

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018**

TAB	DESCRIPTION	ACTION
1	EASTER IDAHO TECHNICAL COLLEGE BIENIAL PROGRESS REPORT	Information Item
2	IDAHO PUBLIC TELEVISION, ANNUAL REPORT	Information Item
3	2019 LEGISLATIVE IDEAS	Information Item
4	INSTITUTION/AGENCY STRATEGIC PLANS	Information Item
5	CAREER TECHNICAL EDUCATION – EXTENSION OF LIMITED OCCUPATIONAL CERTIFICATES	Motion to Approve
6	APPLY IDAHO – PRIVATE INSTITUTION PARTICIPATION	Motion to Approve
7	BOARD POLICIES I.E., V.I., V.U. – SECOND READING	Motion to Approve
8	BOARD POLICY I.J. USE OF INSTITUTIONAL FACILITIES AND SERVICES – FIRST READING	Motion to Approve
9	BOISE STATE UNIVERSITY – ALCOHOL SERVICE 2018 STUDENT ATHLETIC EVENTS	Motion to Approve
10	IDAHO STATE UNIVERSITY - ALCOHOL SERVICE 2018 HOME FOOTBALL	Motion to Approve
11	UNIVERSITY OF IDAHO - ALCOHOL SERVICE 2018 HOME FOOTBALL GAMES – PRE GAME EVENTS	Motion to Approve

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018**

12	UNIVERSITY OF IDAHO – ALCOHOL SERVICE 2018 HOME FOOTBALL/BASKETBALL GAMES – SUITE CLUB SEATING	Motion to Approve
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13	UNIVERSITY OF IDAHO – ALCOHOL PERMIT, 2018 HOME FOOTBALL GAMES – TAILGATING	Motion to Approve
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2018

EASTERN IDAHO TECHNICAL COLLEGE/COLLEGE OF EASTERN IDAHO

SUBJECT

Eastern Idaho Technical College (EITC) / College of Eastern Idaho (CEI) Biennial Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective B: Alignment and Coordination

GOAL 2: EDUCATIONAL ATTAINMENT: Objective A: Higher Level of Education Attainment, Objective B: Timely Degree completion, Objective C: Access

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for EITC/CEI to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

President Aman will provide a 15-minute overview of EITC/CEI's progress in carrying out the College's strategic plan.

IMPACT

The strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – EITC/CEI Progress Report

BOARD ACTION

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

Eastern Idaho Technical College/College of Eastern Idaho Progress Report

June 2018

Presented by: Dr. Rick Aman, President

Strategic Plan Implementation (The institutions as well as progress toward moving the Board's strategic plan forward)

- **Details of Implementation**

- EITC/CEI has implemented the Strategic Plan on campus and works regularly to align it with the SBOE Strategic Plan. Additionally, regular meetings are held to assess trends toward meeting accreditation goals implemented by NWCCU. The existing Accreditation Steering Committee meets regularly to verify goals are on track to meet both SBOE and NWCCU benchmarks. The committee, and the campus, continually assess provided benchmarks to ensure campus needs are being met and evaluate and prioritize initiatives and programs in consideration of existing criteria. EITC/CEI has implemented a more introspective model of analysis in consideration of both SBOE and NWCCU goals, as the institution evolves so too will those goals. An open communication model allows students, faculty, and staff to provide input to campus leadership and subsequently shape campus goals to meet actual, data driven needs.

- **Status of Goals and Objectives**

- GOAL 1: A Well-Educated Citizenry
 - EITC/CEI must remain a cost-effective education option for the region. The benchmark of State Funded students, greater than 15, is in site as currently 15 students are funded by the State. FY 2017 Foundation funded students reported at 227, less than the benchmark of greater than 350, but current initiatives on the part of the Foundation as well as increases in endowments will provide greater opportunities for students to receive funds. Current trends indicate both numbers increasing.
 - Increasing the Go-On rate in eastern Idaho is central to the mission of EITC/CEI. As such, a focus on high school graduates must play a part in meeting said goals. 27% of local high school graduates currently enroll in programs at EITC/CEI during the first year after graduation. This number easily meets the greater than 25% benchmark. Growing relationships with local high school will only increase these numbers.
 - Production of degrees and certificates is key to growth and support of the institution. EITC/CEI conducts regular analysis of employment numbers to meet the demand of local industry. To

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2018

- meet the benchmarks, the College continues to expand existing programs as well as implement new programs.
- Enhanced recruitment has been implemented including increased emphasis on high school students. Growing the department and community involvement will further expand the existing visibility of the institution.
- GOAL 2: Innovation and Economic Development
 - Workforce readiness is a clear indicator of the success of a technical program. Advisory Boards are established for each of the existing technical based programs and a College-wide advisory Board exists to remain attached to local business and industry. Placement, Training Related Placement, and Continuing Education numbers can all be improved with the use of said Boards and growing partnerships within the region.
- GOAL 3: Data-Informed Decision Making
 - EITC/CEI maintains close relationships with local industries. As such, Workforce Training, Community Education, and Just-In-Time trainings play a significant role in local industry. Course offerings, already meeting current benchmarks, continue to grow as a direct reflection of needs. WTCE regularly develops new training opportunities and partnerships with businesses in the area.
 - The Accreditation Steering Committee has developed an Accreditation Data Roadmap for the purpose of aligning strategic planning, statewide performance measures, and accreditation reported data. This Roadmap is used to effectively track measures and goals of the institution and ensure that all benchmarks are within reach.
- GOAL 4: Effective and Efficient Educational System
 - Retention, Graduation Rates, Transfer Rates, and Overall Cost all play a part in creating and maintaining an effective and efficient education system in the region. Ensuring that needed courses, on both the High School and Post-Secondary levels, are available assists with each of these numbers and EITC/CEI continues to focus on building relationships to mitigate friction for students and develop simple and accessible pathways to further education.
 - Even with increasing costs, EITC/CEI still boasts the lowest tuition rate in the State at \$129 per credit hour. Combined with federal, local, and foundation funding, students are able to complete a degree with limited cost impacts on their future. Growing endowments within the foundation and fiscally sound and responsible spending habits on the part of the institution will help maintain, and ultimately lower, existing numbers.
 - EITC/CEI has developed a curriculum committee dedicated to developing high quality courses. Regular evaluation of existing programs, both CTE and general education, as well as annual peer

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2018

- and department reviews help shape programs to better serve the community.
- EITC/CEI is committed to the State GEM Standards related to general education courses and continues to develop courses easily aligned with other insititutions.
- GOAL 5: Student Centered
 - EITC/CEI conducts regular surveying of students to accurately assess that needs are met. A combination of reporting from Noel Levitz evaluations as well as internal, course specific, surveys given to students ensure that faculty and staff are meeting the implemented goals from the State and meeting student needs.
 - EITC/CEI provides access for students to tutoring services, library facilities, and on campus counseling. Consistent assessment and reporting for each help maintain a student focused outreach system that encourages retention, graduation, and transfer.
- GOAL 6: Cyber Awareness
 - EITC/CEI does not currently have accurate numbers for this goal but plans to meet goals with the following initiatives: regular training, campus awareness, current and relevant policies signed by each employee, and developing “super users” that can help spread information to campus.
 - The campus has developed a sophisticated notification system anytime cyber concerns appear on campus. Faculty and Staff are well educated on appropriate cyber-security expectations and work well with the IT department to ensure safety and security of the campus network.
- Additional Initiatives
 - EITC/CEI does not currently have an outlined goal of campus safety but has taken the initiative to focus heavily on student, faculty, and staff safety. Of particular note, campus assessments through the Idaho Division of School Safety and Security as well as developing partnerships with local law enforcement have helped to communicate to the campus and surrounding communities that physical safety and security are of the utmost concern to College leadership.
- **Special Appropriations**
 - Strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Recent funding increases for Career Technical Education has allowed EITC/CEI to respond to industry needs in a timely and efficient manner. Many CTE programs have limited seats and thus limit program growth. Increases in State funding allow for additional instructor hires and will reduce existing 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 fall semester this will continue to grow enrollment rates and add

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2018

to transfer rates. EITC/CEI is actively engaged in the “go on” rate in Idaho and working with the local high schools to recruit students.

Enrollment Numbers (As reported in the performance measure report)

Annual Enrollment – 1,008 ; Annual Unduplicated FTE – 467

Workforce Training/Community Education – 10,549

Retention Rates (As reported in the performance measure report)

Full Time Students – 50% (54/108) ; Part Time Students – 30% (46/154)

Graduation Rates - *IPEDS report for 2014 first-time, full-time cohort*

53% overall rate

31% normal time, 55% - 150% of normal time, and 57% - 200% of normal time

Research and Economic Development

The College President and other Leadership are involved in each of the following local and regional economic development agencies:

- **The Development Company** – Serves both local businesses and governments to develop and expand the economy of the region.
- **Regional Economic Development Eastern Idaho** – The premiere regional economic and development research organization in Eastern Idaho focusing on expansion of business, job growth and retention, and attraction of new business to the area.
- **Givent Executive Network** – Executive level networking organization focused on growing and retaining current business and industry in eastern Idaho.
- **Idaho Economic Development Association** - brings together economic development professionals, development organizations, and partners from across the state of Idaho. IEDA is a state-wide organization supporting community and economic developers who are dedicated to strengthening Idaho's economic prosperity.
- **Eastern Idaho Economic Development Partners** – an organization of economic professionals located in twelve counties focused on helping businesses start up, expand, and relocate to eastern Idaho.
- **Idaho Innovation Center** - provides large business resources to small, fledgling companies where entrepreneurs can confidently and aggressively start and grow their small businesses through collaboration, education, mentoring, and advising.
- **Idaho Technology Council** – The ITC includes partners ranging from growing companies, mid-size companies, and large corporations, all committed to the success of Idaho's technology ecosystem. Through the leadership of this private sector, the ITC brings together industry, education, research, investment, and government throughout the state.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2018

- **Western Interstate Commission for Higher Education** – WICHE exists to facilitate resource sharing among the higher education systems of the West and encourages reciprocal relationships between states and institutions.
- **Leaders in Nuclear Energy Commission** – The Idaho LINE Commission was created by Governor Otter to make recommendations to the Governor on policies and actions of the State of Idaho to support and enhance the long-term viability and mission of the Idaho National Laboratory and other nuclear industries in Idaho.

Highlight Any College Standouts

- Successful and continuing conversion from EITC to CEI
- Significant growth in partnerships with local business, industry, and education
- Implementation of educational pathways and partnerships
- 2018 Commencement – 1st Associate of Arts graduate, Kayla Flowers

Collaborations with Other Institutions or Industry

- Local Higher Education Partners – ISU, UI, BYUI
 - Developing pathways, 2+2, articulations
 - Co-Admit agreements
- Local High Schools (Superintendents, Principals)
 - Growing Dual Credit programs
- Local Hospitals (EIRMC, Mountain View, Bingham Memorial)
 - Training and Clinical Opportunities
- Department of Labor
- Vocational Rehab
- Veterans Affairs and TRIO
 - Opening campus Veteran's Center
- Idaho STEM Programs
- Idaho Regional Optics Network

Capital Campaign

- | | |
|-------------------------|--------------------------------|
| • Academic Enhancements | \$605,000 (<i>DPW Funds</i>) |
| • Scholarship Endowment | \$3,972,970.00 |

Community Partnerships

- Continuing and growing relationships with both City of Idaho Falls and City of Ammon
- Idaho Falls Police Department
- Idaho Falls Power
- Idaho Fire Training

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2018

- Local Technology Partners; Idaho Steel, Cives, Premiere Technologies, Fluor Idaho
- CAES Institute
- Idaho National Laboratory/Bechtel Energy Alliance
- Local non-profit and civic organizations; Rotary, Chamber of Commerce, Idaho Falls Food Basket
- Establishing satellite locations to serve rural communities
 - Lemhi, Butte, and Teton Counties

New Buildings

Even as enrollment grows, EITC/CEI has no immediate plans to construct new buildings on campus. Working with the Idaho Division of Public Works, EITC/CEI has completed regular upkeep and modification of existing campus buildings. As a community and State funded institution, it is crucial that appropriate use of public funds remains in the forefront. With recent gifts to the College, EITC/CEI will expand and remodel existing campus locations to better serve the community and campus.

- 2017 Bill and Shirley Maeck Legacy Gift - \$1,730,000 ; to be used to renovate existing laboratory space, build a nursing simulation laboratory, build a regional testing center, provide technological needs to existing programs
- 2018 Bob Robotti Gift - \$200,000 ; to be used to fund technological needs related to Maeck advancements
- 2018 CHC Foundation Grant - \$34,000 ; to be used to renovate existing classroom space and enhance technological offerings

IDAHO PUBLIC TELEVISION

SUBJECT

Idaho Public Television (IPTV) Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

ALIGNMENT WITH STRATEGIC PLAN

Board Governance item, required by Board policy.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for IPTV to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Ron Pisaneschi, General Manager of the Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – IPTV Annual Agency Review PowerPoint Presentation

Attachment 2 – PBS Trust Brochure 2018

BOARD ACTION

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Agency Overview

June 20, 2018

Ron Pisaneschi, General Manager

PBS/IdahoPTV Sizzle Reel



Our Mission

Idaho Public Television
harnesses the power of
public media to encourage
lifelong learning, connect our
communities, and enrich the
lives of all Idahoans. We tell
Idaho's stories.

Today's Presentation

- Overview of Educational Services
- Local Productions
- Technology
- Budget
- Challenges & Opportunities



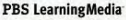



Educational Initiatives


- PBS Teacher Community Program Grant
- STEM & Literacy Outreach Initiative
- Ready To Learn - Early Learning Grant
- Screenings & New 24 x 7 PBS Kids Channel
- OSERS Project
- EPSCoR Update
- American Graduate Initiative




New Educational Services Video


PBS Teacher Community Program


- \$350,000 Grant from Anne Ray Trust
- Hired Burley Teacher Kari Wardle
- Training on Effective Use of Digital Media & Technology in the Classroom
- Buhl, Wendell, and Gooding
- Needs Assessment & Impact Research
- PBS Learning Media Includes 200,000+ Resources
















NEWEST CONTENT


MOST POPULAR





Summer is a great time to catch up on professional development and invest in your ongoing continuing education needs. Enroll now for a PBS TeacherLine course to keep your summer on track! [Enroll Now](#)





Peg + Cat Explore Shapes

Enjoy a summer of learning and explore Magic Forest with Peg + Cat as they discover shapes in the world around them!

