NIC continued to see explosive growth in dual credit in the high schools through FY16 and has leveled off for FY17. Benchmark to increase by 5% annually will remain in place. [CCM 020]

[28] Benchmark is set based on an analysis of historical trends and efforts related to future growth. [CCM 019]

[29] Benchmark is set based on an analysis of historical trends and efforts related to future growth. [CCM 017]

[30] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both non-distance and distance student credit hours, end-of-term. Distance Learning is defined by Instructional Methods, including Internet, Blackboard Live, Hybrid, and IVC-receiving sites. [CCM 015]

[31] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC Service Region comparison = 90.2% White, 7.8% Other, and 2.0% Unknown. Source = U.S. Census Bureau Quick Facts, July 2016. [CCM 105]

[32] New measure; benchmark currently under development. Data will represent one custom survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation. [CCM 123]

[33] Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered "quite a bit" or "very much" to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation. [CCM 106]

[34] Benchmark will be established through analysis of 2018 and 2019 data. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing. [CCM 174]

[35] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 172]

[36] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. NIC consistently ranks above 60% against those comparator institutions. [CCM 130]

[37] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Graduates count is unduplicated. Includes all degrees/certificates as reported to IPEDS, including those certificates of less than one year. [CCM 159]

[38] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Auxiliary Services continues to generate funds to cover expenses producing positive net income through the activities of its operational units. Stewardship is displayed by leveraging resources to contribute to the economic viability of NIC. Conference & Events (Schuler Performing Arts Center) has historically received General fund support due to its service related to instruction programs. The Student Wellness & Recreation Center is funded by student fees and building revenues. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Cardinal Card Office, Financial Services, Parking Services, Conference & Events, and the Student Wellness & Recreation Center. [CCM 170]

[39] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 192]

Appendix 1

Institution/Agency Goals and Objectives	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
GOAL 1: STUDENT SUCCESS: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life			
Objective A: Provide innovative, progressive, and student-centered programs and services.	✓	✓	
Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.		✓	✓
Objective C: Promote programs and services to enhance access and successful student transitions.		✓	
GOAL 2: EDUCATIONAL EXCELLENCE: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes			
Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.		✓	✓
Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.	✓		✓
Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.	✓	✓	
Objective D: Recognize and expand faculty and staff scholarship through professional development.	✓		
GOAL 3: COMMUNITY ENGAGEMENT -Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs			

Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.			✓
Objective B: Demonstrate commitment to the economic/business development of the region.			✓
Objective C: Promote North Idaho College in the communities we serve.		✓	
Objective D: Enhance community access to college.		✓	
GOAL 4: DIVERSITY - A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency			
Objective A: Foster a culture of inclusion.	✓		
Objective B: Promote a safe and respectful environment.	✓		
Objective C: Develop culturally competent faculty, staff and students.			
GOAL 5: STEWARDSHIP - Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources			
Objective A: Exhibit trustworthy stewardship of resources.		✓	
Objective B: Demonstrate commitment to an inclusive and integrated planning environment.	✓		
Objective C: Explore, adopt, and promote initiatives that help sustain the environment.			

Appendix 2

NIST Cybersecurity Framework Adoption Progress

North Idaho College has adopted the National Institute of Standards and Technology (NIST) Framework and is currently aligning security practices to the framework and subcategories.

CSC Controls Progress

Control	Progress	Expected Substantial Completion	Exceptions	Notes
CSC 1: Inventory of Authorized and Unauthorized Devices	Partially Complete	August 2018	802.1x certificates for all devices	Currently implemented on all lab machines. Licensing required to deploy to all endpoints. Internal budget request for FY19.
CSC 2: Inventory of Authorized and Unauthorized Software	Partially Complete	August 2018	Software Whitelisting	Currently implemented on all lab machines. Licensing required to deploy to all endpoints. Internal budget request for FY19.
CSC 3: Secure Configurations for Hardware and Software	Mostly Complete	August 2018	File integrity checking tools	Currently done as best practices. Continue to align to NIST framework and document practices for standardization.
CSC 4: Continuous Vulnerability Assessment and Remediation Control Description	Currently Implementing	June 2018	Scope of scanning limited to server core.	Tool acquired and implementing now.
CSC 5: Controlled Use of Administrative Privileges	Currently Implementing	June 2018	Scope of control limited to server core and network admin privileges.	Tool acquired and implementing now to control administrative privilege and access.

Strategic Plan

FY2019-FY2024

STRATEGIC PLAN

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

VISION STATEMENT
The vision of Idaho 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.

GOAL 1
EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

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

Performance Measures:
I.   ***The overall satisfaction levels of administrators and instructors with the support and assistance provided by CTE.***
     Baseline data/Actuals: Initial Survey 2016

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**Benchmark**
		3.27		**Improvement**

Benchmark: Annual improvement in satisfaction levels, as listed in Appendix 1.[1]

Objective B: *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 Measures:
I.   ***Full implementation of Career & Technical Education Management System (C-TEMS).***
     Baseline data/Actuals: 2009 - C-TEMS development began

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**Benchmark**
		~~**System Launch**~~	**System Launch**	**Analyze System Data**

Benchmark: By FY201~~8~~9, begin analyzing system data.[2]

II. ~~Incorporation of CTE postsecondary teacher certifications into the secondary database system to increase automation, accuracy, and standardization.~~
~~*Baseline data/Actuals:* FY2017 -- All postsecondary certifications awarded after 2012 have been loaded into SDE database.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		All postsecondary certifications awarded after 2012 have been loaded into SDE database.		Transfer 100% of archived postsecondary certifications

Benchmark: Transfer 100% of archived information by FY2018.[3]

III. **Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.**
Baseline data/Actuals: FY2017 Actual -- Test data collected for each data element

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		Launch	100%	100%

Benchmark: All **pathway** programs are subject to a**n annual** desk audit ~~by FY2018~~.[4]

Objective C: *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 Measures:

I. **A secondary program assessment model that clearly identifies the elements of a quality program.**
Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		Plan development, including data elements	**Identified preliminary measures and secured ongoing funding**	Identify ~~funding strategies~~**comprehensive measures**

Benchmark: Identify long-term strategies to **comprehensively assess** ~~increase funding for~~ high quality secondary CTE programs by FY20**20**~~18~~.[5]

~~**Objective D:** *Highly Qualified Staff – The teacher preparation and certification process will provide for the recruitment and retention of quality CTE teachers.*~~

Performance Measures:

I. ~~Number of qualified teachers in every program; percent of all employed teachers in secondary/postsecondary CTE programs who meet the appropriate endorsement~~

~~standards~~
Baseline data/Actuals: FY2017 Actual -- 17 teachers held alternative authorizations

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)		Benchmark
				100

Benchmark: 100% of teachers meet the appropriate endorsement standards by FY2018.[6]

Objective DA: *Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.*

Performance Measures:

I. *Secondary student pass rate for Technical Skill Assessment (TSA).*
Baseline data/Actuals: Baseline FY15 – 71.7

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
71.7	72.4	78.7		~~75.8~~67.0

Benchmark: ~~75.8~~67.0 pass rate by 201~~7~~8[7]

II. *Postsecondary student pass rate for Technical Skill Assessment (TSA).*
Baseline data/Actuals: Baseline FY15 – 92.6

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
92.6	93.1	90.2		92.8

Benchmark: 92.8 pass rate by 201~~7~~8[8]

III. *Positive placement rate of secondary concentrators.*
Baseline data/Actuals: Baseline FY15 – 94.1

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
93.7	93.2	95.8		94.3~~2~~

Benchmark: 94.~~2~~3 placement rate by FY 201~~7~~8[9]

IV. *Implementation of competency-based SkillStack® microcertifications for all relevant programs of study.*
Baseline data/Actuals: Baseline FY16 – 0

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
	0	9	20	23

Benchmark: By FY201~~9~~, implement SkillStack for 23 programs[10]

V. *Number of program standards and outcomes that align with industry standards.*
Baseline data/Actuals: FY2017 Actual - 37

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		37		~~100%~~48

Benchmark: ~~100% of~~48 programs by FY2020[11]

GOAL 2
EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: *Support State Board Policy III.Y by aligning similar first semester CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.*

Performance Measures:

I.   *Number of postsecondary programs that have achieved statewide alignment of courses in their first semester.*
     Baseline data/Actuals: Baseline FY16 – 0

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
	0	9	20	23

     Benchmark: **23 programs by FY2018~~8~~9**[12]

II.   *The percent of secondary CTE concentrators who transition to postsecondary CTE programs.*
     Baseline data/Actuals: Baseline FY18 – To Be Determined

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
				Baseline

     Benchmark: **Identify baseline data by FY2018**[13]

Objective B: *Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model.*

Performance Measures:

I.   *Placement rate of postsecondary program completers in jobs related to their training.*
     Baseline data/Actuals: Baseline FY15 – 68

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
68.4	64.6	60.1		65

     Benchmark: **65 placement rate by 2020**[14]

II.   *Positive placement rate of postsecondary program completers.*
     Baseline data/Actuals: Baseline FY15 – 84.7

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
95.2	93.7	96.4		95.6

     Benchmark: **95.6 placement rate by FY 201~~7~~8**[15]

III. *The percent of secondary CTE concentrators who transition to postsecondary education.*
     Baseline data/Actuals: Baseline FY15 – 64

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
64.4	63.3	65.9		70

     Benchmark: **70 percent by 2020**[16]

IV. ~~The percentage of postsecondary students (excluding Boise State University and University of Idaho) who are enrolled in CTE programs at the six technical colleges.~~
Baseline data/Actuals: Baseline FY12 – 14.1

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
12.0	11.5	10.1		Growth

Benchmark: Increase in the percentage by 2020[17]

GOAL 3
WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: *Workforce~~e~~ T~~t~~raining – Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.*

~~I.~~VI. *Percent of students who enter an occupation related to their workforce training (non-credit bearing training).*
Baseline data/Actuals: FY2018 – Identify Baseline

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
				Baseline

Benchmark: Identify baseline data by FY2018[18]

Objective B: *Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.*

Performance Measures:
I. *The percent of AE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).*
Baseline data/Actuals: FY2016 – 33

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
	33	38		47

Benchmark: By FY2020, 47% of AE students make measurable progress.[19]

II. *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.*
Baseline data/Actuals: FY 2019 – Identify baseline data

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
				Identify baseline data

Benchmark: Identify baseline data by FY2019.[20]

Objective C: _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._

I. _**Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.**_
    **Baseline data/Actuals:** FY 2016 – 89

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
	89	80		90

Benchmark: 90% positive outcome rate annually.[21]

II. _**Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.**_
    **Baseline data/Actuals:** Average 5,000 hours annually

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		6,861		5,000

Benchmark: Maintain an average of 5,000 contact hours annually.[22]

Key External Factors
- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career & technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to ICTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of ICTE to conduct statewide data analyses.

Evaluation Process

Objectives will be reviewed at least annually (more frequently if data is available). The ICTE ~~Leadership~~ Executive Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, ICTE will make requests through its budget and legislative requests to support the agency's goals and objectives.

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[1] Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. Please see Appendix 1 for actual data.
[2] Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.
[3] Based on ICTE goal to improve data accuracy and reduce reporting burden on districts and postsecondary institutions.

[4] Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

[5] Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

[6] Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

[7] Federally negotiated benchmark. FY189 targets are negotiated and approved after Strategic Plan deadline.

[8] Federally negotiated benchmark. FY189 targets are negotiated and approved after Strategic Plan deadline.

[9] Federally negotiated benchmark. FY189 targets are negotiated and approved after Strategic Plan deadline.

[10] ICTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

[11] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[12] Based on current rate of program alignment.

[13] Based on program alignment efforts: measuring the go-on rate of students in a CTE capstone course for the identified nine aligned programs who continue CTE at the postsecondary level.

[14] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[15] Federally negotiated benchmark. FY189 targets are negotiated and approved after Strategic Plan deadline.

[16] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[17] Investigate causes for decline and identify strategies for growth.

[18] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[19] Federally negotiated benchmark.

[20] Federally negotiated benchmark. Baseline data will then be used to determine performance targets.

[21] Based on goal of continuing current outcome rates.

[22] Based on current average number of contact hours statewide.

Appendix 1 (2016 – 2017 Survey Results)

Overall, how satisfied are you with ICTE?   *New Survey Question FY17*

Satisfaction Levels (scale of 1-5)	PS	N	Sec	N
Overall, how satisfied are you with ICTE?	3.20	138	3.29	409

Do ICTE's priorities align with CTE priorities in your school or district?

SECONDARY	2016	N	2017	N
Do priorities align with CTE priorities in your school or district? (scale of 1-5, not at all - completely)	3.70	37	3.13	70
I don't know what ICTE's priorities are	16%	7	16%	14
My school or district has not outlined CTE priorities	5%	2	6%	5

POSTSECONDARY	2016	N	2017	N
Do priorities align with CTE priorities in your school or district? (scale of 1-5, not at all - completely)	3.47	49	3.34	32
I don't know what ICTE's priorities are	9%	5	17.5%	7
My school or district has not outlined CTE priorities	0%	0	0%	0

Level of Satisfaction:

SECONDARY Satisfaction Levels (scale of 1-5)	2016	N	2017	N
The availability of information to support your program	3.12	338	3.21	377
The availability of necessary tools to support your program	2.95	334	3.18	377
The overall content of the ICTE website related to your program or school	2.97	335	3.06	377

POSTSECONDARY Satisfaction Levels (scale of 1-5)	2016	N	2017	N
The availability of information to support your program	3.68	128	3.31	124
The availability of necessary tools to support your program	3.57	128	3.20	124
The overall content of the ICTE website related to your program or school	3.64	127	3.35	124

Have you read "Need to Know"?

SECONDARY	2016	N	2017	N
Yes	53%	177	39%	146
No	24%	80	27%	100
Don't Know	23%	78	34%	129

POSTSECONDARY	2016	N	2017	N
Yes	54%	68	41%	51
No	26%	33	28%	34
Don't Know	20%	26	31%	38

Interactions with ICTE Staff

If you interacted with ICTE staff in the last year, were your questions resolved in an acceptable manner?	Sec 2016	N	Sec 2017	N
Yes	73%	194	59%	221
No	25%	68	18%	68
Didn't interact with ICTE*	2%	6	23%	85

If you interacted with ICTE staff in the last year, were your questions resolved in an acceptable manner?	PS 2016	N	PS 2017	N
Yes	82%	62	49.2%	59
No	16%	12	21.7%	26
Didn't interact with ICTE*	2%	2	29.2%	35

Satisfaction Levels (scale of 1-5, not at all - completely)	Sec 2016	N	Sec 2017	N
Interactions with staff	3.77	265	3.76	288
How knowledgeable are CTE staff related to your program needs?	3.75	230	3.68	288

Satisfaction Levels (scale of 1-5, not at all - completely)	PS 2016	N	PS 2017	N
Interactions with staff	3.95	76	3.39	82
How knowledgeable are CTE staff related to your program needs?	3.59	66	3.14	71

Fiscal Summary

Rate your understanding (scale of 1-5, not at all - completely)	Sec 2016	N	Sec 2017	N
How state funds can be used	3.87	326	3.74	369
How federal Perkins funds can be used	3.60	316	3.56	369

Rate your understanding (scale of 1-5, not at all - completely)	PS 2016	N	PS 2017	N
How state funds can be used	3.43	121	3.31	118
How federal Perkins funds can be used	3.39	118	3.16	118

Satisfaction Levels (scale of 1-5, not at all - completely)	Sec 2016	N	Sec 2017	N
Your program(s)' amount of financial reimbursement	3.77	326	3.62	369
ICTE's processing of reimbursements	3.94	326	4.05	369
Overall knowledge of ICTE staff as it relates to your program(s)' financial needs	3.71	326	3.79	369

Decrease from prior year
Same as prior year
Improvement from prior year

WORK SESSION - PPGA

TAB D Page 146

Mandated Cyber Security Strategic Plan

T H E O F F I C E O F T H E G O V E R N O R
EXECUTIVE DEPARTMENT STATE OF IDAHO
BOISE

EXECUTIVE ORDER NO. 2017-02

Career Technical Education – Cyber Security Implementation Plan

Idaho Division of Career Technical Education (CTE) has been working on proactive steps to mitigate cybersecurity risk. To increase the Department's capacity and ability to protect its systems and the data with which it is entrusted, the Agency has begun to work on the following:

1. CTE has adopted the National Institute of Standards and Technology (NIST) Which will outline the Center for Internet Security Controls (CIS) Working with SDE's Security Coordinator to work on policy and implementation of security initiatives
2. Will have implemented cybersecurity awareness training (KnowBe4) for all CTE employees and initiated in-depth training for key personnel.
3. Begun the process to implement the first five Center for Internet Security Critical Security Controls (CIS Controls).
4. CTE has purchased, installed and configured Ivanti (Landesk) Secure User Management Suite) which will cover the first five (5) CIS controls listed below.

CSC1: *Inventory of Authorized and Unauthorized Devices*

Actively manage (inventory, track and correct) all hardware devices on the network so that only authorized devices are given access, and unauthorized and unmanaged devices are found and prevented from gaining access.

CSC2: *Inventory of Authorized and Unauthorized Software*

Actively manage (inventory, track and correct) all software on the network so that only authorized software is installed and can execute, and that unauthorized and unmanaged software is found and prevented from installation and execution.

CSC3: *Secure Configuration of Hardware and Software on Mobile Devices, laptops, Servers and Workstations.*

Establish, implement and actively manage (track, report and correct) the security configuration of Laptops, servers and workstations using a rigorous configuration management and change control process in order to prevent attackers exploiting vulnerable services and settings.

CSC4: *Continuous Vulnerability Assessment and Remediation*

Continuously acquire, access, and take action on new information in order to identify vulnerabilities, remediate and minimize the windows of opportunity for attackers.

CSC5: ***Controlled Use of Administrative Privileges***

A process with tools used to track/control/prevent/correct the use, assignment and configuration of administrative privileges on Computers, Networks and Applications.

The tools CTE will be using to implement the first 5 NIST controls.

Ivanti – Secure User Management Suite (LANDesk)
 KnowBe4 (end user training)

Idaho Division of Vocational Rehabilitation

2019 - 2023

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, benchmarks and/or baselines for achieving their stated goals. The final section addresses external factors impacting IDVR.

Due to requirements outlined in the Workforce Innovation and Opportunity Act (WIOA) and from Rehabilitation Services Administration (RSA), IDVR now programmatically operates under a Program Year instead of a Federal Fiscal Year as outlined in previous strategic plans. This Program Year aligns with Idaho's State Fiscal Year. All three programs under the Division will adhere to state fiscal year reporting for this Plan. This Plan covers fiscal years 2019 through 2023.

This is an entirely new Strategic Plan for the Division because of the significant changes resulting from the Workforce Innovation and Opportunity Act (WIOA) and the Division's most recent Comprehensive Statewide Needs Assessment (CSNA), both of which impact the goals and objectives for the Vocational Rehabilitation program. The changes resulting from WIOA also lead the Division to modify both the mission and vision statements to better reflect the focus on the dual customer; individuals with disabilities and employers. The Workforce Innovation and Opportunity Act dramatically shifted the performance measures for the VR program to be more in alignment with the other core WIOA programs. Rehabilitation Services Administration is providing VR programs time to collect the new data necessary to establish baseline data which will be used to establish levels of performance before negotiating expected target levels of performance in future years for these new performance measures. Baseline data collection will continue for at least the next two state fiscal years (SY2019 and SY2020).

Vocational Rehabilitation

Vision

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

Mission

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.

Vocational Rehabilitation

Goal 1 – Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.

Objective 1: Expand, monitor, and improve pre-employment transition services (Pre-ETS) to students with disabilities and similar services to youth.

Performance Measure 1.1: Number of students receiving Pre-employment Transition Services (Pre-ETS)

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	301	$\geq$ 301

Benchmark: Greater than or equal to 301 for SY19 [1]

Performance Measure 1.2: Number of youth applications for program participants under the age of 25.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	812	$\geq$ 812

Benchmark: Greater than or equal to 812 for SY19 [2]

Objective 2: Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

Performance Measure 2.1: For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	N/A	$\geq$ 60%

Benchmark: Greater than or equal to 60% for SY19 [3]

Performance Measure 2.2
For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	N/A	$\geq$ 50%

Benchmark: Greater than or equal to 50% for SY19 [4]

Performance Measure 2.3: Number of Regions where Customized Employment is available.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	3	8 Regions (100%)

Benchmark: All 8 Regions [5] (by SY 2020)

Objective 3: Hire and retain qualified staff to deliver quality vocational rehabilitation services.

Performance Measure 1: Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

SY2014	SY2015	SY2016	SFY2017	Benchmark
89.8%	85.7%	79%	77.8%	≥ 85%

Benchmark: Greater than 85% for SY19 [6]

Goal 2 – Improve VR program efficiency through continuous quality improvement activities.

Objective 1: Meet or exceed targets for the first five Primary Performance Indicators established by the US Department of Education, Rehabilitation Services Administration (RSA).

Performance Measure 2.1: Meet or exceed negotiated targets on the following five measures.

Performance Measure	SY2014	SY2015	SY2016	SY2017	Benchmark
1. *Employment Rate – 2nd Qtr after Exit*					≥ 65%
2. *Employment Rate – 4th Qtr after Exit*					≥ 55%
3. *Median Earnings – 2nd Qtr after Exit*					≥ $4680 per quarter
4. *Credential Attainment*					≥ 22%
5. *Measurable Skill Gains*					≥ 20%

Benchmark: Greater than or equal to 65% [7], greater than or equal to 55% [8], greater than or equal $4680 per quarter [9], greater than or equal 22% [10], greater than or equal 20% [11] (all benchmarks by 2021):

Objective 2.2: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

Performance Measure 2.2: Customer satisfaction rate.

SY2014	SY2015	SY2016	SY2017	Benchmark
93.6	87.8%	89.1%	88.5%	≥ 90% satisfaction rate

Benchmark: Greater than or equal to 90% for SY19 [12]

Objective 2.4: Collaborate with Community Rehabilitation Program partners to improve the quality of services.

Performance Measure 2.4: Of those cases using CRP employment services (non-assessment), the percentage which contributed to successful case closure.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	N/A	$\geq$ 30%

Benchmark: Greater than or equal to previous year in SY19 [13]

Goal 3 – Meet the needs of Idaho businesses

Objective 3.1: IDVR to be recognized by the business community as the disability experts in the workforce system by providing employers with skilled workers who maintain employment with that employer.

Performance Measure 3.1.1: Retention Rate with the Same Employer the 4th quarter after exit.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	N/A	$\geq$ 50%

Benchmark: Greater than or equal to 50% for SY19 [14]

Extended Employment Services

Mission

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

Vision

Provide meaningful employment opportunities to enable citizens of Idaho with the most severe disabilities to seek, train-for, and realize real work success.

Goal #1 – Provide employment opportunities for individuals who require long-term support services through the Extended Employment Services program.

1. *Objective*: *To provide relevant and necessary* long-term supports to assist individuals with the most significant disabilities to maintain employment.

Performance Measure 1.1: Number of individuals served.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	647	838	≥ previous year performance

Benchmark: Greater than or equal to previous year in SY19 [15]

Performance Measure 1.1: Number of individuals on the EES waitlist.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	292	208	≤ on waitlist than previous year

Benchmark: Less than or equal to previous year in SY19 [16]

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 1.1: Track when information and resources are given to consumers.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	2 brochures 53 FB posts	2 addt'l brochures 49 FB posts	4 addt'l brochures 56 FB posts	Continue to create brochures, social interaction, & website development

Benchmark: 4 or more new brochures created in FY19 [17]

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 2.1: Deliver presentations and trainings to various groups through education and social media.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	27	23	65	Presentations delivered

Benchmark: 65 or more presentation delivered in SY19 [18]

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

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	11	12	12	Present to various local, state & federal agencies

Benchmark: Present at 12 or more local, state and federal agencies in SY19 [19]

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 4.1: Track when information is provided.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	200 calls	120 calls	1,056 calls	Maintain network through website, social media, brochures, telephone inquiries, & personal communication

Benchmark: Track all calls in SY19 [20]

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 5.1: The Council will administer assessments and facilitate meetings to determine the needs.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	Met	Met	Met	Continued work with mental health personnel

Benchmark: Met in SY19 [21]

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 6.1: Materials that are distributed about public policies.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	Met	Met	Met	Facilitate meetings with various agencies and group

Benchmark: Met in SY19 [22]

Goal #7 – To monitor consumer protection issues that involve 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 7.1: Track how many complaints are received regarding the ADA.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	10 ADA Issues	10 ADA Issues	50 ADA Issues	Create information resulting from ADA complaint

Benchmark: Track all complaints in SY19 [23]

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 8.1: Reports will be accurate and detailed.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	Completed	Completed	Completed	Submit accurate reports.

Benchmark: Completed for SY19 [24]

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 served. 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 eligbility for the Certified Rehabilitation Counselor (CRC).

State and Federal Economic and Political Climate

While Idaho has seen improvement in its economic growth over the past several years there are a variety of influences which can affect progress. 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.

IDVR is also affected by decisions made at the federal level. The Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act, bring substantial changes to the VR program. WIOA's changes aim to improve the nation's workforce development system through an alignment of various workforce programs, and improve engagement with employers to address skilled workforce needs.

WIOA will require IDVR to implement substantial programmatic changes. These changes will impact policy development, staff training, fiscal requirements, 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. WIOA mandates state VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS) which are essentially services the Division was not previously providing. This change will result in an agency which is shifting not only the population it serves, but is serving that population in different and innovative ways. The Division's performance measures have also shifted significantly under WIOA. As a result, the current benchmarks for the federal performance measures identified in this strategic plan present a high degree of error that will diminish as IDVR completes its transition to business as usual under WIOA, and new baselines are realized. The Division has diligently been working to address the new requirements and

continues to move forward with the implementation of Pre-employment transition services and a strategic evaluation of the impact of these requirements. As previously mentioned, Vocational Rehabilitation programs are transitioning to "baseline" measures to capture the required data before negotiating expected levels of performance with RSA, which is expected to take place for SY 2021.

IDVR Cyber Security Plan

Idaho Division of Vocational Rehabilitation (IDVR) has adopted of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and will be implementing the first five Center for Internet Security (CIS) Controls, Critical Security Controls by June 30, 2019.

The following solutions are currently in place or will be put in play to accomplish the first five Cyber Security Controls.

- IDVR collaborates with the Idaho Office of Administration on:
  - Exterior firewall management
  - Internet and Malware filtering
- Ivanti/Landesk is used internally to handle all:
  - Patch management
  - Device discovery
  - OS deployments / imaging management
  - License monitoring and Inventory controls
- MacAfee EPO is used internally to manage all Antivirus monitoring
- DUO for two factor authentication for all elevated server functions and VPN Authentications.
- Mandatory Cyber Security Awareness training is handled by the Division of Human Resources (DHR) Knowbe4 training packages. All users must take this training annually and when initially employed with agency.
- A mobile device management (MDM) solution (not currently identified) will be used to monitor and control cellular phone and security management of mobile devices.

Footnotes:

[1] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for students are a major focus under WIOA.

[2] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.

[3] Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

[4] Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

[5] Benchmarks are set based on an internal measure of performance and informed by the SRC, implementing the CE pilot services across the state is the goal.

[6] Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.

[7] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). *(RSA-TAC-18-01, January 19, 2018)*

[8] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). *(RSA-TAC-18-01, January 19, 2018)*

[9] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). *(RSA-TAC-18-01, January 19, 2018)*

[10] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). *(RSA-TAC-18-01, January 19, 2018)*

[11] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). *(RSA-TAC-18-01, January 19, 2018)*

[12] Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; however it is typically utilized as a threshold for quality performance.

[13] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.

[14] Benchmarks are established based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future year beginning with SY 2021. *(RSA-TAC-18-01, January 19, 2018)* This performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.

[15] Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.

[16] Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.

[17] Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[18] Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[19] Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73

[20] The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[21] Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[22] Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[23] Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.

[24] Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.