SCIENCE


SOCIAL STUDIES


MATH


ENGLISH LANGUAGE ARTS


STEM & Literacy Outreach Initiative

- Funding from CPB, PBS, Union Pacific, Walmart, Jeker Foundation, & STEM Action Center
- Libraries & After School Network
- Apps & PBS PlayTime Pads for Kids to Use
- Scratch Jr Coding Camps
- Training for Parents & Caregivers – Progress Tracker

Screenings & New 24 x 7 PBS KIDS Channel

- Teachers Use PBS Content More Than Any Other Source
- PBS KIDS Content Delivers Results
- Parents Trust PBS More Than Any Other Media Brand
- New Channel - Broadcast & Live Streaming





PBS KIDS Learning Goals

STEM (Science, Technology, Engineering & Math)

The Cat in the Hat Knows a Lot about That!	2-5	Scientific Inquiry, Life Science
Dinosaur Train	2-5	Scientific Inquiry, Life Science, Natural History
Curious George	2-5	Scientific Inquiry, Engineering and Math
Sid the Science Kid	2-5	Scientific Inquiry, Life/Earth/Physical Science, Math
Peg + Cat	2-5	Math
Ready Jet Go!	3-8	Scientific Inquiry, Life Science
Nature Cat	3-8	Natural science, Life/Earth/Science
Splash and Bubbles	4-7	Scientific Inquiry, Life Science
Wild Kratts	4-8	Scientific Inquiry, Life Science
Odd Squad	5-8	Math
Cyberchase	6-10	Math

Digital-Only

The Ruff Ruffman Show	4-8	Scientific Inquiry, Physical Science
Design Squad Nation	4-8	Scientific Inquiry, Physical Science
PBS KIDS Scratch Jr	5-8	Computational Thinking
SciGirls	6-10	Science, Technology, Engineering, Math
Plum Landing	6-10	Scientific Inquiry, Environmental/Life/Earth Science

LITERACY

Super Why	2-5	Literacy
WordWorld	2-5	Literacy
Martha Speaks	4-8	Literacy, Vocabulary Acquisition
WordGirl	4-8	Literacy, Vocabulary Acquisition

SOCIAL STUDIES, THE ARTS & MORE

Pinkalicious & Peterrific	4-8	The Arts, Creative Expression
Gamestar Mechanic Jr.	3-6	Systems Thinking
Kart Kingdom	3-6	Systems Thinking
Oh Moah!	4-8	Spanish, Cultural Awareness
Chuck Vanderchuck's "Something Something" Explosion	4-8	Music
Wilson & Ditch	4-8	U.S. Geography & History

SOCIAL & EMOTIONAL DEVELOPMENT & MORE

Daniel Tiger's Neighborhood	2-5	Social & Emotional Development
Sesame Street	2-5	Spanish, Social & Emotional Development
Caillou	2-5	Social & Emotional Development
Bob the Builder	2-5	Social & Emotional Development
Clifford the Big Red Dog	4-8	Social & Emotional Development
Arthur	4-8	Social & Emotional Development, Problem Solving

OSERS

- National Comprehensive Center To Improve Literacy for Students with Disabilities at U of Oregon
- \$250,00 Grants Over Five Years (Now in Year Two)
- Stream Workshops & Produce Teacher Training Videos
- Working with State Department of Education
- First Event October 2017, now working on Training Videos
- Plan Is to Include Training Videos in PBS Teacherline

EPSCoR

- Fourth Year of IdahoPTV's Inclusion in Partnership
- 2017 – Portneuf River Project – ISU Researchers
- 2018 – Impact of Loss of Farmland on Environment & Water Quality
- Broadcast & Online as Idaho Science Journal Shorts

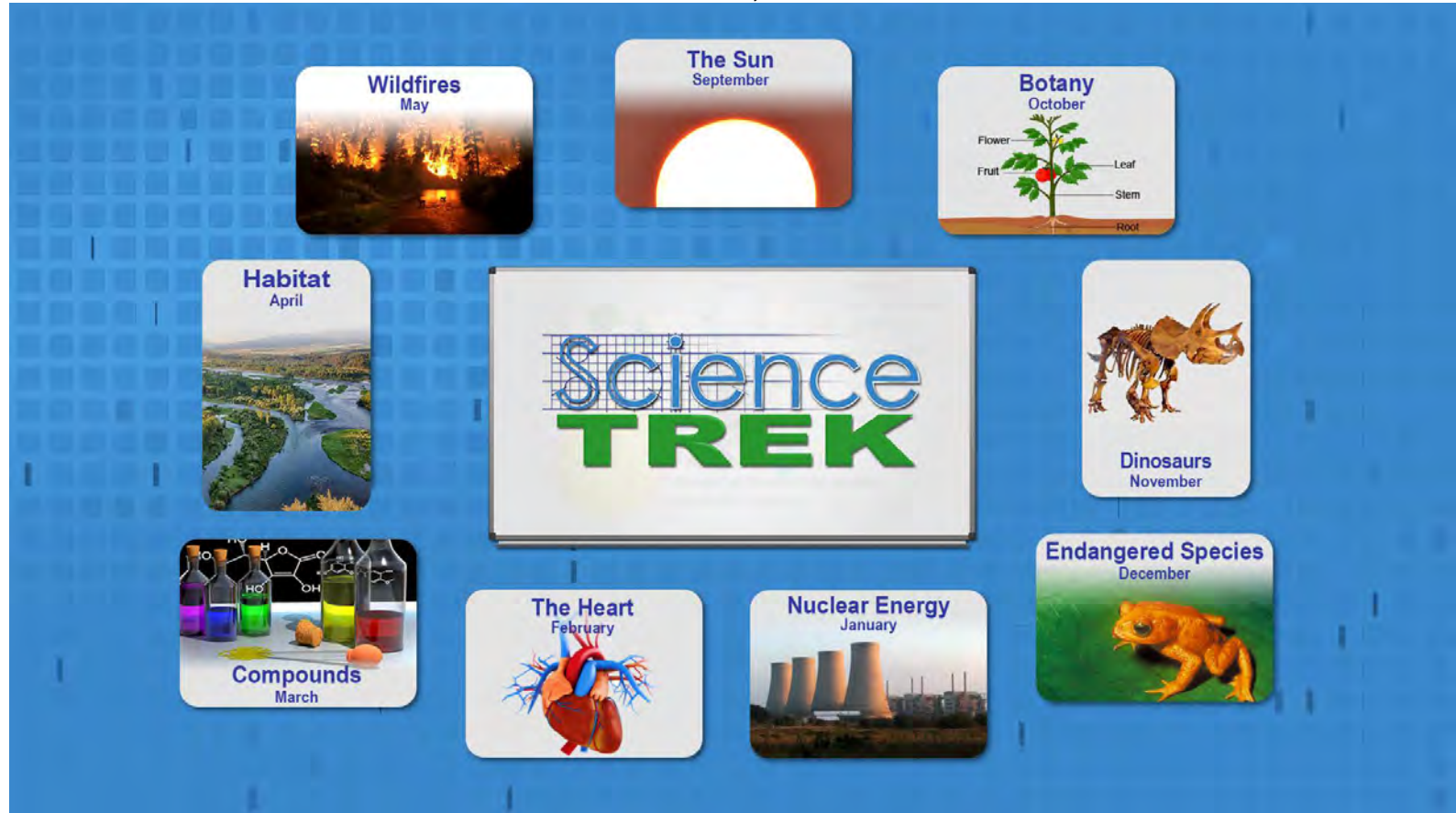
Idaho Science Journal Video of 2018 MILES Project

American Graduate Project

- \$200,000 Competitive Two-Year Grant from CPB
- Workforce Development, Middle Skills
- Build on Journey to College/Career/Opportunity Projects – Telling Stories of Impact
- Hired Full-Time Education Producer/Director
- Working with SBoE, CTE, SDE, Workforce Development Council, Others

Local Productions







Dialogue



181,000+ Stream Requests Last Year

*A partnership of LSO,
Legislature, Governor,
Supreme Court & IdahoPTV*

 **IDAHO
PUBLIC
TELEVISION**
Operational funding provided by:





The *Idaho* DEBATES





Outdoor Idaho 35th Anniversary Special Video



Idaho Experience Overview Video

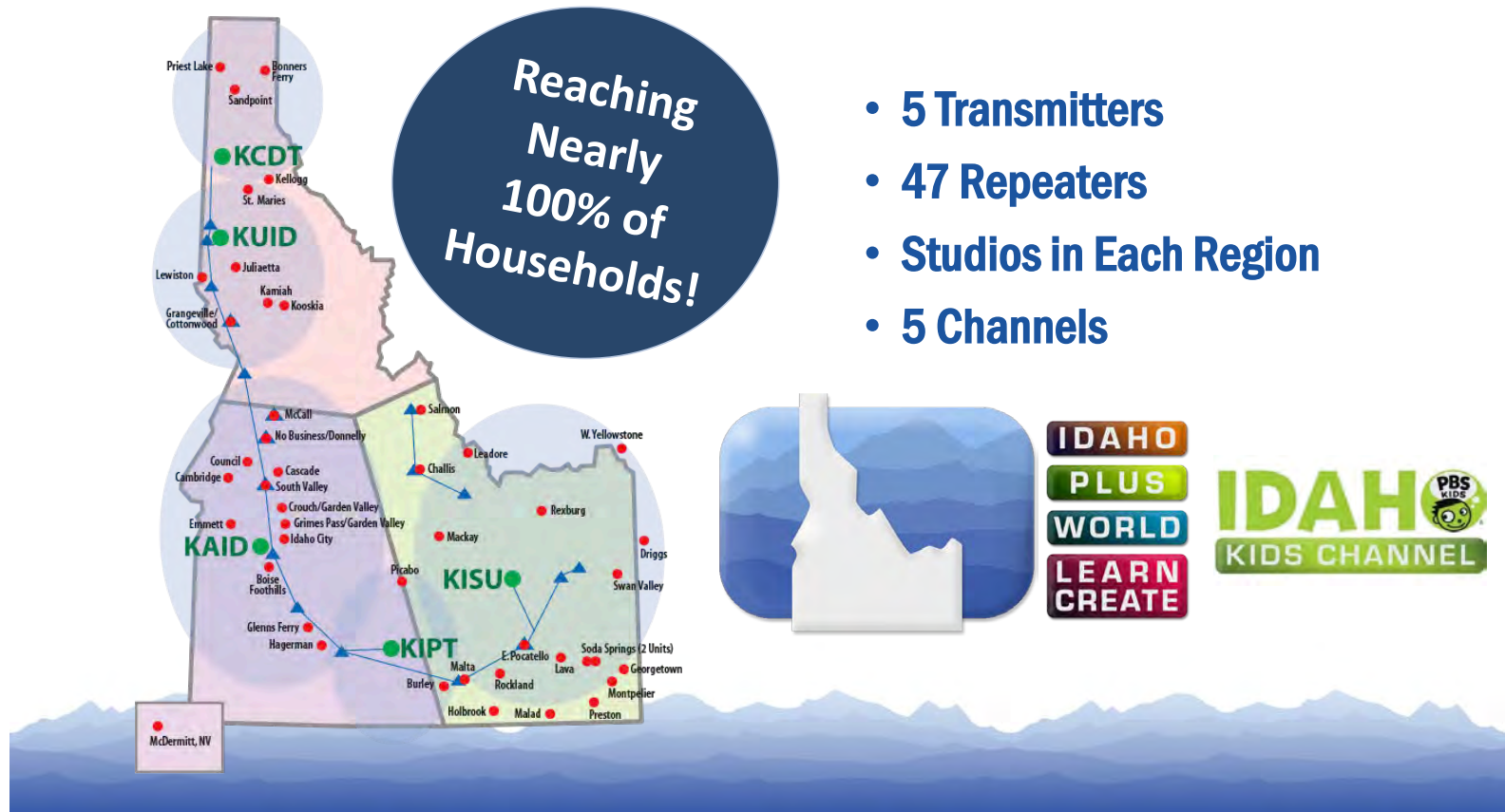
Award Winning Productions

49 International, National & Regional Awards



National Programming







**Among the most-watched PBS
stations in US, per capita**

Source: Feb. 2012-2017, TRAC Media, Total Ratings

Online Access via Desktop & Mobile Devices



iOS & Android Apps; Roku, Chromecast, AppleTV Channels

Broadcast vs. Online

Video Viewing Is Still Mostly on Television



Television

31 Hours per Week

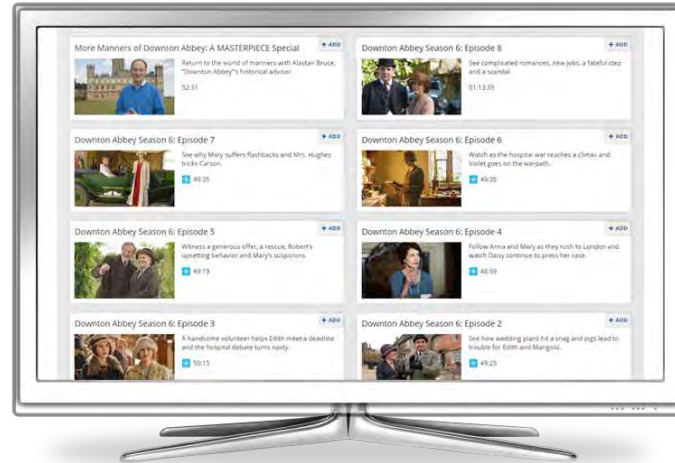


Online

5 Hours per Week

Source: November 2017 Nielsen Company

IdahoPTV | Passport



Spectrum Auction/Repacking

Congress Authorized the FCC to Take Back TV Spectrum & Auction to Broadband Providers

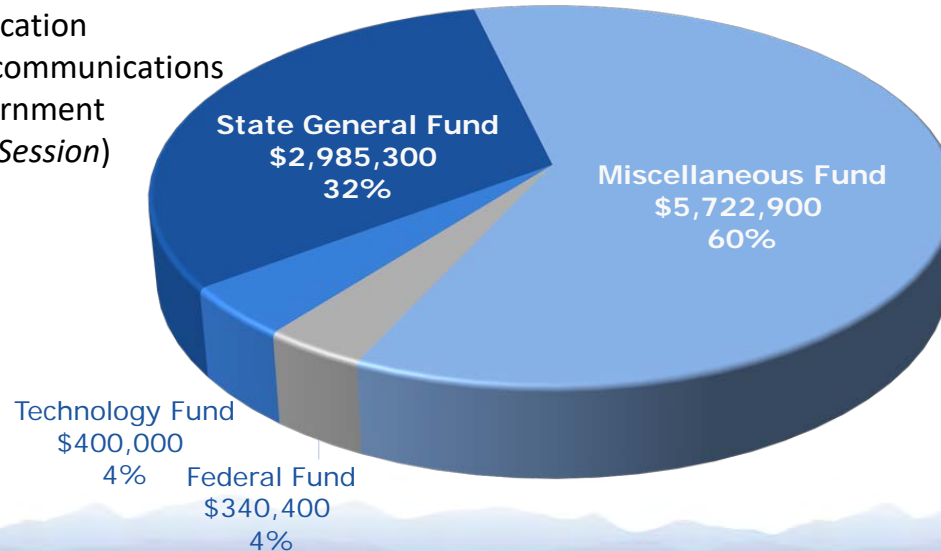
- Auction in April, 2017, Channels 38-51 Sold
- Repacking All Broadcasters Into Channels 2-36 From 2017 to 2020
- For IdahoPTV - 1 Transmitter & 15 Translators So Far
- T-Mobile Grant Saving \$500,000+
- State-Funded New Engineering Position for FY 2019

Appropriated Funding FY 2019

\$9,448,600

Statewide Delivery System

- Deliver content to nearly every Idaho household
- Support education
- Emergency communications
- Deliver government
(Idaho In Session)



Educational Content

- National and Regional Programming
- Local Program Creation
- Online Resources
- Educational Outreach

Peer Group Comparison

STATE	FY18 STATE FUNDS	\$/PERSON
Alabama	\$8,497,250	\$1.75
Arkansas	\$8,450,000	\$2.85
Georgia	\$15,244,335	\$1.51
Iowa	\$7,589,846	\$2.44
Kentucky	\$13,923,200	\$3.21
Louisiana	\$5,340,220	\$1.18
Maryland	\$8,047,921	\$1.39

STATE	FY18 STATE FUNDS	\$/PERSON
Mississippi	\$6,099,967	\$2.04
Nebraska	\$9,995,080	\$5.31
Oklahoma	\$2,699,927	\$0.72
South Carolina	\$7,271,724	\$1.57
South Dakota	\$4,158,505	\$4.87
Wisconsin	\$6,466,300	\$1.14
West Virginia	\$3,620,570	\$1.96

14 State Average

\$7,671,775

\$2.28

Idaho

\$3,327,200

\$2.04

Operational Funding Outlook

- Federal Funding to CPB Threatened
- Already Outperform Peers in Private Fundraising – Limited Growth Projected
- Only 14 of 68.5 FTP Funded With State Funds

Other Opportunities/Challenges

- Continue to Grow Educational Outreach
- Continue to Grow Local Production Efforts
- Ensure Content Is Available on All Platforms
- Finish Transitioning Transmitter/Translators to New Channels Per FCC Repack

FY2020 Line Item Request #1

- New Educational Outreach Position
 - Address desire for IdahoPTV to provide more services & professional development workshops to more schools & communities
 - Help reach more regions of the state

FY2020 Line Item Request #2

- New Digital Technician Position
 - Address increasing need to provide content on new online streaming services
 - Number of technologies and digital platforms growing exponentially
 - Idahoans expect us to provide content when and where they want it

FY2020 Continue Equipment Funding

Critical Equipment & Infrastructure Concerns

- \$23 Million in State Fixed Assets
- 81.2% (\$18M) Is Depreciated
- Federal Capital Grant Programs Eliminated
- Continuing To Address Deferred Replacement

Q & A







For more information about the ways PBS and local stations deliver outstanding return on investment to the nation, visit:

pbs.org/value



Americans have named PBS and stations the nation's most trusted institution for 15 years running.

During this period of rapid evolution in media, politics, culture, and technology, the value that the public sees in PBS and local member stations has remained unique and unrivaled.

Trust is the most important measure of our success in fulfilling our essential public service mission. We treat our audience as citizens, not consumers. No other media entity provides the same

array of community benefits, including free children's educational content and services, in-depth news and public affairs programming, series that spark lifelong learning, and vital emergency communications. These are just some of the reasons why PBS and local stations continue to engender trust and loyalty despite an explosion of channels, platforms, and devices that have presented Americans with more choices at their fingertips than ever before.

In this faster and more fluid environment, PBS and stations are embracing digital technology to find new ways to serve Americans to fit their busy lives, meet their needs, and reflect their diverse interests. This includes the 24/7 PBS KIDS channel and live stream, now available to more than 95% of U.S. TV households. PBS Digital Studios presents more than 50 original web series on YouTube and Facebook, each geared toward a like-minded community of learners, whether bound by a love of art, culture, or science.

Rooted in local communities, PBS is proud to work alongside nearly 350 member stations in service to the American people. Member stations are independently owned and operated, and in many rural areas, public television is the only media available. A strong private-public partnership ensures that our service is available to every American. Federal funding provides critical seed money that enhances our educational programming and sustains service in rural and underserved areas. Reflecting our broad public trust, donations from viewers make up the single largest source of funding to PBS and stations.

Marketing & Research Resources, Inc. (M&RR) fielded 11 questions via an online survey during the window of January 4-9, 2018. The survey was conducted among a sample of 1,025 adults ages 18+, 495 men and 530 women. The results are weighted to be nationally representative of the US adult population. Results presented throughout are for all respondents, unless otherwise noted.



PBS. | TRUSTED. VALUED. ESSENTIAL.

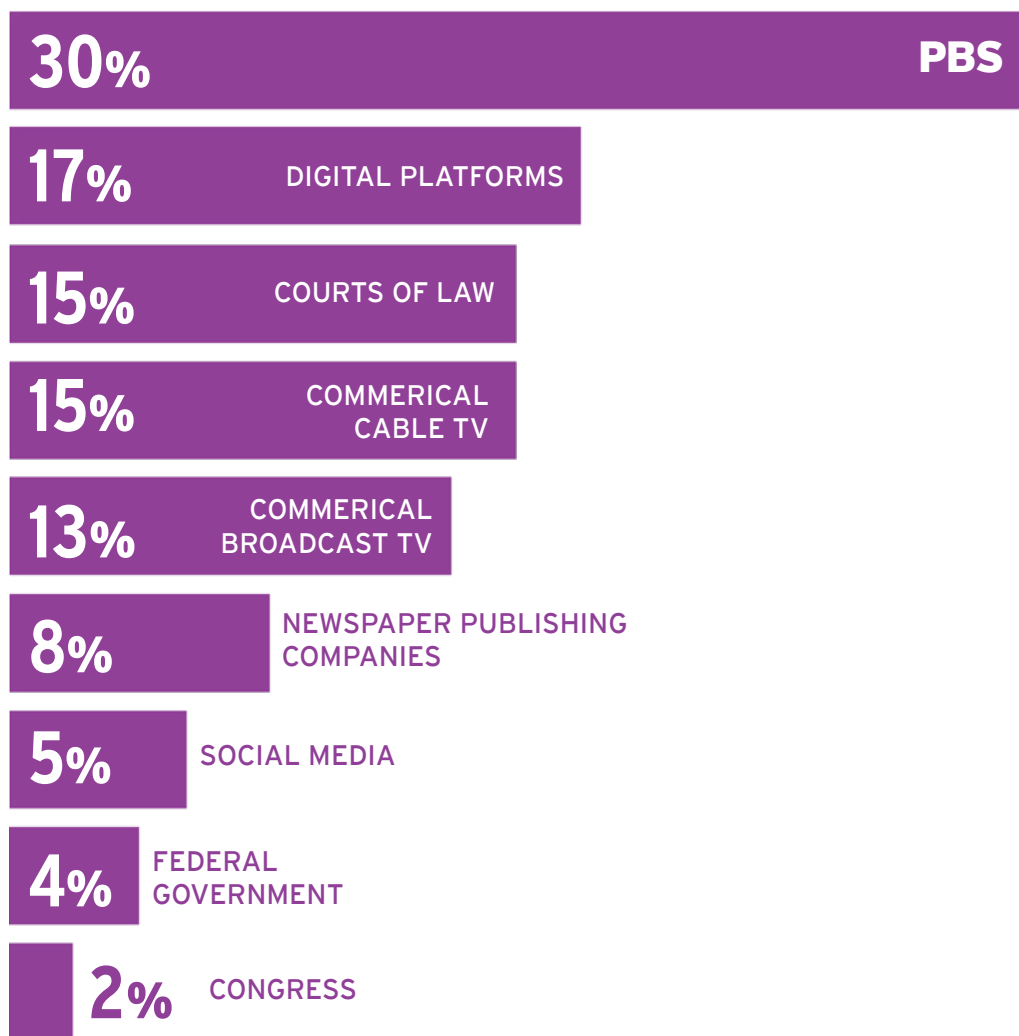
QUESTION

What is your level of trust with each of the following organizations: a great deal, somewhat, not very much, or not at all?

Graph indicates "A Great Deal."

PBS IS #1 IN PUBLIC TRUST

Source: Marketing & Research Resources, Inc. (M&RR), January 2018





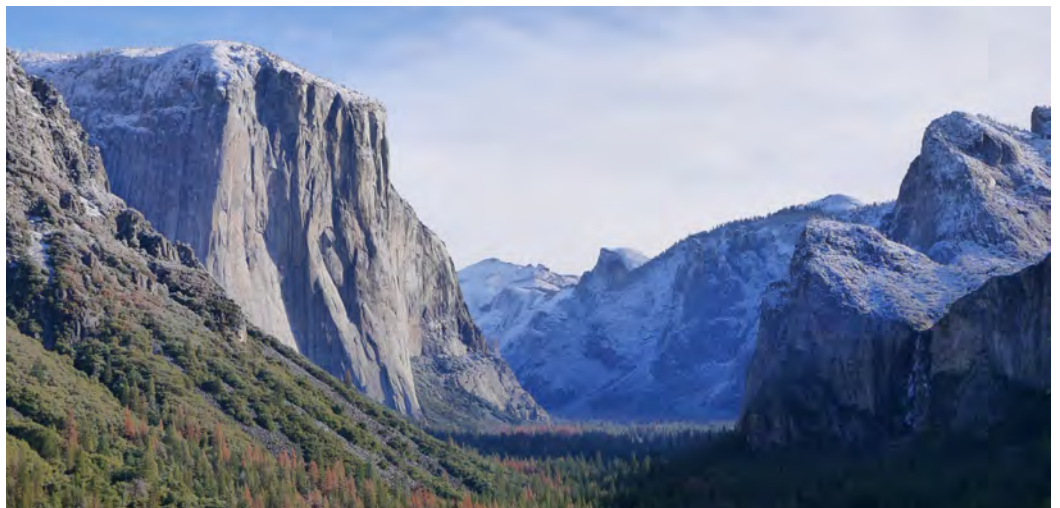
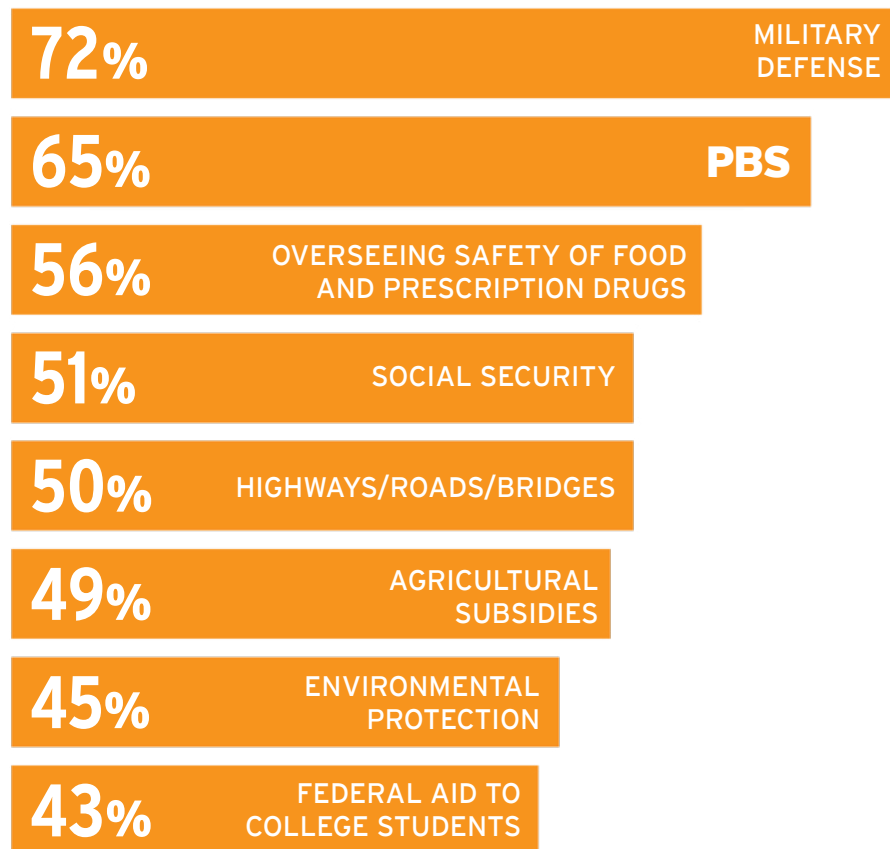
QUESTION

The federal government provides many services that are funded with tax dollars. For each of the following services the federal government provides using tax dollars, please rate the value that you receive—is the value: excellent, good, not too good, or poor?

Graph indicates "Good" and "Excellent."

PBS PROVIDES HIGH VALUE FOR TAX DOLLARS

Source: Marketing & Research Resources, Inc. (M&RR), January 2018





PBS | TRUSTED. VALUED. ESSENTIAL.

QUESTION

In your opinion, is the money that is given to PBS stations from governments, corporations, foundations and individuals well spent?

MONEY GIVEN TO PBS STATIONS IS MONEY WELL SPENT

Source: Marketing & Research Resources, Inc. (M&RR), January 2018

59%**YES****10%****NO****31%****UNSURE**

THE VAST
MAJORITY
OF FEDERAL
FUNDING,
ABOUT
\$1.35
PER CITIZEN,
GOES
DIRECTLY
TO LOCAL
STATIONS

PPGA



TAB 2 Attachment 2 Page 6



PBS | TRUSTED. VALUED. ESSENTIAL.



IN 2017, PBS
AND PRODUCING
PARTNERS WON

14
NEWS &
DOCUMENTARY
EMMY® AWARDS

– MORE THAN
ANY OTHER
ORGANIZATION





PBS | TRUSTED. VALUED. ESSENTIAL.

QUESTION

In your opinion, how important is it that each of the following types of television is available to every American—is it very important, somewhat important, not too important, or not at all important?

Graph indicates "Very Important."

IT IS IMPORTANT FOR PBS TO BE AVAILABLE TO EVERY AMERICAN

Source: Marketing & Research Resources, Inc. (M&RR), January 2018

42%

PBS

36%

COMMERICAL
BROADCAST TV

21%

COMMERCIAL
CABLE TV





PBS. | TRUSTED. VALUED. ESSENTIAL.

PBS IS REACHING MORE PEOPLE AND OUR AUDIENCES ARE MORE ENGAGED.

IN THE 2016-2017
BROADCAST SEASON,
PBS REACHED
NEARLY
200 MILLION
PEOPLE

Source: Nielsen NPower, 9/19/2016-9/24/2017

8 IN 10
U.S. HOMES
TUNE IN TO PBS
EVERY YEAR

Source: Nielsen NPower, 9/19/2016-9/24/2017

82% OF BLACK
HOUSEHOLDS
&
75% OF HISPANIC
HOUSEHOLDS
WATCH PBS

Source: Nielsen NPower, 9/19/2016-9/24/2017

EACH MONTH,
PBS CONTENT
IS STREAMED AN
AVERAGE OF
264 MILLION
TIMES ACROSS ALL
PBS AND STATION
DIGITAL PLATFORMS

Source: Google Analytics, January 2017-December 2017



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QUESTION

How strongly do you agree or disagree with the following statement?

"My local PBS station provides excellent value to my community."

Graph aggregates responses for "Agree Strongly"/ "Agree Somewhat" and "Disagree Strongly"/ "Disagree Somewhat."

PBS STATIONS PROVIDE EXCELLENT VALUE TO COMMUNITIES

Source: Marketing & Research Resources, Inc. (M&RR), January 2018

78%

AGREE

7%

DISAGREE

15%

UNSURE

PBS PROVIDES:

SCHOOL
READINESS

LIFELONG
LEARNING

PUBLIC SAFETY
COMMUNICATIONS





PBS | TRUSTED. VALUED. ESSENTIAL.



IN THE 2016-2017 SEASON,
PBS AND STATIONS OFFERED
NEARLY 600 HOURS
OF ARTS AND CULTURAL
PROGRAMMING,
SEEN BY CLOSE TO
110 MILLION
PEOPLE

Source: Nielsen NPower, 9/19/2016-9/24/2017





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QUESTION

Which ONE do you believe is the most educational for children?