IDAHO PUBLIC TELEVISION

FY 2019-2023
STRATEGIC PLAN

MISSION STATEMENT

We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

VISION STATEMENT

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

SBoE Goal 1: EDUCATIONAL SYSTEM ALIGNMENT

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:

I. Number of DTV translators.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
47	46	46	47		47

   Benchmark: 47 (by FY 2023)[1]

II. Number of cable companies carrying our multiple digital channels.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
*	*	30	50		28

   Benchmark: 28 (by FY 2023)[2]

III. Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
8	8	8	8		8

   Benchmark: 8 (by FY 2023)[3]

IV. Percentage of Idaho's population within our signal coverage area.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
98.4%	98.4%	98.4%	99.47%		98.4%

    Benchmark: 98.4% (by FY 2023)[4]

Objective B: 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.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
*	22	26	47		32

    Benchmark: 35 (by FY 2023)[5]

Objective C: Operate an efficient statewide delivery/distribution system.

Performance Measure:
Total FTE in content delivery and distribution.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
18.58	18.5	20	17		<25

    Benchmark: Less than 24 (by FY 2023)[6]

Objective D: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.

Performance Measures:
I. Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
97.6%	98.4%	97.6%	97.6%		100%

    Benchmark: 100% (by FY 2023)[7]

II. Percentage of online hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
5%	16%	25.11%	17%		100%

    Benchmark: 100% (by FY 2022)[8]

Objective E: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.

FY14	FY15	FY16	FY17	FY18	FY19

(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	(2017-2018)	**Benchmark**
1,520,814	1,670,923	1,901,477	1,981,837		1,700,000

Benchmark: 1,850,000 (by FY 2023)[98]

II. Number of visitors to IdahoPTV/PBS video player.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** **Benchmark**
48,836	344,651	634,031	143,637*		400,000 100,000

Benchmark: 100,000 (by FY 2023)[109]
*In prior years, the PBS software counted the same viewers multiple times in error. This has been corrected moving forward.

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** **Benchmark**
*	*	11	11		11

Benchmark: 13 (by FY 2023)[1410]

Objective F: 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.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** **Benchmark**
28,107	28,374	28,488	28,299		37,260

Benchmark: 37,760 (by FY 2023)[1211]

Objective G: Contribute to a well-informed citizenry.

Performance Measure:
Number of broadcast hours of news, public affairs and documentaries.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** **Benchmark**
12,654	13,450	12,702	11,372		13,000

Benchmark: 13,500 (by FY 2023)[1312]

Objective H: Provide relevant Idaho-specific information.

Performance Measure:
Number of broadcast hours of Idaho-specific educational and informational programming.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** **Benchmark**
2,074	1,955	2,050	1,568		2,000

Benchmark: 2,000 (by FY 2023)[1413]

Objective I: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
61	55	55	49		50

Benchmark: 55 (by FY 2023)~~15~~14

Objective J: 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.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
*	31.1%	31.4%	28%		21.3%

Benchmark: 21.3% (by FY 2023)~~16~~15
*New performance measure for FY15

Objective K: Operate an effective and efficient organization.

Performance Measure:
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines~~/and implementation of the Center for Internet Controls~~.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes~~/Yes~~

Benchmark: Yes/Yes/Yes (by FY 2023)~~17~~16

Objective L: Work toward implementation of the Center for Internet Controls.

Performance Measure:
Work toward implementation of the Center for Internet Controls.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
*	*	*	*	*	Yes

Benchmark: Yes (by FY 2023)[17]
*New performance measure for FY19

SBoE GOAL 2: EDUCATIONAL ATTAINMENT
Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

~~IdahoPTV Objectives:~~

~~Objective A: 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.~~

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	22	26		32

Benchmark: 35 (by FY 2022)[5]

Objective B: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
1,196,428	1,520,814	1,670,923	1,901,477		1,700,000

Benchmark: 1,850,000 (by FY 2022)[9]

II. Number of visitors to IdahoPTV/PBS video player.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
22,395	48,836	344,651	634,031		400,000

Benchmark: 450,000 (by FY 2022)[10]

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	*	11		11

Benchmark: 13 (by FY 2022)[11]

Objective C: 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.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
27,778	28,107	28,374	28,488		37,260

Benchmark: 37,760 (by FY 2022)[12]

Objective D: Contribute to a well-informed citizenry.

Performance Measure:
Number of broadcast hours of news, public affairs and documentaries.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
12,272	12,654	13,450	12,702		13,000

Benchmark: 13,500 (by FY 2022)[13]

Objective E: Provide relevant Idaho-specific information.

Performance Measure:
Number of broadcast hours of Idaho-specific educational and informational programming.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
1,798	2,074	1,955	2,050		2,000

Benchmark: 2,000 (by FY 2022)[14]

Objective F: Provide high-quality, educational television programming and new media content.

Performance Measure:
Number of awards for IdahoPTV media and services.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
54	61	55	55		50

Benchmark: 55 (by FY 2022)[15]

Objective G: 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.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
30.6%	*	31.1%	31.4%		21.3%

Benchmark: 21.3% (by FY 2022)[16]

Objective H: Operate an effective and efficient organization.

Performance Measure:
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes/Yes (by FY 2022)[17]

SBoE GOAL 3: WORKFORCE READINESS
The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective: Operate an effective and efficient organization.

Performance Measure:
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

FY13	FY14	FY15	FY16	FY17	FY19 Benchmark

(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes/Yes (by FY 2022)[17]

SBoE GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Ensure educational resources are coordinated throughout the state and used effectively.

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:
I. Number of DTV translators.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
44	47	47	46		47

Benchmark: 47 (by FY 2022)[1]

II. Number of cable companies carrying our multiple digital channels.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	*	30		28

Benchmark: 28 (by FY 2022)[2]

III. Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
8	8	8	8		8

Benchmark: 8 (by FY 2022)[3]

IV. Percentage of Idaho's population within our signal coverage area.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
98.2%	98.4%	98.4%	98.4%		98.4%

Benchmark: 98.4% (by FY 2022)[4]

Objective B: 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.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	22	26		32

Benchmark: 35 (by FY 2022)[5]

Objective C: Operate an efficient statewide delivery/distribution system.

Performance Measure:
Total FTE in content delivery and distribution.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
18.31	18.58	18.5	20		<25

Benchmark: Less than 24 (by FY 2022)[6]

Objective D: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
1,196,428	1,520,814	1,670,923	1,901,477		1,700,000

Benchmark: 1,850,000 (by FY 2022)[9]

II. Number of visitors to IdahoPTV/PBS video player.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
22,395	48,836	344,651	634,031		400,000

Benchmark: 450,000 (by FY 2022)[10]

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	*	11		11

Benchmark: 13 (by FY 2022)[11]

Objective E: Provide high-quality, educational video programming and new media content.

Performance Measure:
Number of awards for IdahoPTV media and services.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
54	61	55	55		50

Benchmark: 55 (by FY 2022)[15]

Objective F: 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.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
30.6%	*	31.1%	31.4%		21.3%

Benchmark: 21.3% (by FY 2022)[16]

Objective G: Operate an effective and efficient organization.

Performance Measure:
Successfully comply with FCC policies/PBS programming, underwriting and membership
policies/CPB guidelines/and implementation of the Center for Internet Controls.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

   Benchmark: Yes/Yes/Yes/Yes (by FY 2022)[17]

* Performance measure not previously reported.

KEY EXTERNAL FACTORS

Funding – While State General Fund support for Idaho Public Television has been increasing as state revenues have grown, there continues to be pressure to reduce the size of government. In addition, significant concerns about Federal funding to the Corporation for Public Broadcasting and the U.S. Department of Education have emerged as Congress and the White House attempt to rein in deficit spending. With nearly 20% of IdahoPTV funding coming from Federal sources via CPB, it remains a major worry. In addition, competition for private contributions continues to grow. IdahoPTV already out performs its peers of other State-licensed PBS stations in the percentage of the population which supports it. It is unrealistic to expect major growth in this area.

FCC Spectrum Auction – With the FCC's recent auctioning of TV Broadcast spectrum to wireless carriers and the subsequent repacking of stations into the remaining frequencies, Idaho Public Television faces major hurdles. KCDT transmitter in Coeur d'Alene will need to change channels, requiring a new transmitter & antenna, though the FCC has given IdahoPTV a new channel and funding to make the move. Unfortunately many of the 47 translators that serve smaller communities may also have to move channels, and the FCC will neither guarantee new frequencies nor provide funding for those mandated changes. Some areas of the state could lose over-the-air service.

Regulatory Changes – With more than 55% of Idaho Public Television funding coming from private contributions, any changes to tax policy could the recent changes to federal tax policy has the distinct potential to negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

Broadband/New Media Devices – 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.

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard.

EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives, an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, APTS, and NETA.

We have a statewide advisory Friends board, currently 3129 directors, with broad community and geographic representation. This board meets formally on a quarterly bases. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. Each quarter, we prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues.

Recently, Idaho Public Television was successful in obtaining a number of private and federal grants to provide educational services to teachers, students and parents. As part of those grants we will be conducting research on the impact these education initiatives are having on the populations served.

Additionally, IdahoPTV employed leaders from PBS Station Services with expertise in strategic planning to conduct a two-day retreat for station staff and board directors to help learn processes to evaluate our programs, products and services to ensure they support our connection to the community and our audiences. A number of specific goals were identified to help position the organization for a successful future.

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1. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
2. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
3. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.

4.   Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.

5.   Benchmark is based on an analysis of historical trends combined with desired level of achievement.

6.   Benchmark is based on industry standard combined with analysis of workforce needs.

7.   Benchmark is based on industry standard and the desire to reach underserved and disabled populations.

8.   ~~Benchmark is based on industry standard and the desire to reach underserved and disabled populations.~~

~~9~~8.   Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

~~10~~9.   Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

~~11~~10.   Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

~~12~~11.   Benchmark is based on an analysis of historical trends combined with desired level of achievement.

~~13~~12.   Benchmark is based on an analysis of historical trends combined with desired level of achievement.

~~14~~13.   Benchmark is based on an analysis of historical trends combined with desired level of achievement.

~~15~~14.   Benchmark is based on industry standard combined with desired level of achievement.

~~16~~15.   Benchmark is based on industry standard combined with desired level of achievement.

~~17~~16.   Benchmark is based on industry standard of best practices.

17.   Benchmark is based on industry standard of best practices.

Idaho Public Television
FY 2019 – 2023 Strategic Plan Supplemental

Performance Measure	FY 2017 Data	FY 2019 Benchmark	FY 2023 Benchmark
Number of DTV translators.	47	47	47
Number of cable companies carrying our multiple digital channels.	50	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.	99.47%	98.4%	98.4%
Number of partnerships with other Idaho state entities and educational institutions.	47	32	35
Total FTE in content delivery and distribution.	17	Less than 25	Less than 24
Percentage of broadcast hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	97.6%	100%	100%
~~Percentage of online hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.~~		~~100%~~	
Number of visitors to our websites.	1,981,837	1,700,000	1,850,000
Number of visitors to IdahoPTV/PBS video player.	143,637	~~400,000~~100,000	100,000
Number of alternative delivery platforms and applications on which our content is delivered.	11	11	13
Number of broadcast hours of educational programming.	28,299	37,260	37,760
Number of broadcast hours of news, public affairs and documentaries.	11,372	13,000	13,500
Number of broadcast hours of Idaho-specific educational and informational programming.	1,568	2,000	2,000
Number of awards for IdahoPTV media and services.	49	50	55
Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.	28%	21.3%	21.3%
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines~~/and implementation of the Center for Internet Controls~~.	Yes/Yes/Yes	Yes/Yes/Yes~~/Yes~~	Yes/Yes/Yes
Work toward implementation of the Center for Internet Controls.		Yes	Yes

Institution/Agency Goals and Objectives	State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	Goal 4:	Goal 5:
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – *Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.*					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓			✓	
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓	✓		✓	
Objective C: Operate an efficient statewide delivery/distribution system.	✓			✓	
Objective D: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.	✓				
Objective E: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓	✓		✓	
Objective F: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	✓	✓			
Objective G: Contribute to a well-informed citizenry.	✓	✓			
Objective H: Provide relevant Idaho-specific information.	✓	✓			

Objective					
Objective I: Provide high-quality, educational television programming and new media content.	✓	✓		✓	
Objective J: Be a relevant, educational and informational resource to all citizens.	✓	✓		✓	
Objective K: Operate an effective and efficient organization.	✓	✓	✓	✓	
Objective L: Work toward implementation of the Center for Internet Controls.	✓				
GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					
Objective A: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓	✓		✓	
Objective B: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓	✓		✓	
Objective C: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	✓	✓			
Objective D: Contribute to a well-informed citizenry.	✓	✓			
Objective E: Provide relevant Idaho-specific information.	✓	✓			
Objective F: Provide high-quality, educational television programming and new media content.	✓	✓		✓	

Objective G: Be a relevant, educational and informational resource to all citizens.	✓	✓		✓	
Objective H: Operate an effective and efficient organization.	✓	✓	✓	✓	
GOAL 3: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.					
Objective: Operate an effective and efficient organization.	✓	✓	✓	✓	
GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM – Ensure educational resources are coordinated throughout the state and used effectively.					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓			✓	
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓	✓		✓	
Objective C: Operate an efficient statewide delivery/distribution system.	✓			✓	
Objective D: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓	✓		✓	
Objective E: Provide high-quality, educational video programming and new media content.	✓	✓		✓	
Objective F: Be a relevant, educational and informational resource to all citizens.	✓	✓		✓	

Objective G: Operate an effective and efficient organization.	✓	✓	✓	✓	

Idaho State Department of Education

(Public Schools)

STRATEGIC PLAN FY2019-2023

Superintendent Sherri Ybarra

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.

VISION STATEMENT

Supporting Schools and Students to Achieve.

GOAL 1

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

Objective A: Fully implement the Idaho Content Standards (TF 2*)

Idaho's methodology for fully implementing the Idaho Content 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 Content Standards, as well as immediate impact in classrooms. Long term, coaches will also include training administrators and regional cadres.

Performance Measures:

I. Percentage of students meeting proficient or advanced placement on the Idaho Standards Achievement Test, broken out by subject area.