Responses are from parents of children under age 18.

PBS STATIONS
REACH MORE
CHILDREN 2-8 IN
LOW-INCOME
HOMES
THAN
ANY OTHER
KIDS TV
NETWORK

9/19/2016-9/24/2017, L+7 M-Su
6A-6A TP reach, 50% unif., 6+min.,
LOH18-49w/C<6, HH w/Inc <\$25K.
All PBS Stations, DSNY, NICK,
DSNYJr, NICK Jr., SPRT,
TOON & DISCFam

PPGA

PARENTS RATE **PBS KIDS** MOST EDUCATIONAL MEDIA BRAND

Source: Marketing & Research Resources, Inc. (M&RR), January 2018

69%

PBS KIDS

8% UNIVERSAL
KIDS

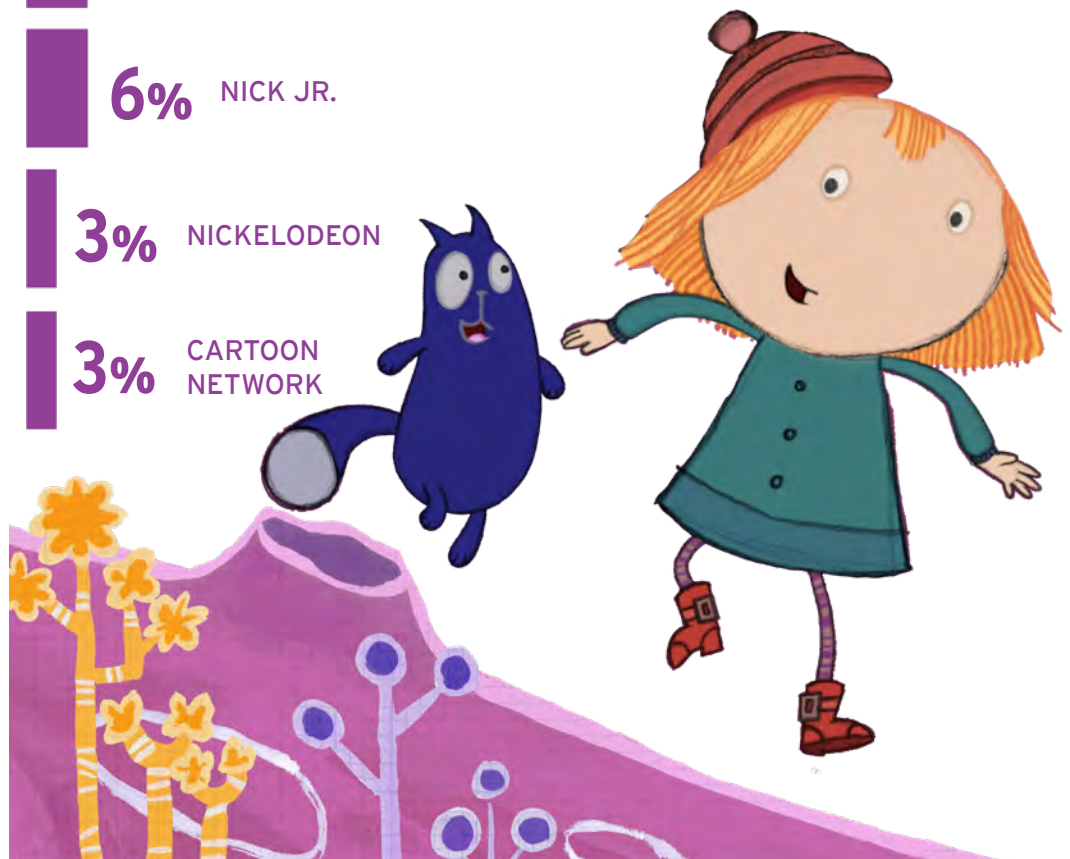
6% DISNEY
CHANNEL

6% DISNEY JUNIOR

6% NICK JR.

3% NICKELODEON

3% CARTOON
NETWORK





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QUESTION

How strongly you agree or disagree with the following statement:

“(INSERT ORGANIZATION) helps prepare children for success in school.”

Graph indicates “Agree Strongly” or “Agree Somewhat.”

Responses are from parents of children under age 18.

PBS KIDS HELPS PREPARE CHILDREN FOR SUCCESS IN SCHOOL

Source: Marketing & Research Resources, Inc. (M&RR), January 2018

87%

PBS KIDS

68%

DISNEY JUNIOR

66%

DISNEY CHANNEL

54%

NICK JR.

55%

UNIVERSAL KIDS

41%

NICKELODEON

22%

CARTOON NETWORK



PBS REACHES OVER **1 MILLION** EDUCATORS EACH MONTH WITH FREE, HIGH-QUALITY CONTENT FOR THE CLASSROOM

Source: Google Analytics
(Sept 2017 - Jan 2018)



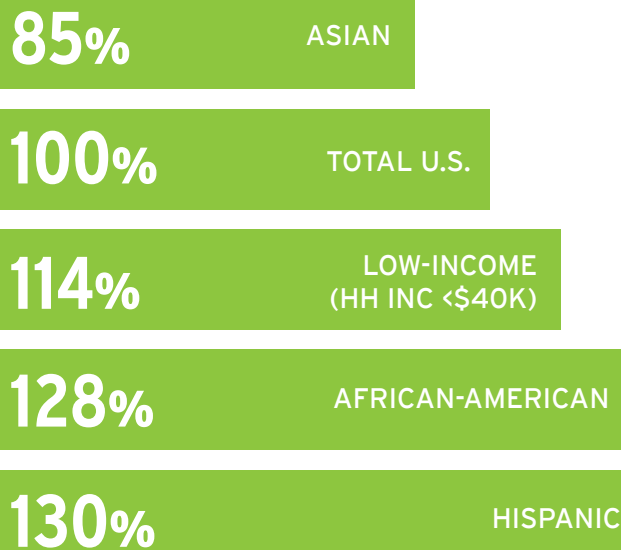
PBS | TRUSTED. VALUED. ESSENTIAL.

On-Air

PBS KIDS attracts a higher proportion of African-American, Hispanic, and low-income homes compared to their representation in the U.S. population.

PBS KIDS SERVES ALL CHILDREN

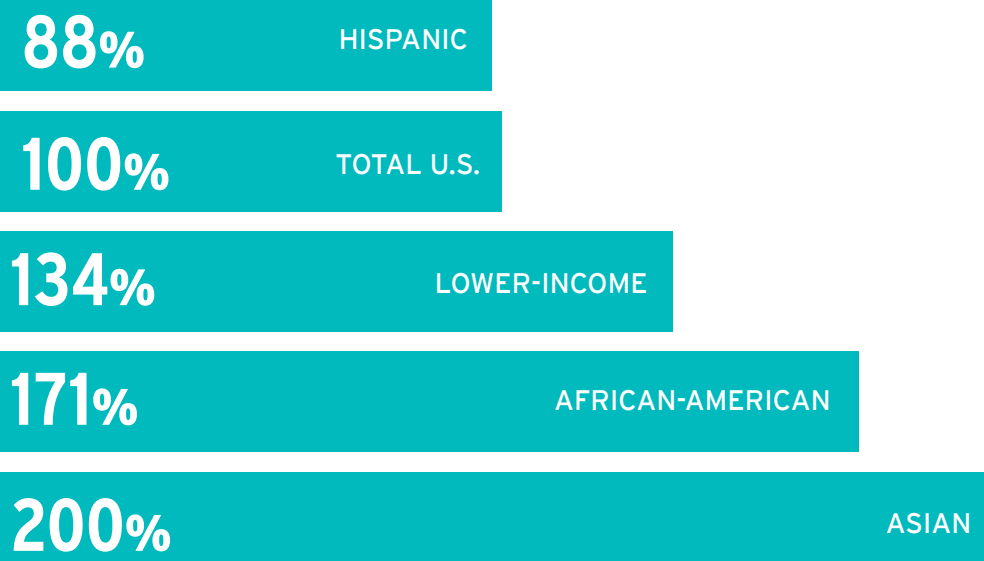
Source: Nielsen NPOWER L+7, 9/25/17-12/31/17 PBS Child Multi-weekly Program Reach, HH (000) vs. UE



Online

pbskids.org attracts a higher proportion of web users from Asian-American and African-American homes compared to their representation in the U.S. population.

Source: comScore Plan Metrix Audience Profile Nov. 2017





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ABOUT PBS

PBS, with nearly 350 member stations, offers all Americans the opportunity to explore new ideas and new worlds through television and digital content. Each month, PBS reaches nearly 100 million people through television and nearly 28 million people online, inviting them to experience the worlds of science, history, nature and public affairs; to hear diverse viewpoints; and to take front row seats to world-class drama and performances. PBS' broad array of programs has been consistently honored by the industry's most coveted award competitions. Teachers of children from pre-K through 12th grade turn to PBS for digital content and services that help bring classroom lessons to life. Decades of research confirms that PBS' premier children's media service, PBS KIDS, helps children build critical literacy, math and social-emotional skills, enabling them to find success in school and life. Delivered through member stations, PBS KIDS offers high-quality educational content on TV – including a new 24/7 channel, online at pbskids.org, via an array of mobile apps and in communities across America. More information about PBS is available at www.pbs.org, one of the leading dot-org websites on the internet, or by following PBS on Twitter, Facebook or through our apps for mobile and connected devices. Specific program information and updates for press are available at pbs.org/pressroom or by following PBS Pressroom on Twitter.



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PBS

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

SUBJECT

Legislative Ideas - 2019 Legislative Session

REFERENCE

June 2014	The Board approved ten (10) of twelve (12) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2015	The Board approved sixteen (16) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2016	The Board approved twenty-eight (28) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2017	The Board approved eighteen (18) legislative ideas to be submitted through the Executive Agency Legislation process.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 2: EDUCATIONAL ATTAINMENT: Objective A: Higher Level of Education Attainment, Objective B: Timely Degree completion, Objective C: Access

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board at a later date for final approval prior to submittal to the legislature for consideration during the 2019 Legislative Session. Legislative ideas submitted to DFM are forwarded for consideration by the Governor and then to the Legislative Services Office for processing and submittal to the Legislature.

In accordance with the Board's Master Planning Calendar, the institutions and agencies are required to submit legislative ideas for Board approval at the June Board meeting. The Board office received four (4) legislative ideas from the institutions:

Board Staff
Seed Certification

University of Idaho
Agricultural College Endowment – Constitutional Amendment
Agricultural College Endowment

Lewis-Clark State College
Program Expansion – Legislative Authority

North Idaho College
Community College Tuition Cap Amendment

IMPACT

Staff will move Board-approved legislative ideas through the legislative process and will bring the legislative language back to the Board at the August Board meeting for consideration. Legislative ideas not approved will not be submitted to DFM and will not move forward to the next step in the process.

ATTACHMENTS

Attachment 1 – Legislative Ideas

STAFF COMMENTS AND RECOMMENDATIONS

In 2017 the Board approved and forwarded legislation that, if enacted, would no longer required the Board go through the formal rule promulgation process for seed certification. During the 2018 Legislative Session the Potato Commission requested the legislation be held and that a broader group composed of the University of Idaho's College of Agriculture and the various agricultural comedies commissions be formed to look at more holistic changes to the section of code. The Governor's Office concurred with the request and the legislation was held pending further work. This legislative idea concerning Seed Certification is being forwarded again to the Board for consideration as a placeholder. If the broader group were to form consensus and bring forward a consensus piece of legislation, the consensus legislation would be brought to the Board for consideration in lieu of this item.

The Agricultural Endowment – CAFÉ Dairy legislative ideas submitted by the University of Idaho are substantially similar to the legislative idea approved by the Board in 2017. While this legislation was approved and submitted to the legislature for consideration in 2017, it was held in the House Agriculture Committee due to questions that were raised by legislators as to whether it was constitutional. The Attorney General's Office has confirmed that a constitutional amendment is required. The second legislative idea submitted by the University of Idaho is for a constitutional amendment that would address these concerns. From a process perspective, the constitutional amendment will need to pass the legislature and the electorate prior to consideration of the CAFÉ Dairy legislative idea. For this reason staff are not recommending approval of the CAFÉ Dairy legislative idea at this time.

Legislative ideas are required to be submitted to DFM by July 13, 2018 and final legislation is required to be submitted by August 17, 2018. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the Executive Director to submit these ideas. Actual legislative language for all submitted legislative ideas will be brought back to the Board at the August 2018 Board meeting prior to the DFM August deadline for final Board approval. The legislative ideas were discussed during the June Presidents' Council meeting.

Legislative Ideas submitted by institutions or agencies are provided in the form submitted to the Board office. Final edits may be made in substantial conformance

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 21, 2018

to the form provided prior to submittal through the Executive Agency Legislative System. Legislative Ideas that do not indicate who they were submitted by are developed by Board staff based in alignment with Board initiatives or feedback received from legislators and other education stakeholder groups.

Due to the coming transition in the Governor's Office, all state agencies, commissions, and boards have been requested to only submit "mission critical" legislation for the 2019 Legislative Session.

BOARD ACTION

I move to approve the Legislative Ideas 1 through 3 in Attachment 1 and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEGISLATIVE IDEAS

1. Seed Certification (Place Holder)

Statement of Purpose

The purpose of this legislation is to amend Section 22-1505, Idaho Code, removing the requirement that the Idaho Agricultural Experiment Station in the College of Agriculture of the University of Idaho use the Administrative Rule process for setting standards for seed certification. The current process that allows for public/industry input in setting seed certification standards through the Idaho Crop Improvement Association, the current Agent of the Idaho Agricultural Experiment Station, would remain in place, however, the added formal rule promulgation process would be removed. Layering the formal rule promulgation process on top of the process that has been developed through the Idaho Crop Improvement Association has added a layer of bureaucracy and time lines that limits the ability to amend standards in a manner responsive to industry needs. The current framework for gathering stakeholder/industry input used by the Idaho Crop Improvement Association allows those that are impacted to be involved in the process through the Idaho Crop Improvement Association. Additionally, a thirty day public comment period for the standards would be required prior to their establishment.

Fiscal Impact

There would be a de minimis positive fiscal impact. The current processes facilitated by the College of Agriculture and its agent the Idaho Crop Improvement Association would continue. The administrative rule process would be eliminated resulting in one less rule being published each year. The publication costs for this rule have run between \$500 and \$1,000 each year.

2. Agricultural College Endowment – Constitutional Amendment

Statement of Purpose:

The Agricultural College Endowment, established under the Morrill Act, exists for the benefit of the University of Idaho and its agricultural/mechanical programs. The Morrill Act is unique among the state land endowments in that it specifically allows for the endowment to purchase lands for sites or experimental farms, whenever authorized by the state legislature. This legislation will call for an amendment to Article IX Section 8 of the Idaho Constitution to authorize the Land Board furnish lands in the Agricultural College Endowment (Morrill Act Endowment) to the University of Idaho for use as an Experimental Farm, which would include use in conjunction with the Center for Agriculture, Food and the Environment (CAFÉ).

Fiscal Impact:

There is no impact to the General Fund. Income from the Agricultural College Endowment, flows through to the University and, by law, is never part of the General Fund. The University anticipates that endowment lands, currently utilized by the University under an easement at no annual rent to the University, will be sold by the endowment and those proceeds used to acquire new endowment lands adjacent to the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

CAFÉ operational property to be furnished to the University for use as crop lands to grow feed for the CAFÉ dairy. Thus there will be no fiscal impact to either the endowment income or to the University since the current lands do not generate income for the endowment.