	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
ELA 5th	62 53.8%	54%					100% 69.2%
MATH 5th	31 40%	42%					100% 60.0%
SCIENCE 5th	66%						100%
ELA 10th - High School**	62 61.8%	59%					100% 74.5%
MATH 10th - High School**	31 30.9%	32%					100% 53.9%
SCIENCE 10th	N/A	62.90%	63%				100%

Benchmark: 5th Grade ELA – 69.2% of students 100% for both 5th and 10th Grade students, broken out by subject area (English Language Arts, Mathematics, Science).[1] [2](by 2022)

5th Grade Math – 60.0% of students.[2](by 2022)
High School** ELA – 74.5% of students.[2](by 2022)
High School** Math – 53.9% of students.[2](by 2022)

** Grades 10 through 12

II. Percentage of all students meeting proficient or advanced placement on the Idaho Standards Achievement Test:

	2016	2017	2018	2019	2020	2021	Benchmark
Mathematics	41.6%	41.8%					61.1%
ELA/Literacy	53.0%	52.0%					68.7%

Benchmark: Mathematics - 61.1% of all students.[2] (by 2022)
ELA/Literacy – 68.7% of all students.[2] (by 2022)

Objective B: 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 Advanced Opportunities and GEAR UP programs will contribute to this strategy, as will targeted efforts for special education and gifted and talented students.

Performance Measures:

I. Percentage of students high school juniors and seniors participating in completing an advanced Advanced oOpportunityies (SDE Fast Forward Program only).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark

2 | P a g e

N/A	29%	32%	47%	60%

Benchmark: 60% of students per year.[1] (by 2022)

GOAL 2

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

Objective A: 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.

Performance Measures:

I. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.

Exam	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
SAT	25.7%	25.2%	33.0%	32.0%	60%
ACT	34.0%	37.0%	36.8%	33.0%	60%

Benchmark: SAT – 60% of students.[1] (by ~~2023~~[1] 2024)~~(by 2022)~~
                ACT – 60% of students.[1] (by ~~2023~~[1] 2024)~~(by 2022)~~

Objective B: *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.

Performance Measures:

I. High school cohort graduation rate.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
84.1%	77.3%	78.9%	79.7%	95%

Benchmark: 95%[1][2](by ~~2022~~2023)

Key External Factors
Movement toward meeting specified goals is contingent on efforts of state policy makers as well as the work taking place within the individual school districts and charter schools.

Evaluation Process
*denotes Governor's K-12 Task Force Recommendations by number

[1] Benchmarks are set based on State Board of Education Benchmarks
[2] Benchmarks are set based on *Idaho's Consolidated State Plan*, February 15, 2018

Appendix 1
Cybersecurity Plans As required by Executive Order 2017-02, the strategic plan should also include an
update on the agency's adoption of the National Institute of Standards and Technology (NIST)
Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. This may
be incorporated into the framework of the agency's strategic plan if the efforts fit within an agency
goal, or may be included as an addendum. At a minimum, strategic plans should identify how the agency
will comply with the first five CIS Controls by June 30, 2018. They should also report any progress already
made toward these goals.

The State Department of Education has been working on proactive steps to mitigate cybersecurity
risk. To increase the Department's capacity and ability to protect its systems and the data with which it
is entrusted the Department has:

1. Hired a Security Coordinator to work on policy and implementation of security initiatives
2. Implemented cybersecurity awareness training for all SDE employees and initiated in-depth
   training for key personnel
3. Adopted the NIST Cybersecurity Framework as a guideline for securing critical systems
4. ~~Begun work~~ Worked to implement the first five Center for Internet Security Critical Security
   Controls (CIS Controls)
       a. Analyzed initial compliance with each of the 20 CIS Controls
       b. Drafted IT policy and adapted internal procedure to meet the first five CIS Controls
       c. Installed and adjusted hardware and software configurations to align with the first five
          CIS Controls

TechHelp Strategic Plan
2019 – 2023

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 2021:

- *80 manufacturers reporting $100,000,000 economic impact*
- *180 jobs created*
- *> $20,000 and < $50,000 Net Income*

VISION STATEMENT

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."

GOAL 1

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.

Objective A: *Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs.*

Performance Measure:

   I.   *Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
$34,142,000/154 New Jobs	$182,258,168/340 New Jobs	$33,022,678/100 New Jobs	$33,726,818/70 New Jobs	$100,000,000/180 New Jobs

   Benchmark: *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[i].*

Objective B: *Offer a range of services to address the needs of Small, Rural, Start-up and Other manufacturers Idaho.*

Performance Measure:

I.   *Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017) Q1-Q3	FY18 (Q2 2017- Q1 2018)	Benchmark
N/A	N/A	N/A	17 Small	35 Small	15 Small
N/A	N/A	N/A	39 Rural	42 Rural	20 Rural
N/A	N/A	N/A	4 Start-Up	17 Start-up	10 Start-up
N/A	N/A	N/A	25 Other	23 Other	35 Other

Benchmark: Number of clients served by category exceeds MEP goal as follows by 2021[ii]:

15 Small,

20 Rural,

20 Start-up,

35 Other

Objective C: *Ensure manufacturing clients are satisfied with services.*

Performance Measure*:*

I.   *Customer satisfaction reported on MEP survey*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
10 out of 10	9 out of 10	9 out of 10	9.6 out of 10	8 out of 10

Benchmark*:* Customer satisfaction score is consistently > 8 out of 10[iii]

Goal 2

Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.

Objective A: *Increase the number of client projects and events.*

Performance Measure*:*

I.   *State dollars expended per project/event*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
$1,769	$1,139	$774	$920	> Prior year's total

Benchmark: Dollars per project/event expended is less than prior year's total[iv]

Objective B: *Offer services to numerous Idaho manufacturers.*

Performance Measure:

I.   Number of impacted clients per $ Million federal investment as reported on MEP sCOREcard[v]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
45 Clients Surveyed	56 Clients Surveyed	69 Clients Surveyed	81 Clients Surveyed	80 Clients Surveyed

Benchmark: Number of clients served exceeds federal minimum with a goal of 80 clients surveyed (i.e.,110 clients per $ Million) by 2021[vi]

Goal 3
Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives A: *Increase total client fees received for services.*

Performance Measure:
I.   ***Gross and Net revenue from client projects***

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018	Benchmark
$668,217	$615,117	$593,940	$576,890	$1,200,000 gross annually
$354,763	$454,672	$409,175	$391,904	$700,000 net annually

Benchmark: Annual gross and net revenue exceeds the prior year by five percent achieving $1,200,000 gross and $700,000 net annually be 2021[vii]

Objectives B: *Increase external funding to support operations and client services.*

Performance Measure:
I.   ***Total dollars of non-client funding (e.g. grants) for operations and client services.***

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018	Benchmark
$825,000	$910,236	$885,236	$885,236	$1,300,000

Benchmark: *Total dollars of non-client funding for operations and client services exceed the prior year's total achieving $1,300,000 by 2021[viii].*

Key External Factors
I.   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.

II. 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.

III. 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.

Evaluation Process

The TechHelp Advisory Board convenes its membership, which is made up of representatives from leaders of manufacturing companies, professional services companies, and Idaho's three universities, to review and recommend changes to the center's planning, client services and strategic plan. Recommendations are presented to the Advisory Board and the Executive Director for consideration. Additionally, as part of the NIST MEP cooperative agreement, the Advisory Board reviews and considers inputs that affect its strategic plan. Plan changes may be brought to the Advisory Board or TechHelp leadership and staff during the year. Review and re-approval occurs annually and considers progress towards performance measure goals, which are formally reviewed quarterly.

Performance towards meeting the set benchmarks is reviewed and discussed quarterly at both TechHelp staff meetings and at Advisory Board Meetings. The Advisory Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained strategic pan.

[i] This benchmark is based on current and projected resources and established best practices based on those resources.
[ii] This benchmark is based on current and projected resources, resource geographic location and established best practices based on those resources.
[iii] This benchmark is based on analysis of customer survey feedback for types of services offered.
[iv] This benchmark is based on analysis of available resources, types of services and program investment.
[v] Methodology using a balanced scorecard.
[vi] This benchmark is based on federal requirements and projections of federal investment.
[vii] This benchmark is based on existing average performance levels and a 5% annual increase.
[viii] This benchmark is based on existing average performance levels and a 5% annual increase.

IDAHO SMALL BUSINESS DEVELOPMENT
STRATEGIC PLAN
2019 – 2023

EMPOWERING BUSINESS SUCCESS

MISSION STATEMENT

To enhance the success of small businesses in Idaho by providing high-quality consulting and training, leveraging the resources of colleges and universities.

VISION STATEMENT

Idaho SBDC clients are recognized as consistently outperforming their peers.

GOAL 1 - Maximum Client Impact

Focus time on clients with the highest potential for creating economic impact.

Objective A: Develop long-term relationships with potential and existing growth and impact clients.

Performance Measures:

I. *Percent of hours with clients with recorded impact*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
49%	54%	52%	34%	70%

Benchmark: 70%[1] *(by 2022)*

II. *Capital raised by clients in millions*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
$24.3	$31.6	$33.9	$49.0	$40.6

Benchmark: $40.6 million[2] (by FY 2022)

III. *Client sales growth in millions*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
$33.7	$47.1	$52.0	$46.0	$56.6

Benchmark: $56.6 million[3] (by FY 2022)

IV. *Jobs created by clients*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
429	708	871	747	900

Benchmark: 900[4] (by FY 2022)

Objective B: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.

Performance Measures:

I.   *Per cent of cross-network consulting hours (new metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			0.4%	10%

   Benchmark: 10%[5] (by FY 2022)

GOAL 2 – Strong Brand Recognition

Increase brand recognition with stakeholders and the target market.

Objective A: Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.

Performance Measures:

I.   *Yearly marketing plan created and distributed*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			In progress	completion

   Benchmark: [6] (by FY 2022)

II.   *# of training hours*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11,390	11,231	11,793	11,795	14,944

   Benchmark: 14,944[7] (by FY 2022)

Objective B: Create and implement a brand awareness survey.

Performance Measures:

I.   *Baseline awareness being established*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			In progress	TBD

   Benchmark: established in FY18[8] (by FY 2022)

GOAL 3 – Increase Resources

Increase funding and consulting hours to create economic impact through increased client performance.

Objective A: Bring additional resources to clients through partnerships, students, and volunteers.

Performance Measures:

I.   *% client referrals from partners*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			11%	TBD

   Benchmark: TBD[9] (by FY 2022)

Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.

Performance Measures:

II.   *Amount of funding*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			$74,000	$100,000

Benchmark: $100,000[10] (by FY 2020)

GOAL 4 – Organizational Excellence

Ensure the right people, processes and tools are available to deliver effective and efficient services.

Objective A: Implement professional development certification on Global Classroom.

Performance Measures:

I.   *% of employees meeting certification and recertification requirements*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			80% complete	100%

Benchmark: 100%[11] (by FY 2018)

II.   *Return on Investment*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
4:1	2:1	5:1	8:1	7:1

Benchmark: 6:1 average over rolling 5 years[12] (by FY 2020)

III.   *Overall customer satisfaction rating (source of data being changed)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				4.6

Benchmark: 4.6[13] (yearly)

Objective B: Deliver monthly internal trainings to increase expertise and share best practices.

Performance Measures:

I.   *Rating of consultant skill adequacy (new metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			4.9	4.6

Benchmark: 4.6[14] (yearly)

Key External Factors

The Idaho SBDC is part of a national network providing on-cost consulting and affordable training to help small business grow and thrive in all U.S. states and territories. The network has an accreditation process conducted every five years to assure continuous improvement and high quality programs.   The accreditation standards, based on the Malcolm Baldrige Quality Standards, cover six key areas:

- Leadership
- Strategic Planning
- Stakeholder and Customer Focus
- Measurement, Analysis and Knowledge Management
- Workforce Focus

- Operations Focus

The Idaho SBDC also achieved accreditation of its technology commercialization program – one of 15 SBDC's out of 63 networks – in 2014 and continues to offer technology commercialization assistance to entrepreneurs, existing companies, and colleges/universities. Maintaining this accreditation is a continuing focus.

Evaluation Process
Funding is received from the U.S. Small Business Administration (SBA), the State of Idaho through the State Board of Education, and Idaho's institutes of higher education who host six outreach offices to cover all 44 Idaho counties. Needs and requirements from a three key stakeholders are considered on a yearly basis and incorporated into the Idaho SBDC's strategic plan. Strategic planning is an on-going process with a yearly planning session conducted in an all-staff meeting in the Spring each year and progress tracked through a Fall all-staff meeting and two other conference calls. Performance metrics are required by SBA and also the accreditation process. A statewide Advisory Council composed of small businesses and stakeholder representatives meets four times per year and contributes to the strategic plan.

Progress on many of the performance measures versus goals are located on a dashboard in the Idaho SBDC's client management system so that all staff understand the expectations and progress. Goals are reviewed at least twice a year during a monthly video conference with regional directors and program managers. Measures that are not part of the dashboard are calculated and reported to the State Board of Education.

[1] Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact – 20% increase in hours with impact clients in 5 years.
[2] Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.
[3] Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.
[4] Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.
[5] Mechanism to measure is being developed.
[6] Completing of marketing plan and yearly marketing calendar
[7] Benchmark is set based on an analysis of historical trends and available resources and the use of training programs to increase awareness.
[8] A process is being developed to set a baseline. A goal will be set in FY19.
[9] Benchmark is being set by adjusting the list of partners and making the field mandatory. Baseline will be set in FY19 and benchmark projected.
[10] Benchmark was set by calculating the demand for Phase 0 funding and for support of a half-time person in north Idaho and a half-time person in east Idaho.
[11] All employees should be certified within 6 month of start date and obtain 1 hour of certification for each hour worked/week (40 hours of yearly professional development for a full-time person).
[12] Based on 30% increase of the average of the past 3 years and is measured as a 3 year rolling average.
[13] Based historical data and is a combination of the average of the overall satisfaction from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.
[14] Based historical data and is a combination of the average of the skills assessment from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.

	State Board of Education Goals				
Institution/Agency Goals and Objectives	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM	Goal 5:
GOAL 1: MAXIMUM CLIENT IMPACT Focus consulting time on clients with the highest potential for creating economic impact.					
Objective A: Develop long-term relationships with potential and existing growth and impact clients.	✓	✓	✓		
Objective B: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.	✓	✓			
GOAL 2: STRONG BRAND RECOGNITION Increase brand recognition with stakeholders and the target market.					
Objective A: Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.		✓	✓		
Objective B: Create and implement a brand awareness survey.		✓			
GOAL 3: INCREASE RESOURCES Increase funding and other resources to serve Idaho's small businesses and create economic impact.					
Objective A: Bring additional resources to clients through partnerships, students, and volunteers.		✓			

Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.		✓		
GOAL 4: ORGANIZATIONAL EXCELLENCE Ensure the right people, processes and tools are available to deliver effective and efficient services.				
Objective A: Implement professional development certification on Global Classroom.		✓		✓
Objective B: Deliver monthly internal trainings to increase expertise and share best practices.		✓		✓

Family Medicine Residency of Idaho, Inc.