3. Community College Tuition Cap (Submitted by North Idaho College)

Statement of Purpose

The proposed legislation would amend Section 33-2110, Idaho Code, removing the maximum tuition cap allowed to be charged by community colleges. Currently, code limits community colleges to a maximum tuition of \$2,500 per annum, which equates to an effective per credit cost of \$104.17. Removing the tuition cap will allow the locally elected Boards of Trustees for each Community College to continue to set tuition and use student tuition as one part of the equation to fund quality higher education at each college. Current resident in-district tuition is close to the statutory cap at the community colleges. For example, at North Idaho College, resident in-district-tuition is \$101.50 per credit allowing only \$2.67 or an additional 2.6% until reaching the current maximum cap allowed per code.

Fiscal Impact

The proposed amendments would remove the tuition cap that can be collected by Community Colleges. Without the amendment, community colleges will need to rely more on state funding and local taxing district support to fund operations. For North Idaho College, the change would create additional tuition of \$152,052.27 assuming a 3% tuition increase and a current tuition rate of \$104.17 per credit.

4. Lewis-Clark State College Program Expansion (Submitted by Lewis-Clark State College)

Statement of Purpose

Section 33-3101, Idaho Code, currently limits the offering at Lewis-Clark State College to instruction in four (4) year college courses in science, arts and literature, and such courses or program as are usually included in liberal arts colleges leading to the granting of a baccalaureate degree and career technical education courses or programs of less than four (4) years. The proposed amendments would remove the restrictions and allow the college to offer such programs as the State Board of Education may approve.

Fiscal Impact

The fiscal impact is indeterminate at this time, the State Board of Education program approval process requires institutions to provide evidence of the program need and program costs when considering the approval of any new programs. Any program that demonstrates a high regional or state need may result in the shifting of existing funds from lower priority programs to cover the new program costs, a request for new funds through the state appropriation process, the creation of a self-support program fee or the increase of general tuition and fees to cover the cost. Any new costs would be offset from the increased enrollment for the participants of these no programs that may have not otherwise enrolled at Lewis-Clark State College.

The fiscal impact will be different for each program. However, broadly speaking, the administrative and support structures are in place. Primary expenses for most programs would be in personnel (faculty mostly), and reallocation of existing resources will be required in any new program we offer.

5. Agricultural College Endowment – CAFÉ Dairy (Submitted by University of Idaho)

Statement of Purpose:

The Agricultural College Endowment, established under the Morrill Act, exists for the benefit of the University of Idaho and its agricultural/mechanical programs. The Morrill Act is unique among the state land endowments in that it specifically allows for the endowment to purchase lands for sites or experimental farms, whenever authorized by the state legislature. This legislation will create specific legislative authorization for the Land Board to use funds from the Agricultural College Endowment to acquire lands and furnish those lands to the University of Idaho for use in conjunction with the Center for Agriculture, Food and the Environment (CAFÉ).

Fiscal Impact:

There is no impact to the General Fund. Income from the Agricultural College Endowment, flows through to the University and, by law, is never part of the General Fund. The University anticipates that endowment lands, currently utilized by the University under an easement at no annual rent to the University, will be sold by the endowment and those proceeds used to acquire new endowment lands adjacent to the CAFÉ operational property to be furnished to the University for use as crop lands to grow feed for the CAFÉ dairy. Thus there will be no fiscal impact to either the endowment income or to the University since the current lands do not generate income for the endowment.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

SUBJECT

Institution, Agency, and Special/Health Programs Strategic Plans

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.
April 2018	The Board reviewed the institution, agency and special/health programs strategic plans.

APPLICABLE STATUTE, RULE, OR POLICY

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

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educational 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 components 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 agencies 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

Institutions

- Attachment 01 – University of Idaho
- Attachment 02 – Boise State University
- Attachment 03 – Idaho State University
- Attachment 04 – Lewis-Clark State College

Community Colleges

- Attachment 05 – College of Eastern Idaho
- Attachment 06 – College of Southern Idaho
- Attachment 07 – College of Western Idaho
- Attachment 08 – North Idaho College

Agencies

- Attachment 09 – Idaho Division of Career Technical Education
- Attachment 10 – Idaho Division of Vocational Rehabilitation
- Attachment 11 – Idaho Public Television
- Attachment 12 – State Department of Education/Public Schools

Special and Health Programs

- Attachment 13 - TechHelp
- Attachment 14 - Small Business Development Center
- Attachment 15 - Family Medicine Residency of Idaho (Boise)
- Attachment 16 - Family Medicine Residency (ISU)
- Attachment 17 - Idaho Dental Education Program
- Attachment 18 - Idaho Museum of Natural History
- Attachment 19 - Agricultural Research and Extension Services
- Attachment 20 - Forest Utilization Research
- Attachment 21 - Idaho Geological Survey
- Attachment 22 - Idaho - Washington Idaho Montana Utah (WIMU)
Veterinary Medical Education
- Attachment 23 - Idaho - Washington, Wyoming, Alaska, Montana, Idaho
(WWAMI) Medical Education Program

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.

At the April 2017 Regular Board meeting the institutions were reminded that the benchmarks (performance targets) needed to be stretch benchmarks that would challenge the institutions and lead to overall improvements. One institution, Boise State University, resubmitted their strategic plan following the June Board meeting. Boise State University's edits were minor in nature correcting two errors that were identified.

BOARD ACTION

I move to approve the FY2019 – FY2024 strategic plans as submitted in Attachments 1 through 23.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



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	72²

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 Total²

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	25²

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 Impact³

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 Rate⁵

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018**

ATTACHMENT 1

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% ENGL NA	Math 50% ENGL 66%	Math 54% ENGL 72%	Math 51% ENGL 72%	Math 56%⁴ 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% Cohort 2008-09	29.1% Cohort 2009-10	29.7% Cohort 2010-11	30.1% Cohort 2011-12	34%⁴

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% Cohort 2008-09	57.3% Cohort 2009-10	55.8% Cohort 2010-11	54.5% Cohort 2011-12	60%⁴

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 / 155⁴

*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	2,000⁴

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 2 nd group of 5	Survey average in the 2 nd group of 5	Survey average in the 2 nd group of 5	Survey average in the 3 rd 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	\$366¹¹

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	1.32⁴

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.

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 1

Appendix 1

	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 <i>Scholarly and creative work with impact</i> <i>Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world</i>				
<i>Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.</i>		✓	✓	
<i>Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.</i>	✓		✓	
<i>Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.</i>			✓	
GOAL 2: Engage <i>Outreach that inspires innovation and culture</i> <i>Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.</i>				
<i>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 .</i>		✓	✓	
<i>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.</i>		✓	✓	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 1

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
✓ <i>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.</i>	✓	✓		
GOAL 3: Transform <i>Educational experiences that improve lives</i> <i>Increase our educational impact.</i>				
<i>Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.</i>		✓		
<i>Objective B: Foster educational excellence via curricular innovation and evolution.</i>		✓	✓	
<i>Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.</i>		✓		
GOAL 4: Cultivate <i>A valued and diverse community</i> <i>Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.</i>				
<i>Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.</i>		✓	✓	
<i>Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.</i>		✓	✓	
<i>Objective C: Improve efficiency, transparency and communication.</i>	✓			

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

Cybersecurity Overview and Critical Security Controls Assessment Report..... 1

Executive Summary..... 3

High Level Cybersecurity Assessment..... 4

Critical Security Controls..... 6

 CSC #1: Inventory of Authorized and Unauthorized Devices..... 6

 CSC #2: Inventory of Authorized and Unauthorized Software 8

 CSC #3: Secure Configurations for Hardware and Software..... 10

 CSC #4: Continuous Vulnerability Assessment and Remediation 13

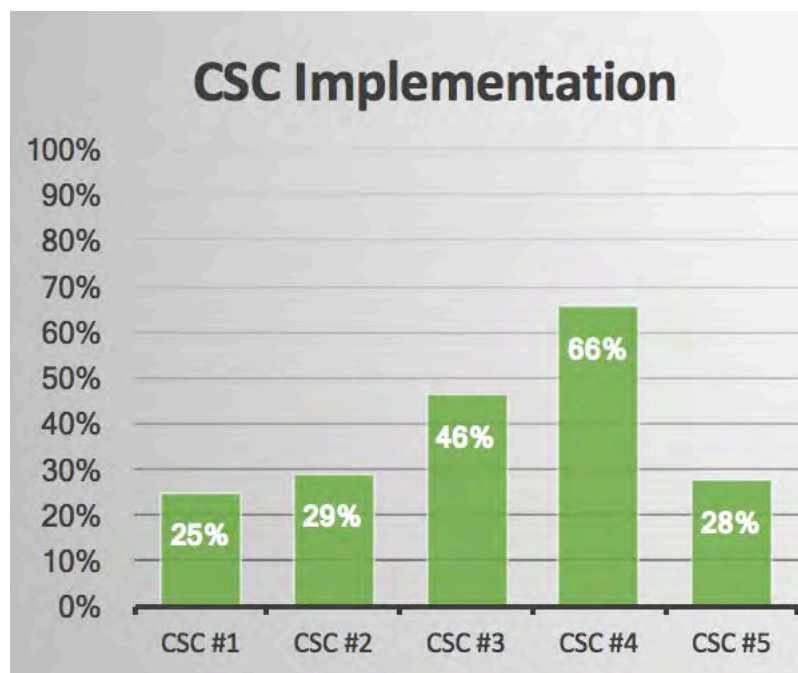
 CSC #5: Controlled Use of Administrative Privileges 15

Appendix A: References..... 17

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:

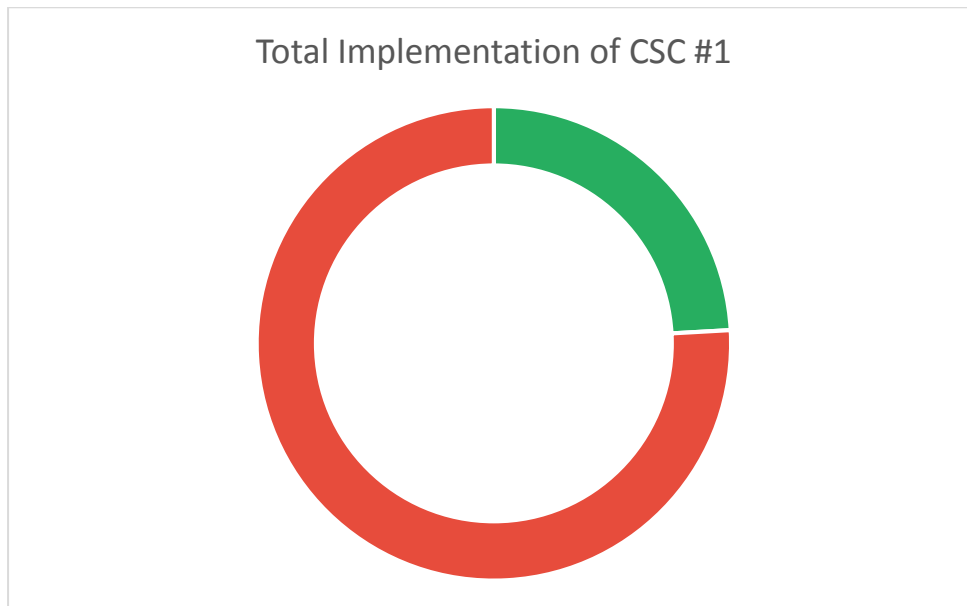
- Adoption and implementation of the National Institute of Standards and Technology (NIST) cybersecurity framework; and
- Implementation of the first five Center for Internet Security (CIS) critical security controls.