FAMILY MEDICINE RESIDENCY
— OF IDAHO —

FY 20198 – 20232
Strategic Plan

MISSION STATEMENT

Train outstanding broad spectrum family medicine physicians to work in underserved and rural areas while serving the vulnerable populations of Idaho with high quality, affordable care provided in a collaborative work environment~~Train outstanding broad spectrum family medicine physicians to work in underserved and rural areas. Serve the vulnerable populations of Idaho with high quality, affordable care provided in a collaborative work environment.~~

VISION STATEMENT

A vibrant, nationally recognized teaching health center providing exceptional, comprehensive, person-centered care.~~To improve the health care for Idaho and beyond by producing outstanding family medicine physician leaders for their communities.~~

GOAL 1: Family Medicine Workforce

To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency.

1.1. Core Program – Boise
    1.1.1. Maintain resident class size of 11-11-11
        1.1.1.1.   Raymond (11-5-5)
        1.1.1.2.   Fort (0-2-2)
        1.1.1.3.   Emerald (0-2-2)
        1.1.1.4.   Meridian (0-2-2)
1.2. Rural Training Tracks
        1.2.1.1.   Caldwell (3-3-3)
        1.2.1.2.   Magic Valley (2-2-2)
1.3. Fellowships
        1.3.1.1.   Sports Medicine (1)
        1.3.1.2.   HIV Primary Care (1)
        1.3.1.3.   Geriatrics (1)
        1.3.1.4.   OB (1)
1.4 Core Program – Nampa
        1.4.1   Will look to open new Family Medicine Residency Program in Nampa on July 1, 2019 with resident class size of 6 per class (6-6-6)

Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.

Performance Measures:

I. *FMRI will track how many students match annually for residency training in family medicine at FMRI.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16/16 = 100%	16/16= 100%	16/16= 100%	16/16= 100%	16/16= 100%	100%

> **Benchmark:** One hundred percent of all resident positions and over 50 percent of all fellow positions matched per year. This measure reflects the national standard of excellence in residency accreditation and capacity within the fellowships.

Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.

Performance Measures:

II. *FMRI will track the ABFM board certification rates of the number of graduates per year from FMRI.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	N/A	>95%

> **Benchmark:** FMRI will attain a 95 percent ABFM board certification pass rate of all family physicians and fellows per year from the program. This is a measure commensurate with the accreditation standard for family medicine residency programs.

Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.

Performance Measures:

III. *FMRI will encourage all graduates (residents and fellows) to practice in Idaho and track how many remain in Idaho.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
47%	43%	47%	56%	50%	>50%

> **Benchmark:** 50 percent retention rate of graduates to practice in Idaho. This measure reflects an outstanding benchmark well above the state median for retention of physicians retained from GME.

Objective D: To produce as many family physicians as possible to practice in rural or underserved Idaho. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of both rural and underserved Idaho, education reflective of the needs and opportunities in rural and underserved practices in Idaho, and dedicated role models in guiding graduates in making practice locations decisions to care for rural and underserved populations of patients. The curriculum intentionally involves direct care of rural and underserved populations throughout the course of residency training.

Performance Measures:
 IV.   *Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
43%	50%	75%	100%	<u>51%</u>	40%

 Benchmark: 40 percent of graduates staying in Idaho will be practicing in rural or underserved Idaho. This measure demonstrates an exceptional commitment of the program and its graduates to serving rural and underserved populations in particular.

Objective E: To begin a new family medicine residency program in Nampa, Idaho with 6 family medicine residents per class.

Performance Measures:
 V.   *To have the first class of 6 family medicine residents start on July 1, 2019.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
N/A	N/A	N/A	N/A	<u>N/A</u>	100%

 Benchmark: To fill the first class of 6 family medicine residents on July 1, 2019.

GOAL 2: Patient Care | Delivery | Service
Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.

 2.1 All FMRI clinics where resident education is centered will attain and maintain National Committee on Quality Assurance (NCQA), Level III Patient Centered Medical Home (PCMH) recognition.
 2.2 All FMRI clinics will utilize Meaningful Use criteria in using the Electronic Medical Records (EMR).
 2.3 FMRI will maintain a 340b Pharmacy, with expanded access for our patients via expanded hours and utilize Walgreen's and other local pharmacy collaborations.

Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.

Performance Measures:

I.   *All FMRI clinics where resident continuity clinics reside will maintain Level III PCMH's and we will apply for NCQA recognition for our other two clinics.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%	100%

Benchmark: Maintain 100% NCQA designation as a Level III PCMH at all FMRI clinics where resident continuity clinics reside. NCQA recognition is the national standard for PCMH recognition.

Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.

Performance Measures:

II.   *All FMRI clinics using Meaningful Use EMR criteria.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%	100%

Benchmark: Implement Meaningful Use EMR at all clinics. Meaningful Use EMR is necessary for coordinated and integrated care as part of NCQA recognition and good patient care. Medicaid Provider Meaningful Use Incentive program is necessary for compliance.

Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.

~~**Performance Measures:**~~

~~III.   Maintain 340b pharmacy services , with expanded access for our patients via extended pharmacy hours and the Walgreen's pharmacy collaboration~~

~~FY14 (2013-2014)~~	~~FY15 (2014-2015)~~	~~FY16 (2015-2016)~~	~~FY17 (2016-2017)~~	~~FY18 (2017-2018)~~	~~Benchmark~~
~~Not Available~~	~~Available~~	~~Available~~	~~Available~~		~~Available~~

~~**Benchmark:** 340b pharmacy available for all FMRI patients, with expanded access for our patients via extended hours and the Walgreen's and other pharmacy collaboration.~~

GOAL 3: Education

To provide an outstanding family medicine training program to prepare future family medicine physicians.

   3.1 All FMRI programs maintain Accreditation Council for Graduate Medical Education (ACGME) accreditation where appropriate.
   3.2 All FMRI programs maintain integrated patient care curriculum and didactics.

3.3 All FMRI programs maintain enhanced focus on research and scholarly activities.

3.4 FMRI programs have a quality and patient safety curriculum for clinical learning environments.

3.5 FMRI demonstrates mastery of the New Accreditation System (NAS) of the ACMGE.

~~**Objective A:** To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as a integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.~~

~~**Performance Measures:**~~

~~I.~~ ~~*A. Track successful completion of American Board of Family Medicine (ABFM) Board certification examination scores for all program graduates.*~~
~~*B. Track performance on American Board of Family Medicine (ABFM) Annual In-Service Training Examination.*~~

~~FY14 (2013-2014)~~	~~FY15 (2014-2015)~~	~~FY16 (2015-2016)~~	~~FY17 (2016-2017)~~	~~FY18 (2017-2018)~~	~~Benchmark~~
~~100%~~	~~100%~~	~~100%~~	~~100%~~		~~>95%~~
~~94%~~	~~96%~~	~~97.2%~~	~~98%~~		~~>50%~~

~~**Benchmark:**~~
~~A. At least 95 percent of all program graduates become ABFM Board certified.~~
~~B. FMRI program performance above the national average (>50 percent) on an annual National In-Training Exam. This is a national standard and interval measure of trainee success in mastery in Family Medicine.~~

Objective A~~B~~: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.

Performance Measures:

~~II.~~I.   *FMRI will track its accreditation status and potential citations.*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**Benchmark**
100%	**100%**	**100%**	**100%**	**100%**	**100%**

Benchmark: Maintain 100 percent full and unrestricted ACGME program accreditation for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

Objective B~~C~~: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.

Performance Measures:
III.II. *FMRI will track its NAS CCC, APE, AIR and CLER goals.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
N/A	100%	100%	100%	100%	100%

Benchmark: Maintain 100 percent monitoring for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

GOAL 4: Faculty

FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.

~~Continued expansion of faculty.~~

4.1 Continue to provide faculty development fellowship opportunities at the University of Washington.

Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.

~~Performance Measures:~~
~~I.   Hire sufficient number of family medicine faculty.~~

~~FY14 (2013-2014)~~	~~FY15 (2014-2015)~~	~~FY16 (2015-2016)~~	~~FY17 (2016-2017)~~	~~FY18 (2017-2018)~~	~~Benchmark~~
~~Less than sufficient~~	~~Less than sufficient~~	~~Less than sufficient~~	~~Less than sufficient~~		~~Sufficient~~

~~**Benchmark:** Sufficient numbers of family medicine faculty hired. This measure is based on projected need in consideration of availability of future resources.~~

Performance Measures:
II.I. *One faculty member per year at the UW Faculty Development Fellowship.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
One	One	One	One	N/A	One

Benchmark: One per year. This measure meets the ideal goal for the FMRI programs.

GOAL 5: Rural Outreach

The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.

5.1 Increase to 35 rural site training locations.
Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.

Performance Measures:

III.II.   Maintain 35 rural site training locations

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
N/A	31	34	34 With active PLA's; In process of developing Driggs for 35	39	35

Benchmark: Maintain 35 sites. This measurement is based upon standing agreements with resident rotation sites.

Key External Factors

1. Funding: The Family Medicine Residency of Idaho (FMRI) and its operations are contingent upon adequate funding. For fiscal 201887, approximately 595% of revenues were generated through patient services (including pharmacy), 2518% were derived from grants and other sources, and 230% came from contributions (excluding in-kind contributions for facility usage and donated supplies). Contributions include Medicare GME dollars and other amounts passed through from the area hospitals, as well as funding from the State Board of Education. Grant revenue is comprised primarily of federal or state-administered grants, notably a Consolidated Health Center grant, Teaching Health Center grant, and grants specific to HIV, TB and refugee programs administered by the FMRI.

2. Teaching Health Center (THC) Grant Funding: The FMRI received grant funding through the THC-GME program of the Affordable Care Act (ACA) in fiscal 2012 to fund six residents annually in family medicine training. This expansion increased the overall FMRI class size by two residents per class (total of six in the program representing the three classes). At this time, it is believed this funding will continue through fiscal 2017 due to the passage of the Medicare Access and CHIP Reauthorization Act of 2015 (MACRA). Award amounts will be dependent on the unused funds from the previous program years but are expected to be similar to fiscal 2016 awards. This funding is expected to stop on September 20172019.

3. Hospital Support: FMRI requires contributions from both Saint Alphonsus and St. Luke's Health Systems in regards to Medicare DME/IME pass through money. This is money given through the hospitals to the Residency by the federal government in the form of Medicare dollars to help with our training. In addition, the hospitals both have additional contributions that are essential to FMRI's operations. The Hospitals have become progressively strapped financially and have not increased payment for the last 5 years.

4. <u>Medicaid/Medicare</u>: FMRI requires continued cost-based reimbursement through our Federally Qualified Health Center (FQHC) designation model for Medicaid and Medicare patients. This increased reimbursement funding is critical to the financial bottom line of the Residency. Medicaid and Medicare should continue its enhanced reimbursement for Community Health Centers and Federally Qualified Health Centers into the future. The new Presidents administration may have a disastrous impact on Medicaid.

5. <u>Federally Qualified Health Center (FQHC) and Teaching Health Center Designations</u>: FMRI must maintain its FQHC and Teaching Health Center designations and advocate for continued medical cost reimbursement. In late October 2013, FMRI became a Section 330 New Access Point grantee with the addition of the Kuna clinic and Meridian Schools clinic and the expansion of the Meridian clinic. Currently, all ~~six~~ eight of FMRI's outpatient clinics received the FQHC designation. FQHC grant funding represented approximately 5% of fiscal ~~2016~~ 2017 funding. ~~FMRI will look to add two additional FQHC sites in FY 2018.~~

6. <u>Legislation/Rules</u>: The Idaho State Legislature's support of FMRI's request for state funding is critical to the ongoing success of FMRI as it provides essential financial resources for the FMRI's continued residency training program. The total funding FMRI received from the state in FY 201~~6~~7 was $~~1,529,700~~1,530,000. This was increased for FY 201~~8~~9 to $~~3,029,700~~3,270,000 to provide for the new Family Medicine Residency in Nampa as well as the FMRI's four fellowship programs and a new Rural Training Track in the future.

7. <u>Governor's Support</u>: Governor C.L. "Butch" Otter continued his strong support for FMRI and graduate medical education training by recommending an increase in funding for graduate medical education training in general and FMRI funding in particular as noted above. <u>The upcoming election of a new Governor will be important for ongoing support of our key programs and initiatives.</u>

Evaluation Process
A clear, specific and measurable methodology of setting goals around workforce education, patient care, faculty and rural outreach will be used. This will help both the FMRI and SBOE stay on a clear path for success with the FMRI program.

Appendix 1

Institution/Agency Goals and Objectives	Goal 1: Family Medicine Workforce	Goal 2: Patient Care / Delivery / Service	Goal 3: Education	Goal 4: Faculty	Goal 5: Rural Outreach
Family Medicine Residency Goals					
GOAL 1: Family Medicine Workforce To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post – graduation from residency.					
Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.	✔	✔	✔		
Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.	✔		✔		✔
Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✔	✔			✔
Objective D: To produce as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✔				✔
GOAL 2: Patient Care | Delivery | Service Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.					
Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.		✔	✔		

Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.		✔	✔		
~~**Objective C:** Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.~~		✔			
GOAL 3: Education To provide an outstanding family medicine training program to prepare future family medicine physicians.					
~~**Objective A:** To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as an integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.~~			✔		
Objective ~~B~~A: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.			✔		
Objective ~~C~~B: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.			✔		
GOAL 4: Faculty FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.					
Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.			✔	✔	

GOAL 5: **Rural Outreach** The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.					
Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.	✔		✔		✔

ISU Department of Family Medicine
Strategic Plan 2019-2023

MISSION STATEMENT
Idaho State University Family Medicine Residency is committed to interdisciplinary, evidence-based care and service to our patients and community, university-based education of residents & students, and recruitment of physicians for the State of Idaho.

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

GOAL 1
Access – Recruitment of physicians for Idaho

Objective A: Ensure national reputation and online national exposure to maintain a high number of high caliber applicants to ISU Family Medicine Residency.
Performance Measures:
High application rate and interview rate.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
-- 69 interviews	709 applications 78 interviews	825 applications 90 interviews	824 application 76 interviews	>200 applications >70 interviews

Benchmark: Applicant rate should be above 200 and interview rate should be 10 times the number of resident positions, or above 70 applicants per year.

Objective B: Match successfully each year through the Electronic Residency Application System.
Performance Measures:
Successful match each March.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
7	7	7	7	7

Benchmark: Initial 100% fill rate for 7 slots, 0% SOAP

Objective C: Structure the program so that 50% of graduates practice in Idaho.
Performance Measures:
Percent of graduates practicing in Idaho.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
86%	43%	86%	33%	≥50%

Benchmark: at least a 50% rate of graduates practice in Idaho

Objective D: Train and encourage residents to settle and serve in rural and underserved locations.
Performance Measures:
Percent of graduates practicing in rural and underserved areas.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
43% rural 100%underserve	48% rural 86% underserved	57% rural 57% underserved	33% rural 67% underserved	≥75%

Benchmark: 75% of graduates practice in rural or underserved areas

GOAL 2

Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.

Objective A: Prepare and ensure the residents are educated to become board certified in family medicine.

Performance Measures:

Number of residents who take the American Board of Family Medicine exam within one year of training.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
7	7	7	7	7

Benchmark: 95% of residents take the ABFM exam within one year.

Objective B: Achieve a high board examination pass rate.

Performance Measures:

Board examinations passed.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	90%

Benchmark: 90% of graduates passed the ABFM exam in the last five years.

Objective C: Achieve high resident quality improvement rate.

Performance Measures:

Number of quality improvement projects.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
7	7	7	7	≥90%

Benchmark: 90% of residents will complete a quality improvement project in PGY2 or PGY3.

Objective D: Achieve a high scholarly activity rate.

Performance Measures:

Scholarly department output.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
31	26	9	23	

Benchmark: Number of scholarly activities publications & presentations.

GOAL 3

Efficiency – Improve long-term financial viability of the department/residency program.

Objective A: Maintain the best operational and financial structure to maximize funding streams and clinical revenues.

Performance Measures:

Maintain the new access point for Health West Pocatello Family Medicine.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Complete	Complete	Complete	Complete	Complete

Benchmark: Complete and maintain affiliation agreement.

Objective B: Transition residency program through change in ownership and administration of Portneuf Medical Center
Performance Measures:
Level of support from PMC for ISU Family Medicine

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Complete	Complete	Complete	Complete	Complete

   Benchmark: Complete affiliation agreement with negotiated and maintained financial and programmatic support

Objective C: Maintained GME reimbursement
Performance Measures:
GME dollars reimbursed through cost reports

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
$2.5M	$2.6M	$2.7M	$2.6M	$2.6 M
19.1 FTE	18.5	18.5	17.0	18.5 / 21 FTE

   Benchmark: Maximize GME reimbursement per FTE

Objective D: Additional funding streams
Performance Measures:
Identify and maintain additional funding streams

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3	4	3	2	≥2 per year

   Benchmark: Awarded two new grants per year.

Key External Factors
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.

Evaluation Process

ISU Family Medicine utilizes yearly department Strategic planning and holds monthly Program Evaluation Committee Meetings to help establish and revise the goals and objectives of the residency.

Idaho Dental Education Program
S T R A T E G I C   P L A N
2019 – 2023

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. We 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.

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.

Goal 1: Provide access to a quality dental education for qualified Idaho residents

Objective A: Access - Provide dental education opportunities for Idaho residents

Performance Measures:
I.   **Contract for 4-year dental education for at least 8 Idaho residents**

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

   Benchmark: Contract in place with Creighton University School of Dentistry or another accredited dental school.

II.   **Number of students in the program per year**

2014	2015	2016	2017	Benchmark
8	8	8	8	10

   Benchmark: Increase the number of students in the program per year to 10.

Objective B: Quality education – Deliver quality teaching to foster the development of students within the program.

Performance Measures:
I.   **First time pass rate of National Dental Boards Part I**

2014	2015	2016	2017	Benchmark
100%	100%	100%	100%	>85%

   Benchmark: Pass rate will meet or exceed 85%

II.   **First time pass rate of National Dental Boards Part II**

2014	2015	2016	2017	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85%

III. **First time pass rate of Clinical Board Exam**

2014	2015	2016	2017	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85% on clinical board exam necessary for licensure in Idaho.

Goal 2: Maintain some control over the rising cost of dental education

Objective A: Idaho Value - Provide the State of Idaho with a competitive value in educating Idaho dentists.

Performance Measures:

I. **State cost per student**

2014	2015	2016	2017	Benchmark
34%	33%	33%	33%	<50%

Benchmark: Idaho cost per student will be <50% of the national average cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Objective B: Participant Value - Provide program participants with a competitive value in obtaining a dental degree

I. **Student Loan Debt**

2014	2015	2016	2017	Benchmark
	73.5%	66.7%	68.2%	<80%

Benchmark: Student loan debt for IDEP participants will be <80% of the national average.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective A: Availability - Help meet the needs for dentists in all geographic regions of the state.

Performance Measures:

I. **Geographic acceptance of students into the program**

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Students from each of 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

II. **Return rate**

2014	2015	2016	2017	Benchmark
50%	60%	67%	20%	>50%

Benchmark: Greater than 50% of program graduates return to Idaho.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective A: Quality Care - Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

Performance Measures:
I.   Continuing Dental Education (CDE)

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Provide continuing dental education opportunities for regional dental professionals when the need arises.

II.   Remediation of Idaho dentists

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

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. This amount of debt may limit the ability of graduates to return to Idaho 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.

Evaluation Process

The Idaho Dental Education Program utilizes annual department strategic planning meetings to establish and revise program objectives and goals.

FY2019-2024 Idaho Museum of **Natural History**
Strategic Plan

MISSION STATEMENT

The Idaho Museum of Natural History actively nurtures 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.

VISION STATEMENT

Building Idaho's future, informed by our past.

GOAL 1: INCREASE VISITATION AND PUBLIC ENGAGEMENT

Objective A: Participation – Increase museum participation over the next five years.

Performance Measures:
I.   **Number of people visiting exhibits at museum**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
9,147	6,448	7,958	6666	>16,000

   Benchmark: 60% increase (>16,000) by FY2022

II.   **Number of people attending museum events and programs**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
No data	No data	No data	3103	>3,600

   Benchmark: 20% increase (>3,600) by FY2022

III. **Digital media reach(social media and websites)**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
No data	179,058	674,482	699,127	>1 million

   Benchmark: 60% increase (>1 million) by FY2022

IV.   **Number e-newsletter subscribers**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
No data	No data	390	526	>1,000

   Benchmark: 100% increase (>1,000) by FY2022

V.   **Attendance at museums renting IMNH exhibits**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
No data	500,000	137,000	105,000	>100,000

   Benchmark: Maintain or exceed an annual audience of 100,000 by an external venue

VI.   **Number of memberships**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
24	19	16	24	>100

Benchmark: Change by 555% (>100) in FY2018, reevaluate at end of FY2018

Objective B: Community Sponsorships and Giving – Increase investment by community through corporate sponsorship and public donations.

Performance Measures:

I.   **Corporate sponsorships**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
$15,000	$0	$3,750	$15,400	>$30,800

Benchmark: Change by 100% (>$30,800) in FY2018, reevaluate at end of FY2018

II.   **Public giving**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
n/a	n/a	$5,200	$13,422	>$26,000

Benchmark: Change by 100% (>$26,000) in FY2018, reevaluate at end of FY2018

GOAL 2: RESEARCH CAPACITY AND TRAINING
The Museum increases basic and applied knowledge through study of its collections, and increases research capacity by making these collections available to others.

Objective A: Student Opportunity – Increase the number of opportunities for students to gain career skills in marketing, graphic design, business operations, teaching, and research.

Performance Measures:

I.   **Number of student internships**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
n/a	41	58	66	>40

Benchmark: Maintain or exceed 40

II.   **Number of students conducting research**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
n/a	n/a	n/a	9	30

Benchmark: 300% increase (>30) by FY2022

Objective B: Synergy and Collaboration – Increase productivity of research through partnerships with ISU and other Idaho agencies.

Performance Measures:

I.   **Number and percent of ISU faculty with collaborations at museum**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11 (2%)	10 (2%)	10 (2%)	12 (2%)	>18 (3%)

Benchmark: 50% increase (>18) by FY2022

II.   **Number of new digital collections in partnership with Idaho institutions**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8,755	4,978	5,457	2,547	>2,500

    Benchmark: Maintain or exceed 2,500

GOAL 3: SUPPORT K-12 EDUCATION
The Museum will provide leadership and expertise to communities at local, state and national levels through partnership, collaboration.

Objective A: Accessibility – Increase the quantity of student interaction through the museum's unique informal education program.

Performance Measures:
I.   **Amount of sponsored travel funding for K-12 student visitation to museum**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		$500	$2,000	>$6,100

    Benchmark: 300% increase (>$6,100) by FY2022

II.   **Number of students attending museum for School Group programming**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		1,998	1,925	>3,300

    Benchmark: 400% increase (>3,300) by FY2019

III.   **Number of K-12 age public ("Child" from 4-17 years old) visiting exhibits at museum**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		2,913	2,764	>4,000

    Benchmark: 60% increase (>4,000) by FY2022

GOAL 4: CREATE NEW MUSEUM BUILDING
The Museum maintains facilities and policies to preserve, expand, and make accessible collections for future generations.

Objectives for this goal are currently under development.

Key External Factors

Funding
Many of IMNH 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 IMNH 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.

Evaluation Process

In May of each year, museum staff will evaluate benchmarks and current numbers for fiscal year. Success and issues will be evaluated and benchmarks will be updated if needed. An advisory board composed of community members will be created by FY2018 and strategic planning will become one of their tasks in future years starting with a full revision for the FY2020 strategic plan.

Appendix 1: K-20 Plan Alignment Matrix

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2:* EDUCATIONAL ATTAINMENT	*Goal 3:* WORKFORCE READINESS	
Idaho Museum of Natural History				
GOAL 1: INCREASE VISITATION AND PUBLIC ENGAGEMENT				
Objective: Participation		✓		
Objective: Community Sponsorships and Giving		✓		
GOAL 2: RESEARCH CAPACITY AND TRAINING				
Objective: Student Opportunity		✓	✓	
Objective: Synergy and Collaboration	✓		✓	
GOAL 3: SUPPORT K-12 EDUCATION				
Objective: Accessibility		✓		
GOAL 4: CREATE NEW MUSEUM BUILDING				
Objective: currently under development		✓	✓	

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University's cyber security compliance with
Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion
as outlined in accordance with the executive order's standards. Please see the 2017
Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for
additional details regarding the reporting of each the categories.
Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology
(NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops,
Workstations and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
		✓

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		

University of Idaho

AGRICULTURAL RESEARCH & EXTENSION SERVICE

STRATEGIC PLAN

2019-2023

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2018-2022

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 current and future challenges to support healthy individuals, families and communities, and enhance sustainable food systems. We will be 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.

GOAL 1
Innovate: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

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

Performance Measures:
I. Number of grant proposals submitted per year, number of grant awards received per year, and amount of grant funding received per year.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
328	323	298	351	350
281	245	217	214	300
$16.1M	$17.2M	$14.5M	$18.5M	$20M

Benchmark: An annual increase of 7.5% in funding received through both an increase in submissions (350) and awards (300) to reach $27 million in research expenditures by 2022[1].

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

Performance Measures:

I. Number of graduate students.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
42	50	44	53	60

Benchmark: Increase the number of graduate students to 60 by 2022[2].

II. Number of technical publications generated/revised.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
135	187	167	196	192

Benchmark: Increase the number of technical publications to 192 by 2022[3].

GOAL 2

Engage: Suggest and influence change that addresses societal needs and global issues, and advances economic development 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.

Performance Measures:

I. Number of individuals/families benefiting from Outreach Programs.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
375,350	359,662	338,261	360,258	375,000

Benchmark: Increase the number of individuals/families benefiting from Outreach Programs to 375,000 by 2022[4].

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[1] To attain the University of Idaho's goal of $135 million in research expenditures by 2022, AERS will need to increase grant funding by 7.5% annually to maintain the college's current proportion of university research expenditures at 20%. The number of grants submitted and received is an increase of 10% and 20%, respectively, over the average of the past 4 years.

[2] To attain the University of Idaho's goal of 380 by 2022, AERS will need to increase the number of graduate students to 60 to maintain the college's current proportion of university graduate students at 16%.

[3] To attain the goal of 192 technical publications, AERS will need to increase output of 15% over the average output for the past 4 years.

[4] To attain the University of Idaho goal of 375,000 by 2022, AERS will need to increase the direct teaching contacts by an average of 10% over the contacts for the past year.

II.   Number of Youth Participating in 4-H

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
56,546	55,742	54,786	65,455	60,000

     Benchmark: 60,000 participants in 4-H[5]

Key External Factors
- Changes in county, state, federal and industry supported research and extension funding could impact ARES activities.
- Change in the public's trust in research based education.
- Comparison of salary and benefits with peer institutions continues to hamper our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service.
- Maintenance and replacement of ageing infrastructure continues to impact research and extension productivity. Finding resources to meet these needs is imperative.

Evaluation Process
The Dean's Advisory Board with stakeholders and representatives from agencies in Idaho meets twice annually to review goals and performance of Agricultural Research and Extension. In addition, units (academic departments and extension districts) within the College of Agricultural and Life Sciences also have advisory boards that provide feedback toward those individual unit strategic plans and the performance toward those goals. All of the plans fit under the University of Idaho's Strategic Plan.

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[5] To attain the goal of 60,000 youth participating in 4-H by 2022, AERS will need to increase by 20% over the average participation for the past 4 years.

University of Idaho
Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN
FY2019-FY2023

Forest Utilization Research and Outreach (FUR)

MISSION STATEMENT
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.

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.