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



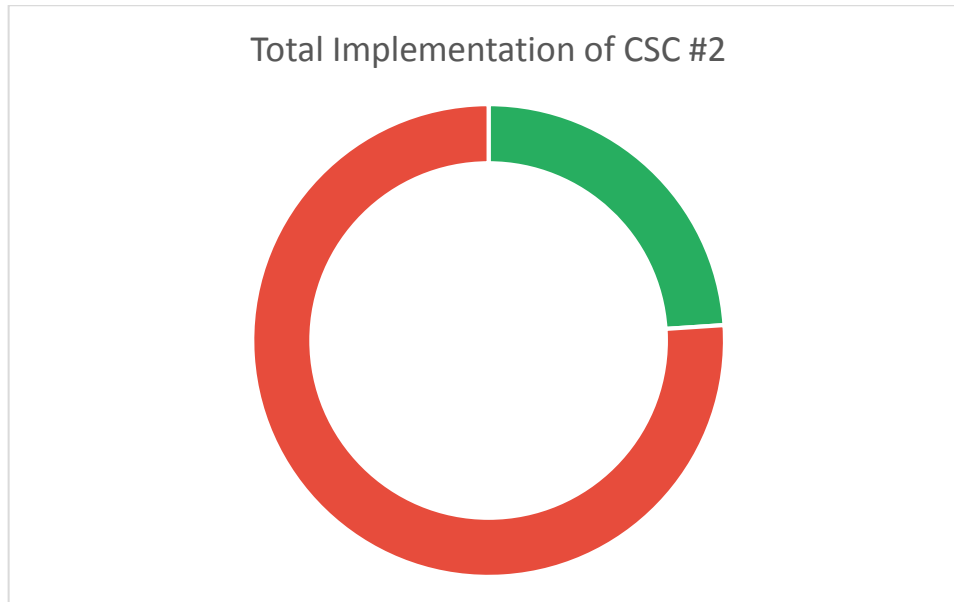
Risk Addressed: 24%

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



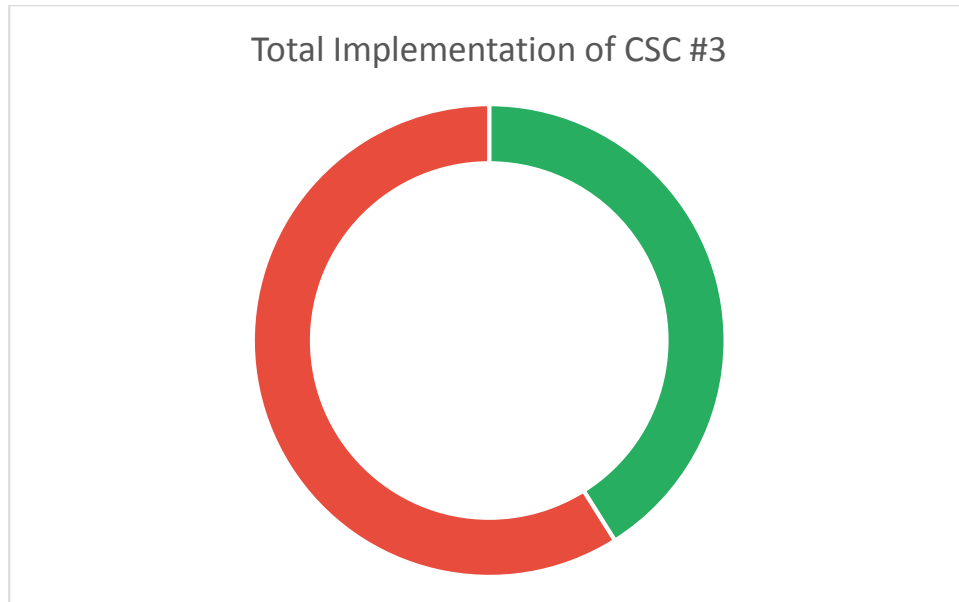
Risk Addressed: 24%

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



Risk Addressed: 41%

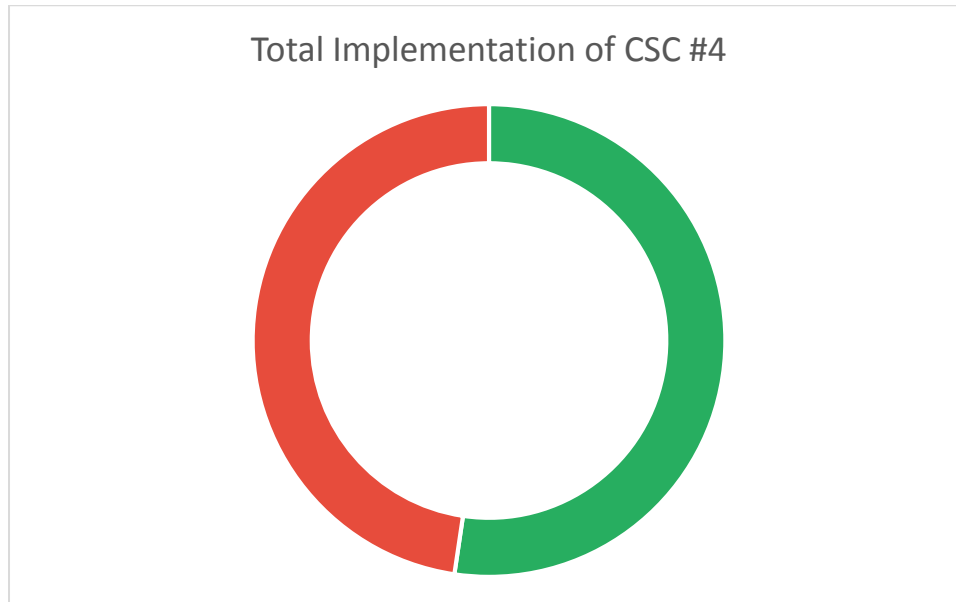
Risk Accepted: 59%

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.
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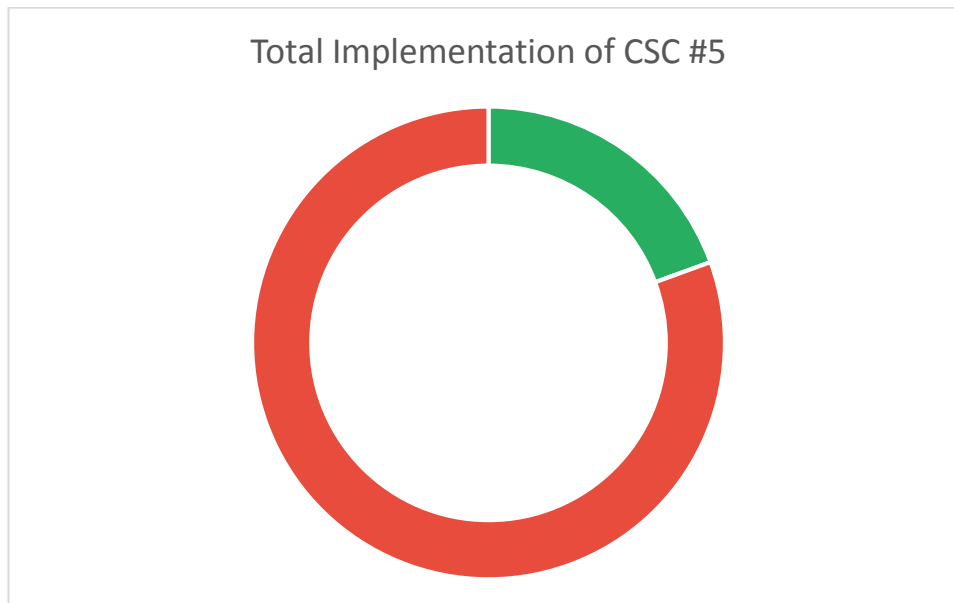
CSC #4: Continuous Vulnerability Assessment and Remediation



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



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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.

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	97%↔ ²	NSSE survey every three years	NSSE survey every three years	Available fall 2018	100%	105% ³
>Higher-order learning	100%↔				102%	105%
>Reflective & integrative learning						
Learning with Peers	97%↔	NSSE survey every three years	NSSE survey every three years	Available fall 2018	100%	105%
>Collaborative learning	95%↓				100%	105%
>Discussions with diverse others						

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

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

>Number of VIP teams	6	8	8	Available July 2018	9	18
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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	103%↑	NSSE survey every three years	NSSE survey every three years	Available fall 2018		
>Collaborative learning	94%↓				105%	105%
>Discussions with diverse others					98%	100%
Experiences with faculty	90%↓					
>Student-faculty interaction	96%↓				95%	100%
>Effective teaching practices					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	99%↔	NSSE survey every three years	NSSE survey every three years	Available fall 2018		
>Higher-order learning	102%↔				100%	105%
>Reflective & integrative learning	97%↓				105%	105%
>Learning strategies	102%↔				100%	105%
>Quantitative reasoning					105%	105%
Learning with Peers	103%↑					
>Collaborative learning					105%	105%
Experiences with faculty	90%↓					
>Effective teaching practices					95%	100%

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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.	Available Sept. 2018		
>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)		(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%	Available Oct. 2018	81%	83%	84%
>Percent of Idaho-resident Pell-eligible first-time full-time freshmen retained	66.3%	72.7%	72.6%		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%	Available Sept. 2018	30%	35%
>% of Idaho-resident, Pell-eligible, first-time, full-time freshmen who graduated	9.2%	10.9%	12.2%		18%	25%
>% of full-time transfers who graduated	46.5%	47.0%	47.5%		50%	50%

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

6-year graduation rate¹⁰	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 freshmen¹¹	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 year¹²	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 course¹³	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 Programs¹⁵	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%

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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	90%↓	NSSE survey every three years	NSSE survey every three years	Available fall 2018	95%	100%
>Student-faculty interaction						
Campus Environment	101%↔				105%	105%
>Quality of interactions	91%↓				95%	100%
>Supportive environment						
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

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

>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

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)	R2 (Research: High)	R2 (Research: High)

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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%	available	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

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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	161	142	120	Available	165	195
>from ethnic minorities	273	303	339	Sept. 2018	430	630
Baccalaureate graduates who are Idaho residents	2,408	2,350	2,268	Available	2,700	3,100
				Sept. 2018		
Baccalaureate graduates of non-traditional age (30 and up)	822	869	867	Available	950	1,100
				Sept. 2018		
Baccalaureate graduates who began as transfers from Idaho community college ²⁶	310	384	390	Available	650	1,000
				Sept. 2018		

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 <i>preliminary</i>	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	

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 \$\$

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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	22.2	22.8
Baccalaureate graduates per junior/senior FTE ³²	37.0	38.0	41.1	Sept.	42.5	44.0
Graduate degree graduates per graduate FTE ³³	43.1	38.7	43.1	2018	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	1.50	1.49	1.52	Available	No increase	No increase
>In 2011 \$\$ (i.e., CPI-adjusted)	1.42	1.40	1.40	Dec. 2018	adjusted \$\$	adjusted \$\$
>Unadjusted						
Baccalaureate, masters, and doctoral graduates per \$100k total expense				Available	No increase	No increase
>In 2011 \$\$	1.58	1.56	1.62	Dec. 2018	adjusted \$\$	adjusted \$\$
>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	\$50.1M		\$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

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.

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 2

	Boise State University 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.
Institution/Agency Goals and Objectives					
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - <i>Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i>					
<u>Objective A: Data Access and Transparency</u> - <i>Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.</i>					✓
<u>Objective B: Alignment and Coordination</u> – <i>Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).</i>		✓			
GOAL 2: EDUCATIONAL ATTAINMENT – <i>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.</i>					
<u>Objective A: Higher Level of Educational Attainment</u> – <i>Increase completion of certificates and degrees through Idaho’s educational system.</i>	✓	✓		✓	
<u>Objective B: Timely Degree Completion</u> – <i>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).</i>		✓		✓	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

<i>Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.</i>		✓		✓	
<i>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.</i>					
<i>Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.</i>	✓			✓	
<i>Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.</i>			✓		

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018



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 2018-survey data. *this is a new indicator and is not currently measured until the end of FY18.*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 FY18-22.

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
8,731,092b	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. *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 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.	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.
 - The Bengal Bridge initiative is expanding each summer, so this program will also take time to impact the overall retention rate.

Evaluation Process

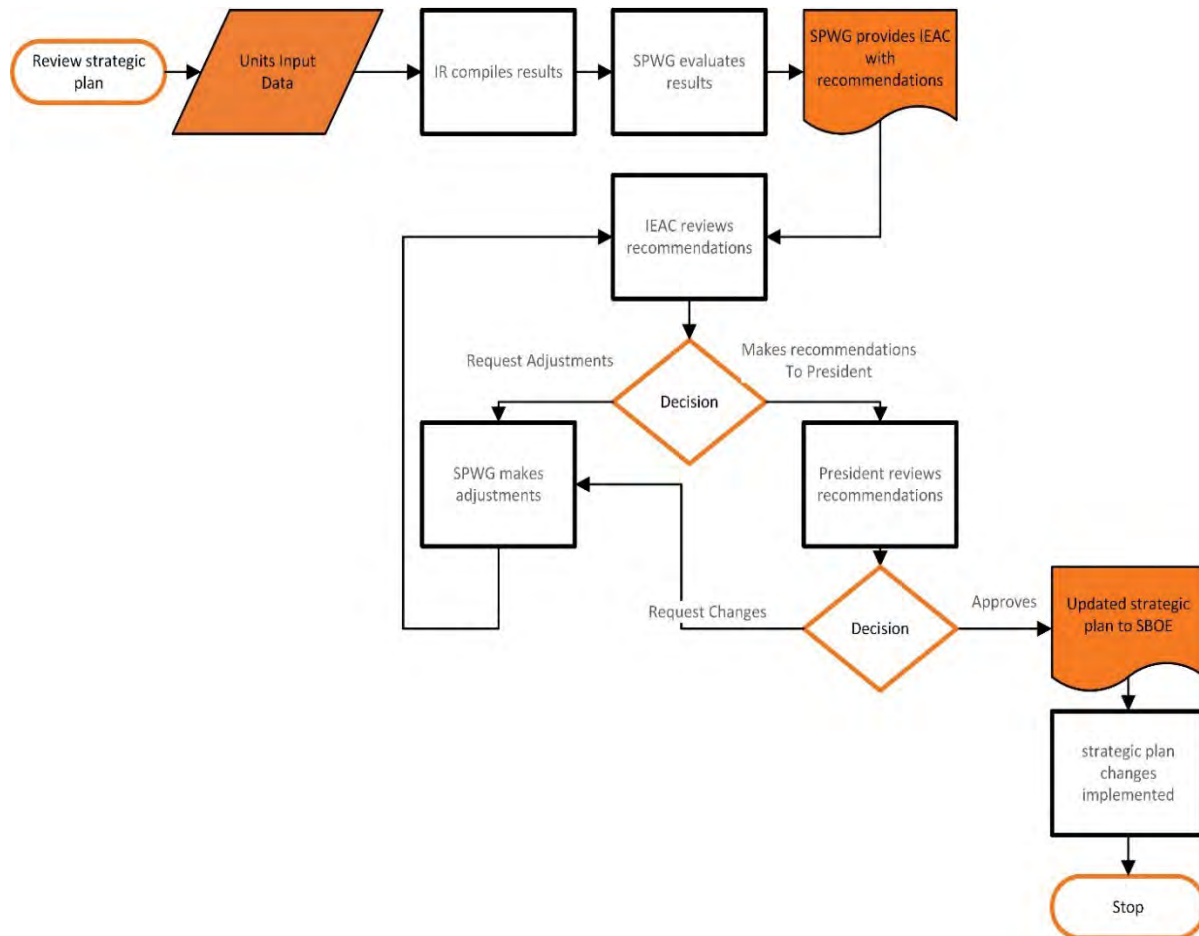
Idaho State University has established a mature process for evaluating and revising goals and objectives. ISU's academic and non-academic units track and evaluate the strategic plan's performance measures, and Institutional Research compiles the results. Institutional Research has created a web-based 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



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.		✓	✓	

Appendix 2

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
✓		

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



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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 4

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]

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 4

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%

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 4

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 construct¹

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 4

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 4

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
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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018**

ATTACHMENT 4

675/12%	713/15%	795/16%	817/17%	700/12% (New benchmark to be identified for FY18)
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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 25%	713/2,973 24%	795/2,901 27%	817/2,862 28%	30% (FY19)

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)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 4

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]

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 4

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
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 4

\$2.368M	\$821,000	\$6,068,000	\$340,000	\$500,000 (ongoing)
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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]

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018**

ATTACHMENT 4

* 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 LCSC 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 cybersecurity 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."

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018**

**ATTACHMENT 4
Appendix 1**

	State Board of Education Goals			
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA- INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>
Institution/Agency Goals and Objectives				
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	✓	✓	✓	✓

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 4

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.		✓	✓	✓

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 4

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

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**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018**

ATTACHMENT 4

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 4

	State Board of Education Goals			
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA- INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>
Institution/Agency Goals and Objectives				
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, RETENTION 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	✓			✓

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 4

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 where 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 where 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 where 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 where 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		



COLLEGE OF
SOUTHERN
IDAHO

2018-2022
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 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.

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: 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 Measures:

- I. Total 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. 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: 55% ³ (by 2019)

- III. Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

FY13 (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 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 s (by 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 s (by 2019)

III. Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)

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	TBD

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 +/- 5% of average of other Idaho community colleges

Benchmark: Maintain tuition at +/- 5% of average of other Idaho community colleges s (by 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% 10 (by FY2019)

Critical Success Activity:

- Fully develop a 3-5 year comprehensive faculty and instructional improvement and professional development plan:
 - Develop qualification protocol for online instruction and pilot implementation
 - Develop and expand the Effective Teaching Academy
- Continue implementation of adjunct and dual credit professional development program

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 6

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)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
56%	56%	57%	60%	61%
(574/1,020)	(441/783)	(382/672)	(366/606)	
Fall 2012	Fall 2013	Fall 2014	Fall 2015	
Cohort	Cohort	Cohort	Cohort	

Benchmark: 61% ¹¹ (by 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%	73%
(1,524/2,175)	(1,093/1,638)	(1,184/1,653)	(1,123/1,569)	
Fall 2011	Fall 2012	Fall 2013	Fall 2014	
Cohort	Cohort	Cohort	Cohort	

Benchmark: 73% ¹² (by 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

- IV. Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
22.9%	25.1%	30.0%	29.9%	31%
(963/4,211)	(970/3,860)	(1,035/3,454)	(951/3,184)	

Benchmark: 31% ¹⁴ (by FY2019)

- V. 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 (Source: 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%	TBD

Benchmark: TBD ¹⁵ (by FY2019)

- VI. Percentage of first time degree seeking students completing a gateway math course within two years of enrollment (Source: 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: TBD ¹⁶ (by 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)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018**

ATTACHMENT 6

- 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%	33.5%	58.3%	59.5%	
646/1394	324/968	813/1395	609/1023	61%
(Fall 2011 Cohort)	(Fall 2012 Cohort)	(Fall 2013 Cohort)	(Fall 2014 Cohort)	

Benchmark: 61% ¹⁸ (by FY2019)

- 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%	19%	20%	21%	
(186/1,011)	(180/966)	(191/976)	(181/843)	22%
Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	

Benchmark: 22% ¹⁹ (by 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

- 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% ²¹ (by 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:

- 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: 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:

- 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:

- I. **Chronicle of Higher Education Great Colleges to Work For Survey**
Benchmark: TBD ²⁸ (To be established in 2019)

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)

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 ²⁹ (by FY2019)

- II. **Unduplicated headcount of all undergraduate degrees and certificates divided by \$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)

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 ³⁰ (by FY2019)

III. Institutional 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: 25% ³¹ (by FY2019)

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: \$1.74 million (a 3% increase over the previous year) ³² (by FY2019)

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 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.