AUTHORITY and SCOPE
The Forest Utilization Research (FUR) program is authorized by Idaho Statute to enhance the value and understanding of vital natural resources and associated industry sectors via the Policy Analysis Group, Rangeland Center, Experimental Forest and Forest and Seedling Nursery through research, education and outreach to legislators, industry and the Idaho citizenry.

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.

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

Performance Measures:
I.   **Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
51 participants	61 participants	46 participants	46 participants	48 participants	20% growth

Benchmark: *Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.[1] (BY FY2023)*

II. **Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
	New Measure	26 courses	23 courses	24 courses	15% growth

Benchmark: *Number of courses using FUR funded projects, facilities or equipment during instruction.[2] (BY FY2023)*

Objective B: *Emphasize scholarly and creative outputs that reflect our research-~~extensive~~ extension 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.*

Performance Measures:
I. *An accounting of products (e.g., research reports, economic analys~~i~~es, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
46 products	39 products	43 products	31 products	32 products	15% growth

Benchmark: *Numbers and types of products and services delivered and stakeholders serviced.[3] (BY FY2023)*

II. *An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
15 referred articles	14 referred articles	15 referred articles	13 referred articles	14 referred articles	25% growth

Benchmark: *Number of peer reviewed reports and referred articles produced ~~courses~~ using FUR fund~~ed projects~~ing, facilities or equipment ~~during instruction~~.[4] (BY FY2023)*

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.*

Performance Measures:

    I.   *Document cases: Communities served and resulting documentable impact; Governmental agencies served and resulting documentable impact; Non-governmental agencies served and resulting documentable impact; Private businesses served and resulting documentable impact; and Private landowners served and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
			New measure	1,100 participants	50% growth

    Benchmark: Number of external participants served.[5] (BY FY2023)

GOAL 3: Financial Efficiency and Return on Investment (ROI)

Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)

Objective A: *Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.*

Performance Measures:

    I.   *New funding sources from external granting agencies, private and public partnerships and other funding groups.*

    Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		New Measure	13 new projects	14 new projects	25% growth

    Benchmark: *Number of new research projects ~~per year~~leveraged using external funding.[6]* (BY FY2023)

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.

Evaluation Process

Quarterly status meetings between FUR units, including PAG, Rangeland Center, Experimental Forest and Research Nursery to ensure coordinated work, identification of new opportunities, and projects. Assessment of external proposals and new funding sources for leveraging for match opportunities to increase impacts of research, outreach, and technology transfer. Annual review of strategic plan to determine applicable progress toward benchmark and growth.

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[1] Increased staff resources in 2016 will allow us to involve more faculty, staff, students and constituency groups in FUR-related scholarship activities.

[2] Based on College and program goals to enhance coordination of course offerings and research.

[3] Based on critical need to communicate with external stakeholders, and increase the pace of products produced.

[4] Increased staff resources in 2016 focused on research will increase scientific outreach and communication.

[5] New measure based on UI and college strategic goal to increase involvement and communication with external stakeholders. Benchmark established from internal analysis of recent year participants served.

[6] Based on analysis of projects started and completed in recent years, staff capacity, and critical need to increase the pace of projects completed annually

Appendix 1

Institution/Agency Goals and Objectives	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
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.				
Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship	✓		✓	✓
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.	✓	✓	✓	
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.				✓
GOAL 3: FINANCIAL EFFICIENCY and RETURN ON INVESTMENT Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)				
Objective A: Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.		✓	✓	

6 | P a g e

~~FY2018-2022 Strategic Plan~~

<u>**University of Idaho**</u>

<u>**STRATEGIC PLAN**</u>
<u>**FY2019 - FY2023**</u>

MISSION STATEMENT

The Idaho Geological Survey (IGS) 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 and geospatial information related to population growth, energy-mineral and water-resource development, landslide hazards, and earthquake monitoring.

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 and outreach, research, and education.

AUTHORITY

Idaho Code (47-201 – 47-204) provides for the creation, purpose, duties, reporting, offices, and Advisory Board of the Idaho Geological Survey. The Code specifies the authority to conduct investigations, establish cooperative projects, and seek research funding. The Idaho Geological Survey publishes an Annual Report as required by its enabling act.

GOAL 1: Service and Outreach

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 A: Develop and publish survey documents__ -
Initiate and develop research initiatives and publish geological maps, technical reports, and data sets.

Performance Measures:
~~I.~~ **Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources (~~999~~ 1,013 Publications, Maps, and Reports cumulative).**
I. ~~Baseline data/Actuals:~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-201820172018)	Benchmark
27	39	25		20

Benchmark: The number and scope of published reports will be equal to or greater than the number of publications from the preceding year.[1]

__Objective B: Build and deliver website products__ -
Create and deliver Idaho Geological Survey products and publications to the general public, state and federal agencies, and cooperators in an efficient and timely manner. Products include GIS data sets, reports, map publications, and web map applications.

Performance Measures:
I. **Number of website products used or downloaded (For FY17~~FY16~~ there were ~~398,400~~453,562 visitors to the Idaho Geological Survey website; website downloads listed below).**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
157,540	185,635	204,770		215,000

Benchmark: The number of website products used or downloaded will be equal to or greater than the preceding year.[1]

__Objective C: Sustain Idaho State Documents Depository Program and Georef Catalog (International)__ -
Deliver all Idaho Geological Survey products and publications to the Idaho Commission for Libraries for cataloging and distribution to special document collections in state university libraries and deliver digital copies of all products and publications to GeoRef for entry in their international catalog of geologic literature.

Performance Measures:
I. **Percentage total of Survey documents available through these programs (~ 99%).**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
~99%	~99%	~99%		~99%

Benchmark: 100%[2]

__Objective D: Sustain voluntary compliance__ -
Sustain voluntary compliance with uploads of new geologic mapping products published at the Idaho Geologic Survey to the National Geologic Map Database Website managed by the U.S. Geological Survey.

Performance Measures:
I.   ~~Number~~ Percentage of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho (~~589~~ 596 maps cumulative have been uploaded).

I. Baseline data/Actuals:

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%		100%

Benchmark: 100% of all geologic maps that are published at the Idaho Geological Survey each year will be uploaded to this website.[2]

GOAL 2: Research

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 A: Sustain and enhance geological mapping -

Sustain and enhance geological mapping and study areas of particular interest that have economic potential and geohazard concerns.

Performance Measures:

I. **Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
36.9%	37.4%	40%		40.5%

Benchmark: Increase the cumulative percentage of Idaho's area covered by modern geologic mapping. Re-evaluate geologic resources in Idaho that may have economic potential and identify and rank geologic hazards throughout the state.[3]

Objective B: Sustain and build external research funding –

Sustain existing state and federal funding sources to maintain research objectives for the Idaho Geological Survey. Develop new sources of funding from private entities such as oil and gas, mining, and geothermal energy companies that are exploring and developing geologic resources in Idaho.

Performance Measures:

I. **Increase externally funded grant and contract dollars with a particular focus of securing new sources of funding from the private sector.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
$382,101	$498,034	$439,898		$467,923

Benchmark: The number of externally funded grant and contract dollars compared to five-year average.[3]

GOAL 3: Education

Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

Objective A: Provide earth science education -

Develop and deliver earth science education programs, materials, and presentations to public and private schools.

Performance Measures:

I.   **Number of educational programs provided to public and private schools and the public at large.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
9	19	14		15

Benchmark: The number of educational and public presentations will be equal to or greater than the previous year.[4]

Key External Factors

Funding:
Achievement of strategic goals and objectives is dependent on appropriate state funding.

External research support is partially 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 production 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 and research partnerships with the oil and gas industry have been secured and a new IGS Senior Petroleum Geologist has been relocated to Boise during the past year.

New partnerships are also being sought through universities, state and federal agencies, and natural resource extractive 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 six years, Idaho Geological Survey has experienced an 82102% increase in the number of downloaded products from the Survey's website. The number of visitors to the Idaho Geological Survey website has increased by 87125% over the same six-year time frame. State population growth and requirements for geologic and geospatial 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 critical mass for primary customer services in southern and central Idaho through ongoing consolidation of personnel and technical resources at the Idaho Water Center in Boise. Appointment of new geological staff and support personnel to the Boise office of Idaho Geological Survey will permit a more responsive agency in southern and central Idaho and better coordination with other state agencies atand the state's capitol.Idaho legislature.

* Provide high quality petroleum assessments and geologic services to evaluate regions of existing oil and gas production and investigate other perspective areas in Idaho that have potential for developing hydrocarbon resources.

- A multi-agency legislative request for one-time funding to build a permanent facility in the Boise metro region to house exploration drill cores and well cuttings. The purpose of the facility is to capture hundreds of millions of dollars of valuable and perishable subsurface information through the storage of geologic samples associated with oil and gas, mineral, geothermal, and groundwater exploration activities. Ongoing funding for building maintenance, utilities, and one warehouse technician to catalogue and maintain the samples for public and industry research and viewing is necessary. A legislative request for a small percentage (~0.25%) of the proceeds from oil and gas severance taxes could be a potential source of ongoing funding to address the building maintenance and salary and benefits for ~~the~~one warehouse technician.

- Progressive development of personnel and agency resources to build a full-time geologic hazards program stationed ~~in~~at the Boise office of the Idaho Geological Survey that will coordinate with the Idaho Department of Emergency Management and focus on geologic hazard assessments and protection of human lives, homes, and the state's infrastructure such as pipelines, roads, railroads, and dams.

- Increase the number and scope of digital web applications for the Survey's digital maps, datasets, and geologic information to accommodate smart phone and tablet technologies for the public. Currently ~~40%~~27% of all downloads from the agency website is to personal electronic devices.

Evaluation Process

An annual review of existing benchmarks and goals is necessary to ensure that Idaho Geological Survey is successfully executing its strategic plan and providing relevant and timely geologic and geospatial information for public dissemination. Research opportunities will be continually explored and collaborations with new funding partners, especially in the private sector, will be embraced. New technologies and data capture techniques will be continually evaluated on an annual basis to ensure Idaho Geological Survey is providing its data and publication resources in a user-friendly format that is easily accessible to the public. Ongoing review of regulatory and legal compliance obligations to state, federal, and private funding partners is a necessary requirement to maintain the research capabilities of the Idaho Geological Survey.

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[1] These benchmarks are set based on existing resources and projected increases for this area. No additional resources were projected at the time of setting this benchmark, therefore a minimal increase would indicate growth in this area and increase efficiencies.

[2] This benchmark is based on current levels of performance and maintaining the current high level.

[3] This benchmark is dependent in part on the ability to receive external grants to broaden areas not already covered. Due to the increasingly competitive nature of external grant funding it is determined that a simple increase of areas covered was a more meaningful measure than a set number of projects.

[4] This benchmark is based on existing resources (including staff time) to provide presentations and developing educational partnerships to provide new venues for additional presentation above and beyond the current partnerships with public schools and postsecondary institutions.

University of Idaho

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program
STRATEGIC PLAN
2019 - 2023

Idaho (Washington-Idaho-Montana-Utah, WIMU)
Veterinary Medical Education Program
Strategic Plan 2018-2022

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.

VISION STATEMENT

To improve the health and productivity of Idaho's food-producing livestock.

GOAL 1
Transform: Increase our educational impact

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

Performance Measures:
I.   Offer elective rotations in food animal medicine for experiential learning opportunities.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
71	54	75	40	40

      Benchmark: Attain enrollment of 40 senior veterinary students into these optional rotations[1].

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

Performance Measures:
I.   Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12	12	12	11	12

      Benchmark: Offer spots for 12 students annually[2].

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

Performance Measures:
I.   Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
6/60%	4/44%	9/64%	5/45%	7/65%

      Benchmark: Over each 4-year period, at least 7 Idaho resident graduates (65%) become licensed to practice veterinary medicine in Idaho annually[3].

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[1] Based on internal standards as a measure of program quality
[2] Based on internal standards as a measure of program quality
[3] Based on national standards for return rates of similar programs

GOAL 2
Innovate: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

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

Performance Measures:
I.   Number of grant awards received per year and amount of grant funding received per year by WIMU faculty.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
8/$235,163	7/$170,800	5/$146,800	2/$112,000	7/$300,000

Benchmark: Receive 7 grant awards for $300,000 in funding annually by 2022[4].

Key External Factors
Veterinary education through general food animal, small ruminant, beef and dairy blocks offered by University of Idaho faculty are undergoing a transition to improve student access to animals. The change in teaching is in direct consultation with the Washington State University College of Veterinary Medicine. Hiring of faculty to support this transition is underway.

Evaluation Process
Veterinary Medical Education went through the national accreditation process fall 2017; the contribution of the University of Idaho to veterinary education was a part of that review. The review will be provided by the Washington State University College of Veterinary Medicine (WSU CVM) to all partners (Idaho, Montana and Utah) when received. In addition, the Department of Animal and Veterinary Science at the University of Idaho and the Food Animal faculty at WSU CVM meet annually to examine curricular changes, performance of food animal block rotations, and overall performance by the WIMU veterinary medical education program related to the measures in this evaluation. The groups also work jointly to find new faculty for the program when openings occur.

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[4] Based on internal standards as a measure of faculty quality

WWAMI

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

Strategic Plan
2019-2023

WWAMI is Idaho's medical school, and is 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 anew 2015 UWSOM medical school curriculum at all six regional 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 up to 4 terms, instead of the previous 2 terms. It also provides our medical students with the option to spend the majority of all four years of medical education in the State of Idaho.

Over the past few years we have grown the number of medical students 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. The WWAMI now enrolls 40 first year and 40 second year students for a total overlap of 80 students for fall semester.

In 2018, students will continue their academic training over the summer between their first and second in a structured experiential learning environment. This summer experience will enhance the student's knowledge in research, epidemiology and community-based projects. Following the 18 month curriculum (foundations phase) many students will stay on the Moscow campus for an additional 2 months utilizing the resources at the University of Idaho as they prepare for their board examinations. This year a few students are utilizing University of Idaho facilities and resources at the Water Center WWAMI office in Boise. This board preparation time is critical for the students' success and is something that we will be developing more programing and resources to support.

As the medical education contract program for the State of Idaho with the University of Washington, the UI-WWAMI 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.

MISSION STATEMENT

The University of Washington School of Medicine is dedicated to improving the general health and well-being of the public. In pursuit of its goals, the School is committed to excellence in biomedical education, research, and health care. The School is also dedicated to ethical conduct in all of its activities. As the preeminent academic medical center in our region and as a national leader in biomedical research, we place special emphasis on educating and training physicians, scientists, and allied health professionals dedicated to two distinct goals:

- Meeting the health care 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.

The School works with public and private agencies to improve health care and advance knowledge in medicine and related fields of inquiry. It acknowledges a special responsibility to the people in the states of Washington, Wyoming, Alaska, Montana, and Idaho, who have joined with it in a unique regional partnership. The School is 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.

The School values diversity and inclusion and is committed to building and sustaining an academic community in which teachers, researchers, and learners achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation.

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

GOAL 1
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 Measures:
The number of Idaho WWAMI applicants per year and the ratio of Idaho applicants per funded medical student.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017 - 2018)	Benchmark
157 (6.3:1)	141 (4.7:1)	164 (4.7:1)	163 (4.075:1)	5:1

Benchmark: National ratio of state applicants to medical school per state-supported students.[1]
The benchmark is the national ratio of state applicants to medical school to the number of state supported positions. Since the number of WWAMI students has increased and the number of applicants has remained relatively the same we expect the ratio to increase, thus the benchmark was moved closer to the national ratio. In FY17 the ratio of applicants in Idaho to the number of available positions was 4.075:1; the national ratio of in-state applicants to available positions is 16:1.
https://www.aamc.org/download/321442/data/factstablea1.pdf

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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark

51%	51%	50%	50%	55%

Benchmark: target rate – national average or better.[2] The benchmark is 39%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 50% (301/599).

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**.**

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**Benchmark**
$2.3M	$4.4M	$1M	$1M	$1.4M

Benchmark: $1.4M [3] The benchmark for this objective is $1.4M annually, through 2023. In FY18, WWAMI-affiliated faculty at UI successfully brought in $1M of research funding into Idaho from agencies such as the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). In addition, WWAMI has had a long standing relationship with the Idaho INBRE Program, where each year our medical students apply for summer research fellowships. INBRE received a $16.3 million renewal grant from NIH in 2013.

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 students participating in medical research (laboratory and/or community health).

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**Benchmark**
100%	100%	100%	100%	100%

Benchmark: Internally set benchmark as measure of program quality - 100% [4] The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity. Currently only 36% of medical schools have a research requirement (Liaison. Medical. Requirement: May 2017, Medical Student Research Requirement.)

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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	95%	95%

Benchmark: U.S. medical student pass rates, Steps 1 & 2 is 94% for U.S. M.D. medical school graduates. [5]
The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.

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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
26	23	22	29	20

Benchmark: 20 rural training placements following first year of medical education [6] *The benchmark is 20 rural training placements following the first year of medical education. During the past summer, 29 students completed a Rural Underserved Opportunities Program (RUOP) experience in Idaho.*

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 at least one clerkship in Idaho each year.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
34	36	24	28	20

Benchmark: 20 clerkship students each year [7] *. The benchmark is 20 clerkship students per year that complete at least one clerkship 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 approximately twenty-four weeks of required clerkships in Idaho, and fourth-year Idaho Track medical students complete three of four required clerkships in Idaho. Twelve third-year students and sixteen fourth-year students participated in the Idaho Track during the 2017-2018 academic year. In addition to Idaho Track students, other UWSOM students rotated among the various clinical clerkships in Idaho. During academic year 2017-2018, a total of 143 UWSOM students completed one or more clinical rotations in Idaho. Those 143 medical students completed a total of 276 individual clinical rotations in Idaho. It is expected that as the number of WWAMI medical students have increased and the number of medical students from other programs (ICOM, U of U, PNWU) are growing, the benchmark was decreased below the FY17 measure to reflect the realities of limited clerkships in Idaho. Effort to increase the number of clerkships in Idaho by WWAMI are underway.*

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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
64%	47%	59%	67%	50%

Benchmark: 50% or more of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year [8]   The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in Idaho (family medicine, general internal medicine, psychiatry, general surgery, and OB/GYN specialties). The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and limited graduate medical education options in Idaho and the nation. Currently there is national crisis related to a shortage of medical residencies.

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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
72%	75%	75%	75%	70%

Benchmark: target ratio – 70% [9]   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% (447/599).
The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and other medical learners in the state competing for limited clerkship and residency positions.

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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
72%	70%	70%	70%	70%

Benchmark: 70% [10]   *The benchmark for this objective is 70%, the percentage of Idaho WWAMI medical education dollars spent in Idaho each year. In FY18, 70% of the State appropriations were spent in Idaho.*

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.

Medical School Curriculum: The University of Washington School of Medicine engaged in a major review and revision of the medical school curriculum which has impacted delivery of education and training in the WWAMI programs in Idaho. Given that students are on the University of Idaho campus for up to four 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 the programmatic changes implemented in fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state throughout a majority of the 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 health profession training 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 osteopathic school in Idaho adding up to 300 additional clerkship 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.

Evaluation Process
Annually WWAMI conducts an evaluation on the metrics used for the performance measures. The WWAMI Director and WWAMI Program Manager collect data from national, regional and local sources and then distribute that data for review to the University of Washington and University of Idaho administration. Strategic plans of the University of Washington School of Medicine and the University of Idaho serve as the framework for the WWAMI strategic plan and annual review process. Results of our performance measures are reviewed and influence the strategic plan as part of a continuous quality improvement.

Cyber Security Plan

The WWAMI Medical Education Program has adopted the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security (CIS) Controls through the University of Idaho, which follows the Executive Order from the State Board of Idaho, https://gov.idaho.gov/mediacenter/execorders/eo17/EO%202017-02.pdf

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[1] Based on nationally set standards. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats.

[2] Based on national set standards. 39% is the national average of students that return to their native state to practice medicine (reference: 2015 State Physician Workforce Book, https://www.aamc.org/data/workforce/reports/442830/statedataandreports.html

[3] Based on available resources for pursuing external grants and increased competitive nature of federal awards.

[4] Internally set benchmark as measure of program quality. All students at the UWSOM must participate in a research activity. Liaison. Medical. Requirement: May2016, Medical Student Research Requirement.

[5] Based on national standards United States Medical Licensing Examination Scores and Transcripts. www.usmle.org

[6] Based on state needs and available resources

[7] Based on analysis of areas of increase need in Idaho

[8] Based on national standards for workforce specialties

[9] Based on national standards for program return rates

[10] Based on available Idaho resources

	State Board of Education Goals				
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL	Goal 5
Institution/Agency Goals and Objectives					
GOAL 1: 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.	✓		✓	✓	
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.	✓			✓	
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.	✓	✓		✓	
Objective B: Innovation and Creativity - Educate medical students who will contribute creative and innovative ideas to enhance health and society.	✓	✓			

Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.	✓			✓	
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.		✓		✓	
Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.					
Objective C: Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.				✓	
Objective D: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.		✓		✓	
Objective E: Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.	✓	✓		✓	

Appendix 2

Initiatives or Progress

SUBJECT
Integration of Open Education Resources

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 (A Well-Educated Citizenry), Objectives B (Adult Learner Re-Integration) and C (Higher Level of Educational Attainment)

BACKGROUND/DISCUSSION
According to a 2014 report released by the U.S. Center for Public Interest Research, the average college student spends $1200 each year on textbooks and other course materials. In some cases, perhaps more prevalent in community colleges, the cost of textbooks can exceed the cost of tuition. The research indicates that a majority of students base course selection decisions on textbook prices and seek to avoid courses with expensive content. Other students may not purchase required textbooks or attend classes early in the term until the more affordable used textbook found online has been delivered.

Legislative action at the federal level has been taken to address affordability issues associated with textbooks. Most notably, the Higher Education Opportunity Act of 2008 requires publishers to disclose prices to professors during the marketing process, and for institutions to allow students to see textbook prices during course registration.

Open Education Resources is defined by The Hewlett Foundation as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. [They] include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

An example of OER is open-source textbooks, which are free online and affordable in print. Open-source textbooks have gained considerable momentum as a cost-effective alternative for traditional hard copy textbooks and fee-based online learning content. As the cost of textbooks outpaces the rate of inflation (the General Accountability Office reported in 2013 that new textbook prices increased 82 percent between 2002 and 2012), it is the only product in the marketplace that can directly compete with the more expensive price charged by publishers for new editions.

In order for Idaho to capitalize on the benefits of OER, the Board must (a) establish a comprehensive vision for the meaningful adoption of OER and (b) promote and support the need for OER development, adoption, and maintenance.

IMPACT
The low cost of OER reduces some of the inequity faced by Idaho's low-income and underserved student populations pursuing postsecondary study. This also

includes financial hardships faced by adult learner populations seeking to complete a postsecondary credential. Providing affordable textbook and other learning resource options will help improve timely completion rates by reducing the costs associated with enrollment in additional required courses. Furthermore, offering OER as a means for instruction in dual credit courses will reduce the costs often encumbered by local K-12 school districts and students. Summarily, adopting a scale approach to OER promotes college completion and progress towards achieving the Board's attainment goals.

For faculty and instructors at the postsecondary level, the adoption of OER often requires a number of commitments. Among others, this includes undertaking the professional development necessary to learn how to effectively utilize OER, in addition to the work effort necessary for aligning OER to pedagogical preferences and desired course content. These items traditionally require additional time and/or resources to be allocated to faculty for taking on additional duties and responsibilities associated with transitioning to OER. At some Idaho institutions, there is not a sufficient instructional technology support staff to assist with professional development needs, nor is there specific incentive in institutional policies for faculty to consider the development and delivery of OER in their courses. Any expectation for the adoption of open education resources will need to bear in mind the need for these items to be addressed.

ATTACHMENTS
Attachment 1 – Open Education Fact Sheet   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Staff is supportive of pursuing OER adoption, at minimum, for the courses to be adopted in the 2019-20 academic year for common-course indexing (also commonly referred to as common-course numbering). However, for both Board staff and institutions, developing an understanding of the Board's vision for the scope and scale of OER adoption would help shape planning and implementation processes.

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

Open Education

What is Open Education?

Open Education is the critical link between teaching, learning, and the collaborative culture of the Internet. SPARC supports policies and practices that advance the creation and use of Open Educational Resources (OERs) — academic materials that everyone can use, adapt, and share freely.

What are Open Educational Resources?

Open Educational Resources (OERs) are teaching, learning, and research resources released under an open license that permits their free use and repurposing by others. OERs can be textbooks, full courses, lesson plans, videos, tests, software, or any other tool, material, or technique that supports access to knowledge.

Why are Open Educational Resources important?

Technology creates an unprecedented opportunity to expand access to knowledge. Yet, our systems for communicating knowledge still have many of the same cost barriers and use limitations present in the pre-Internet, print-based world. This is especially true for educational resources. *The cost of college textbooks has risen rapidly, forcing many students to forgo required materials due to the expense.* Digital alternatives have offered little financial relief, and are typically sold on a subscription basis with heavy restrictions on access. Moreover, traditional publishing systems too often discourage, rather than enable, the adaptation or improvement of content for the classroom.

Educational materials are both an important output of the scholarly research process and, in turn, an essential part of educating tomorrow's scholars. SPARC believes that OERs are the ideal model to leverage the digital environment to unlock the full potential for education.

Case studies: What does the data show?

Studies conducted at Virginia State University and Houston Community College found that students who used open textbooks tended to have *higher grades* and *lower withdrawal rates* than their peers who used traditional textbooks [3][4].

65% of students report not purchasing a textbook because of its high price [1].

College textbook prices rose 82% between 2003 and 2013, approximately *triple the rate of inflation* in overall consumer prices (CPI) during the same time (27%) [2].
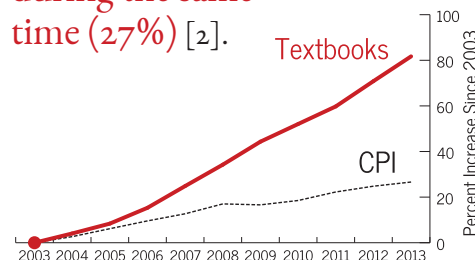
How Are Open Educational Resources Created?

OER publishing efforts mirror the traditional publishing process, including author compensation and peer review, and release the output under an open license.

OpenCouseWare (OCW) are OERs created by educators and presented in course format, often including both course planning materials and instructional materials.

Publicly-funded initiatives support the development of OER and ensure that taxpayer-funded educational resources are openly licensed.

Individual authors who receive support from their institution or write on their own time can share their work freely through OER repositories.

How Are Open Educational Resources Used?

Students can access OERs online for zero cost, download and keep a digital copy, and print or purchase a low-cost hardcopy.

Educators can curate, tailor, and share OERs to perfectly suit their curriculum, and share their innovations freely.

Authors can disseminate their work to a worldwide audience while still receiving attribution.

Institutions can leverage OERs to reduce student out-of-pocket costs.

Entrepreneurs can build businesses around OER by offering value-added products.

How Can You Support Open Education?

SPARC supports the creation and adoption of OERs to be used in teaching, along with collaborative new approaches to learning, where knowledge is created and shaped openly, and promotes practices and policies that advance this vision. You can help support OERs by:

Increasing OER awareness and adoption. Students, professors, librarians, and administrators can help raise awareness, increase discoverability, and advocate adoption of OERs whenever appropriate.

Supporting OER development. Institutions, foundations, authors, and researchers can support or participate in frameworks for creating, vetting, and evaluating the efficacy of OERs.

Advocating effective policies. Policymakers can fund programs that support OER creation and adoption, ensure that publicly-funded educational resources are openly licensed, and remove policy barriers that hinder OER.

[1]   U.S. PIRG Education Fund and the Student PIRGs. 2014. Fixing the Broken Textbook Market.
        http://www.studentpirgs.org/reports/sp/fixing-broken-textbook-market

[2]   Bureau of Labor Statistics. 2014. Consumer Price Index Databases. http://www.bls.gov/cpi/data.htm

[3]   Hilton III, J., & Laman, C. 2012. One college's use of an open psychology textbook. Open Learning: The
        Journal of Open, Distance and e-Learning, 27(3), 265-272.

[4]   Feldstein, A., Martin, M., Hudson, A., Warren, K., Hilton III, J., & Wiley, D. 2012. Open Textbooks and
        Increased Student Access and Outcomes. European Journal of Open, Distance and E-Learning.