¹The 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.

²The 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.

³CSI 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.

⁴This benchmark has been established based upon an average of the past four years of placement. While the current benchmark is below the most recent annual placement level, external forces (e.g. unemployment rate) can significantly impact achievement of this benchmark.

⁵Matching the FY 2016 2% increase would put enrollment on a positive trend after several years of declines.

⁶As has been the case with college enrollment across the nation, CSI FTE has been declining. Rather than setting a benchmark for growth, the College's current goal is to reverse this trend of declining FTE. Once that goal has been achieved, a growth benchmark will be established.

⁷The 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.

⁸This benchmark has been established to ensure that tuition aligns with peer institutions in the state and remains affordable for students.

⁹This 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.)

¹⁰Ninety percent is a reasonable target considering that comparison schools have averaged 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. In this metric, "comparison schools" consist of all other schools participating in the CCSSE during that term. Approximately 300 schools participated in the CCSSE during the current assessment period.

¹¹The 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 2, Objective A of the Idaho State Board of Education Strategic Plan.

¹²The 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 2, Objective A of the Idaho State Board of Education Strategic Plan. To add additional context to this measure, the College of Western Idaho earned a 67.3% on this metric while North Idaho College earned a 76.1% during the assessment period.

¹³Because 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.

¹⁴The 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.

¹⁵The 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.

¹⁶In 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.

¹⁷In 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.

¹⁸The 61% 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 2, Objective B of the Idaho State Board of Education Strategic Plan.

¹⁹The 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 2, Objective B of the Idaho State Board of Education Strategic Plan.

²⁰While the IPEDS 100% of time to completion metric is unrealistic for community colleges given the enrollment patterns 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.

²¹The 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.

²²100% of college programs offer structure schedules. This is a State of Idaho metric and the college benchmark will be 100% compliance.

²³The 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.

²⁴CSI 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.")

²⁵The 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.

²⁶The 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.

²⁷Students 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.

²⁸CSI 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.

²⁹This 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]).

³⁰ This benchmark 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.

³¹The 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 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 6

Alignment with Idaho State Board of Education 2019-2024 Strategic Plan	State Board of Education Goals		
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
College of Southern Idaho Goals and Objectives			
GOAL 1: Community Success			
<i>Objective A: Strengthen the communities we serve</i>			✓
<i>Objective B: Cultivate economic partnerships across the communities we serve</i>			✓
<i>Objective C: Meet the workforce needs of the communities we serve</i>			✓
GOAL 2: Student Success			
<i>Objective A: Foster participation in post-secondary education</i>	✓	✓	✓
<i>Objective B: Reinforce a commitment to instructional excellence</i>	✓	✓	✓
<i>Objective C: Support student progress toward achievement of educational goals</i>	✓	✓	✓
<i>Objective D: Provide evidence of achievement of student learning outcomes</i>	✓	✓	✓
<i>Objective E: Offer opportunities for student engagement that go beyond the classroom</i>	✓	✓	✓
GOAL 3: Institutional Stability			
<i>Objective A: Provide employees with a work environment that values employee success and satisfaction</i>			
<i>Objective B: Ensure that the college maintains the financial resources necessary to meet its mission</i>			
<i>Objective C: Maintain a strong relationship with the CSI Foundation</i>		✓	✓
<i>Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities</i>			

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

4/12/2018



FY 2019-2024
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)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- 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 development⁴

- 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 development⁵

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)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 institutions⁹ (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 institutions¹⁰ (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 development¹¹

- 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 institutions¹² (by 2023)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- 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	16% (130/832) Fall 12 Cohort	16% (119/752) Fall 13 Cohort	15% (97/653) Fall 14 Cohort	Rank of 60% against IPEDS comparator institutions
NIC Rank 41%	NIC Rank 47%	NIC Rank 50%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions¹³ (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 development¹⁶

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- 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 development¹⁷

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 development¹⁸

- 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: 46.0²⁰ (by 2021)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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. *Source: 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)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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	\$3,022	\$3,214	\$3,288	Rank of 60% against IPEDS comparator institutions
NIC Rank 72.7%	NIC Rank 72.7%	NIC Rank 72.7%	NIC Rank 72.7%	

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)	2.06 (898 Grads)	2.07 (969 Grads)	IPEDS financials not yet available	Rank of 60% against IPEDS comparator institutions
NIC Rank 41%	NIC Rank 32%	NIC Rank 46%	Rank not yet available	

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
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Data not available	\$196,663 Net revenue	\$174,795 Net revenue	\$195,039 Net revenue	Annual direct costs maintained
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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
 - 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
 - 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?
 - There were no substantial changes made to the goals and objectives in the past academic year.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Footnotes

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. [\[CCM 037\]](#)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 21, 2018

- 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. [\[CCM 017\]](#)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 21, 2018

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. [\[CCM 192\]](#)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Appendix 1

	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
Institution/Agency Goals and Objectives			
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			

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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.			

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 FY2019, 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 an annual desk audit.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 comprehensive measures

Benchmark: Identify long-term strategies to comprehensively assess high quality secondary CTE programs by FY2020.⁵

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 D: *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		67.0

Benchmark: 67.0 pass rate by 2018⁷

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 2018⁸

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

Benchmark: 94.3 placement rate by FY 2018⁹

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 FY2019, implement SkillStack for 23 programs¹⁰

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		48

Benchmark: 48 programs by FY2020¹¹

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 FY2019¹²

- 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 FY2018¹³

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 2020¹⁴

- 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 2018¹⁵

- 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 2020¹⁶

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 2020¹⁷

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 Training – Non-credit training will provide additional support in delivering skilled talent to Idaho’s employers.*

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 FY2018¹⁸

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 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.

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. FY19 targets are negotiated and approved after Strategic Plan deadline.

⁸ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

⁹ Federally negotiated benchmark. FY19 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. FY19 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>I don't know what ICTE's priorities are</i>	16%	7	16%	14
<i>My school or district has not outlined CTE priorities</i>	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>I don't know what ICTE's priorities are</i>	9%	5	17.5%	7
<i>My school or district has not outlined CTE priorities</i>	0%	0	0%	0

Level of Satisfaction:

SECONDARY	2016	N	2017	N
Satisfaction Levels (scale of 1-5)				
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	2016	N	2017	N
Satisfaction Levels (scale of 1-5)				
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

Mandated Cyber Security Strategic Plan

***THE OFFICE OF THE GOVERNOR
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	≥ 301

Benchmark: Greater than or equal to 301 for SY19¹

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	≥ 812

Benchmark: Greater than or equal to 812 for SY19²

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 SY19³

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 SY19⁴

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 Regions⁵ (by SY 2020)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018



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. <i>Employment Rate – 2nd Qtr after Exit</i>					≥ 65%
2. <i>Employment Rate – 4th Qtr after Exit</i>					≥ 55%
3. <i>Median Earnings – 2nd Qtr after Exit</i>					≥ \$4680 per quarter
4. <i>Credential Attainment</i>					≥ 22%
5. <i>Measurable Skill Gains</i>					≥ 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018



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	≥ 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	≥ 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 FY19¹⁷

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 SY19¹⁸

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018



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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018



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 eligibility 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018



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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018



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.



**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 Measure:

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

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 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
1,520,814	1,670,923	1,901,477	1,981,837		1,700,000

Benchmark: 1,850,000 (by FY 2023)⁸

II. Number of visitors to IdahoPTV/PBS video player.

FY14	FY15	FY16	FY17	FY18	FY19
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(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	(2017-2018)	Benchmark
48,836	344,651	634,031	143,637*		100,000

Benchmark: 100,000 (by FY 2023)⁹

*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)¹⁰

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: 37,260 (by FY 2023)¹¹

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)¹²

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)¹³

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)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)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.

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

Benchmark: Yes/Yes/Yes (by FY 2023)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.

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.

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, 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 29 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.

-
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 agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
 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.
 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.
 11. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
 12. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
 13. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
 14. Benchmark is based on industry standard combined with desired level of achievement.
 15. Benchmark is based on industry standard combined with desired level of achievement.
 16. Benchmark is based on industry standard of best practices.

17. Benchmark is based on industry standard of best practices.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018**

ATTACHMENT 11

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%
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	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.	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes
Work toward implementation of the Center for Internet Controls.		Yes	Yes

	State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	Goal 4:	Goal 5:
Institution/Agency Goals and Objectives					
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.	✓				



Idaho State Department of Education

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Performance Measures:

- I. Percentage of students meeting proficient or advanced placement on the Idaho Standards Achievement Test.

	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
ELA 5th	53.8%	54%					69.2%
MATH 5th	40%	42%					60.0%
ELA - High School**	61.8%	59%					74.5%
MATH - High School**	30.9%	32%					53.9%

Benchmark: 5th Grade ELA – 69.2% of students.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 high school juniors and seniors participating in Advanced Opportunities (Fast Forward Program only).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
N/A	29%	32%	47%	60%

Benchmark: 60% of students per year.¹ (by 2022)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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. Error! Bookmark not defined. (by 2024)

ACT – 60% of students. Error! Bookmark not defined. (by 2024)

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%²(by 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 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. 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 2021¹.*

Objective B: *Offer a range of services to address the needs of Small, Rural, Start-up and Other manufacturers Idaho.*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 2021ⁱⁱ:
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 10ⁱⁱⁱ

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 by 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 million² (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 million³ (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: 900⁴ (by FY 2022)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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: 14,944⁷ (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 FY18⁸ (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: TBD⁹ (by FY 2022)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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: \$100,000¹⁰ (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 years¹² (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: 4.6¹³ (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: 4.6¹⁴ (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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 21, 2018

- 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Appendix 1

	State Board of Education Goals				
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA- INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>	<i>Goal 5:</i>
Institution/Agency Goals and Objectives					
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.					

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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.



**FY 2019 – 2023
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

VISION STATEMENT

A vibrant, nationally recognized teaching health center providing exceptional, comprehensive, person-centered care.

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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%	51%	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	N/A	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:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- 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.

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: 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:

- I. FMRI will track its accreditation status and potential citations.***

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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: 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:

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.

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. 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 through growing partnerships with communities resulting in development of additional rotations in rural Idaho.

Performance Measures:

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 2018, approximately 59% of revenues were generated through patient services (including pharmacy), 18% were derived from grants and other sources, and 23% 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 2019.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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. Medicaid/Medicare: 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. Federally Qualified Health Center (FQHC) and Teaching Health Center Designations: 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 eight of FMRI's outpatient clinics received the FQHC designation. FQHC grant funding represented approximately 5% of fiscal 2017 funding.
6. Legislation/Rules: 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 2017 was \$1,530,000. This was increased for FY 2019 to \$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. Governor's Support: 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. The upcoming election of a new Governor will be important for ongoing support of our key programs and initiatives.

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Appendix 1

	Family Medicine Residency Goals				
	<i>Goal 1: Family Medicine Workforce</i>	<i>Goal 2: Patient Care / Delivery / Service</i>	<i>Goal 3: Education</i>	<i>Goal 4: Faculty</i>	<i>Goal 5: Rural Outreach</i>
Institution/Agency Goals and Objectives					
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.					

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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.		✓	✓		
GOAL 3: Education To provide an outstanding family medicine training program to prepare future family medicine physicians.					
Objective 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 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.	✓		✓		✓

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 16

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 19.1 FTE	\$2.6M 18.5	\$2.7M 18.5	\$2.6M 17.0	\$2.6 M 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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
STRATEGIC PLAN
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
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

100%	100%	100%	100%	>85%
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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%

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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.



Idaho Museum of Natural History

FY2019-2024
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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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%)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Appendix 1: K-20 Plan Alignment Matrix

State Board of Education Goals				
	<i>Goal 1: EDUCATIONAL SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATIONAL ATTAINMENT</i>	<i>Goal 3: WORKFORCE READINESS</i>	
Idaho Museum of Natural History				
GOAL 1: INCREASE VISITATION AND PUBLIC ENGAGEMENT				
<i>Objective: Participation</i>		✓		
<i>Objective: Community Sponsorships and Giving</i>		✓		
GOAL 2: RESEARCH CAPACITY AND TRAINING				
<i>Objective: Student Opportunity</i>		✓	✓	
<i>Objective: Synergy and Collaboration</i>	✓		✓	
GOAL 3: SUPPORT K-12 EDUCATION				
<i>Objective: Accessibility</i>		✓		
GOAL 4: CREATE NEW MUSEUM BUILDING				
<i>Objective: currently under development</i>		✓	✓	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Appendix 2

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
		✓

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 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
✓		



University of Idaho

**AGRICULTURAL
RESEARCH & EXTENSION
SERVICE**

**STRATEGIC PLAN
2019-2023**

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 2022¹.

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 2022².

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 2022³.

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 2022⁴.

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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-H⁵

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.

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.***

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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-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 analyses, 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 using FUR funding, facilities or equipment.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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 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.

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Appendix 1

	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
Institution/Agency Goals and Objectives				
GOAL 1: SCHOLARSHIP and CREATIVITY <i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.</i>				
<i>Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship</i>	✓		✓	✓
<i>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.</i>	✓	✓	✓	
GOAL 2: OUTREACH and ENGAGEMENT <i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i>				
<i>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.</i>				✓
GOAL 3: FINANCIAL EFFICIENCY and RETURN ON INVESTMENT <i>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)</i>				
<i>Objective A: Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.</i>		✓	✓	



University of Idaho

**STRATEGIC PLAN
FY2019 - FY2023**

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 (1,013 Publications, Maps, and Reports cumulative).**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	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 there were 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Performance Measures:

- I. **Percentage of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho (596 maps cumulative have been uploaded).**

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 102% 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 125% 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 and the 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 one warehouse technician.
- Progressive development of personnel and agency resources to build a full-time geologic hazards program stationed 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 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.

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 rotations¹.

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 annually².

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 annually³.

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 2022⁴.

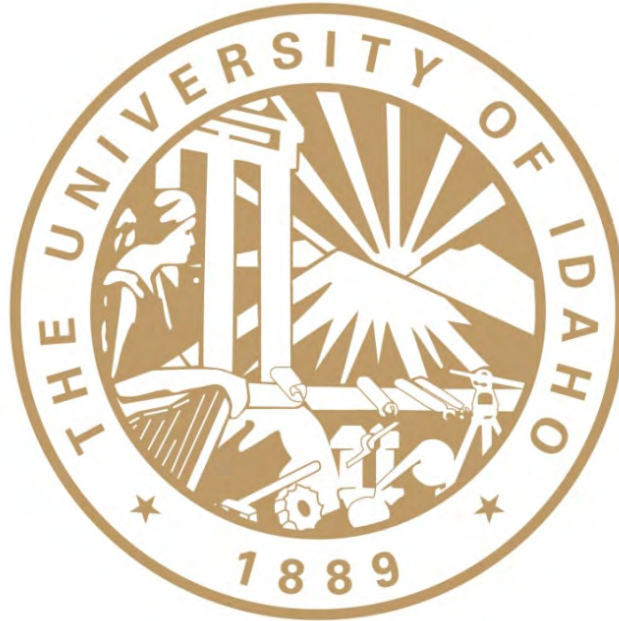
Key External Factors

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.

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 21, 2018

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 programming 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

51%	51%	50%	50%	55%
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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: \$1.4M³ 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 education⁶ 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 year⁷. 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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 year⁸ 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):

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 21, 2018

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>

¹Based on nationally set standards. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats.

²Based 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>)

³Based on available resources for pursuing external grants and increased competitive nature of federal awards.

⁴Internally 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.

⁵Based on national standards United States Medical Licensing Examination Scores and Transcripts. www.usmle.org

⁶Based on state needs and available resources

⁷Based on analysis of areas of increase need in Idaho

⁸Based on national standards for workforce specialties

⁹Based on national standards for program return rates

¹⁰Based on available Idaho resources

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Appendix 1

	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 <i>Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.</i>	✓	✓	✓		
<i>Objective A: Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.</i>	✓		✓	✓	
<i>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.</i>	✓			✓	
GOAL 2: CRITICAL THINKING AND INNOVATION <i>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.</i>	✓	✓			
<i>Objective A: Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.</i>	✓	✓		✓	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

<i>Objective B: Innovation and Creativity - Educate medical students who will contribute creative and innovative ideas to enhance health and society.</i>	✓	✓			
<i>Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.</i>	✓			✓	
GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS <i>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.</i>	✓		✓	✓	
<i>Objective A: Increase medical student early interest in rural and primary care practice in Idaho.</i>		✓		✓	
<i>Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.</i>					
<i>Objective C: Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.</i>				✓	
<i>Objective D: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.</i>		✓		✓	
<i>Objective E: Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.</i>	✓	✓		✓	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

DIVISION OF CAREER TECHNICAL EDUCATION (Division)

SUBJECT

Limited Occupational Specialist Certificate Extension Request - InSpIRE (Industry Specialists Infusing Real-world Experience) Cohort

REFERENCE

August 2017

The Idaho Division of Career Technical Education provided discussion about its first InSpIRE Cohort group during its annual progress report presentation, including information that some participants will need a one-year certificate extension in order to achieve the minimum of a Standard Occupational Specialist (SOS) Certificate upon renewal.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1204, Idaho Code

Idaho Administrative Code, IDAPA 08.02.02 – Section 114.06, Occupational Specialist Certificate

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

BACKGROUND/DISCUSSION

Individuals coming from the private sector into the career technical education (CTE) teaching profession are granted a Limited Occupational Specialists (LOS) certification for up to three (3) years while they meet the necessary requirements to obtain a Standard Occupational Specialist teaching certification. In August 2017, the Division launched a new two-year, cohort model to help CTE instructors coming from the private sector to meet the requirements of obtaining a Standard Occupational License without any out-of-pocket expense with customized regional instruction, including a teacher-mentor component. Of the seventy-four (74) Limited Occupational Specialist (LOS) certificated instructors participating in the Division's first InSpIRE to Educate cohort, ten (10) individuals have certificates that will expire August 31, 2018. However, participants of this first cohort are not due to complete all requirements for advancing to a minimum of a Standard Occupational Specialist Certificate until the end of April 2019.

In establishing the first InSpIRE Cohort, the Division reached out to those individuals awarded a LOS three-year certificate in 2015, 2016, and 2017. The Division sought to assist as many successfully-employed career technical education LOS instructors as possible to enter into this new program. It was understood by Division staff and InSpIRE participants, who held a LOS certificate

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

valid from 2015 through August 31, 2018, that the Division would help secure a one-year extension to the LOS certificate to grandfather these individuals into the first cohort as appropriate. The Division administrator has communicated this need for certificate extensions in two presentations to the State Board of Education, and Division staff have worked with State Department of Education certification staff to determine options for extension.

Through collaborative work with staff from the Office of the State Board of Education, State Department of Education, and the Division, it was determined that the best option to address this issue would be to request Board action to extend the three-year Limited Occupational Specialist Certificate by one year for these ten (10) individuals, citing extenuating circumstances. All ten (10) cohort participants are in good standing with InSpIRE cohort expectations and making excellent strides in achieving the standards for initial certification of teaching personnel.

IMPACT

Action by the Board to authorize a one-year extension of these ten (10) specific LOS certificates would allow all seventy-four currently-employed secondary and postsecondary teachers who are participating in the first InSpIRE cohort to successfully complete this training and advance their certification to a five-year renewable certificate beginning September 1, 2019. Should the extension not be approved, these ten (10) instructors will no longer be employable by their districts or technical colleges.

ATTACHMENTS

Attachment 1 – Limited Occupational Certificate Extension Request Summary
2018-19

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.01.001. Waivers. The State Board of Education may grant a waiver of any rule not required by state or federal law to any school district upon written request. The Division is submitting this request on behalf of the school districts the secondary teachers are employed with. IDAPA 08.02.02 only applies to secondary teachers. Any provisions regarding certification of postsecondary teachers are based on Board or Division policy and may be waived at the Board's discretion.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the Division of Career Technical Education to waive the three year limit of the interim certificate in IDAPA 08.02.02.015.06.b. for one year for those individuals listed in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018**

ATTACHMENT 1

CERTIFICATE EXTENSION REQUEST SUMMARY - 2018-19 (COHORT I)

<u>First Name</u>	<u>Last Name</u>	<u>School</u>	<u>Administrator</u>	<u>Level</u>	<u>Program Area</u>	<u>Certificate Expiration</u>
Caroll	Britt	Westada School District	Staci Low, Director	Secondary	Skilled & Technical Sciences	2018
Brandy	Funk	Renaissance High School	Shanna Hawkins Staci Low, Director	Secondary	Health Sciences	2018
Joseph	Gossi	Eagle High School	Staci Low, Director	Secondary	Business Tech Ed	2018
Jo	Greer	College of Western Idaho	Brenda Pettinger	Postsecondary	Skilled & Technical Sciences	2018
William	Hessing	West Ada School District	Staci Low, Director	Secondary	Engineering Tech Ed	2018
Richard	Ray	COSSA	Greg Hale Harold Nevill, Superintendent	Secondary	Skilled & Technical Sciences	2018
Daniel	Blackburn	Jerome School District	Dale Layne, Superintendent Nathan Tracy, HS Principal	Secondary	Engineering Tech Ed	2018
Frank	Kiska	Gooding School District	Spencer Larsen, Superintendent	Secondary	Skilled & Technical Sciences	2018
Tori	Parkin	Pocatello SD	Rhonda Naftz, CTE Director	Secondary	Engineering Technology Education	2018
Jacob	Harris	Blackfoot HS	Brian Kress, Superintendent Roger Thomas, Principal	Secondary	Business Tech Ed	2018

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

SUBJECT

Private Institution Participation in Apply Idaho

REFERENCE

September 22, 2017 Apply Idaho launched

February 15, 2018 Update to the Board on Apply Idaho

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

Apply Idaho launched on September 22, 2017. This streamlined application was designed with input from the eight public Idaho institutions. The purpose of the application was to reduce the amount of data an Idaho high school student needed to provide on each college application. Apply Idaho used a single, online application that was supplemented with data already collected and housed within the Educational Analytics System of Idaho. Students only needed to enter the information one time and could then select any or all public institutions within Idaho where that application could be sent.

Northwest Nazarene University and the College of Idaho expressed interest to Board staff regarding participation in Apply Idaho. The participation of private, non-profit institutions would necessitate the submission of student data from the private, non-profit institutions into the Educational Analytics System of Idaho in order to evaluate the success of the program and progress towards Goal 2 in the Board's strategic plan. These institutions maintain their interest in participating in the program.

IMPACT

Approval of this item will provide Idaho high school students the ability to select participating private, non-profit institutions within the Apply Idaho application. Data would be requested from the participating institutions that could inform the Board of postsecondary behaviors of students attending these private, non-profit institutions.

ATTACHMENTS

Attachment 1 – Letter of interest from Northwest Nazarene University

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

STAFF COMMENTS AND RECOMMENDATIONS

Participation of the private non-profit institutions in Apply Idaho could provide benefits for Idaho high school students who are interested in applying to one of these institutions. The Board approved Apply Idaho as a way to reduce the burden on students in providing the same information multiple times in hopes that it would incentivize students to apply to an Idaho public institution. First year results show an 88 percent increase in the number of applications submitted. Board staff expect an increase in applications again if the private non-profit institutions participate in Apply Idaho; however, the magnitude of that increase is difficult to anticipate. It is unclear if the missions of these private non-profit institutions result in a different recruitment pool than the Idaho public institutions. This action could result in students who might have planned to attend an Idaho public institution, instead attending an Idaho private non-profit institution. The number of students who would have selected a public institution but instead selected a private non-profit institution has not been calculated.

The private non-profit institutions that have expressed interest in participating in Apply Idaho understand that in order for the Board office to evaluate and improve the Apply Idaho application, it would be necessary to provide information back to the Board office on enrollment and student progress. While this will allow Board staff to evaluate Apply Idaho, it also will allow Board staff to provide the Board a more complete picture on postsecondary enrollment, persistence, completion, and additional information related to the Summer Melt for a student population that we do not currently have access too.

In considering the expansion to private not-for-profit institutions, the Board should consider the impact for both the students and the public institutions over which the Board has fiduciary responsibility. The Board also must weigh the benefit of additional information the private non-profit institutions could provide in understanding the postsecondary picture in Idaho.

BOARD ACTION

I move to approve the participation of Northwest Nazarene University and College of Idaho, in Apply Idaho, contingent upon the terms and conditions in a Memorandum of Understanding that will be drafted by Board staff and authorize the Executive Director to execute the Memorandum of Understanding on behalf of the Board.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

RECEIVED

APR 13 2018

OFFICE OF THE
BOARD OF EDUCATION



NORTHWEST NAZARENE UNIVERSITY

April 11, 2018

Dr. Linda L. Clark, President
Mr. Matt Freeman, Executive Director
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720,0037

RE: Idaho Application Week

Dear Dr. Clark and Mr. Freeman,

I am writing to confirm Northwest Nazarene University's interest in "Apply Idaho" and to reinforce why including NNU in this initiative is good for Idaho students.

Nearly half of our traditional undergraduate student population is from the State of Idaho, and we are happy to partner with the State's efforts to improve the "Go,On" and college completion rates here. We believe that NNU offers a very personal and unique experience that encourages college-bound students to not only enroll but also persist to graduation. In fact, our graduation rates are among the best in the state of Idaho.

It is my understanding that the State Board of Education would like periodic sharing of data by NNU if we participate in "Apply Idaho." It makes sense to me that NNU's participation in data sharing would provide a more complete picture of how Idaho students are engaging in postsecondary education. Therefore, if you determine that NNU may participate in the "Apply Idaho" initiative, we are happy to participate in conversations about data sharing.

The Idaho State Board of Education and Northwest Nazarene University share many common goals. If you or your colleagues have any questions about our participation in "Apply Idaho" or our commitment to serving students and families in our State, please do not hesitate to reach out to me.

Thank you for your consideration and we look forward to hearing back about potential next steps.

Sincerely,

Joel K. Pearsall
President

Joel K. Pearsall
President
Office of the President

623 S. University Boulevard
Nampa, Idaho 83686-5897
www.nnu.edu

tel: 208.467.8521
fax: 208.467.8807
email: president@nnu.edu

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

SUBJECT

Board Policy I.E. Executive Officers, V.I. Real and Personal Property and Services, and V.U. Entertainment and Related Expenses – Second Reading

REFERENCE

December 2013	Board approved first reading of Board Policy V.U. providing clarification of allowable entertainment expenses.
February 2014	Board approved second reading of Board Policy V.U.
April 2014	Board approved first reading of Board Policy V.I., amending authorization thresholds for alignment between policies.
June 2014	Board approved second reading of Board Policy V.I.
August 2016	Board approved first reading of Board Policy I.E. Executive Officers – vehicle allowance
October 2016	Board approved second reading of Board Policy I.E.
April 2018	Board approved the first reading of proposed amendments to Board policies: I.E., V.I. and V.U.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers, V.I. Real and Personal Property and Services and V.U. Entertainment Related Expenses

ALIGNMENT WITH STRATEGIC PLAN

Governance issue.

BACKGROUND/DISCUSSION

Board Policy I.E., Executive Officers, outlines provisions and responsibilities for the Board's chief executive officers at the agencies and institutions under the Board's direct governance; including, provision for institutional presidents housing, automobile, and entertainment expense reimbursements. Board Policy, I.E.3, requires the president to live in the institutions "official residence" when the institution has such residence, in the event that the institution does not own an official residence, a housing allowance must be provided that is similar in value to living in an official residence. Additionally, this section requires the president to receive reimbursement for official entertainment expenses and be provided with a vehicle allowance. All of these allowances are provisions that are then also included in the presidents employment agreement. Currently two institutions have an official residence, Lewis-Clark State College and Idaho State University, and the official residence at the University of Idaho is under construction. Due to the varying availability of these residences across the campuses that the Board governs and the presidential searches conducted this year these provisions in Board policy have been re-evaluated. At this time it is recommended that Board Policy I.E.3. be eliminated and provisions regarding housing, automobile

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

allowances and reimbursement of official entertainment expenses be established solely through presidents' employment agreements.

In addition to the provision outlined in Board Policy I.E. above, Board Policy V.I. Real and Personal Property and Services, subsection 4 includes an exception to the vehicle use policy specific to chief executive officers and Board Policy V.U. Entertainment Related Expenses, subsection 1.d. includes provisions regarding country club or dining club membership for senior staff. With the proposed amendments to Board Policy I.E. these additional provisions will be eliminated or updated as applicable to reflect the change.

IMPACT

Approval of the proposed amendments would eliminate requirements for presidential house, automobile allowance, and entertainment expenses from Board policy.

ATTACHMENTS

Attachment 1 – Board Policy I.E. Executive Officers – First Reading

Attachment 2 – Board Policy V.I. Real and Personal Property and Services – First Reading

Attachment 3 – Board Policy V.U. Entertainment Related Expenses First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments to Board Policy I.E. allow the Board greater flexibility in negotiating employment agreements with perspective institution presidents, allowing the Board to be more competitive in recruiting and retaining individuals into these positions. The proposed amendments would bring Board Policies V.I. and V.U. into alignment with the amendments made in Board Policy I.E.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the first reading of proposed amendments to Board Policy section V.I. Real and Personal Property and Services, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

AND

I move to approve the first reading of proposed amendments to Board Policy section V.U. Entertainment Related Expenses, as submitted in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: E. Executive Officers

June 2018

1. Executive Director

The Executive Director is appointed by and serves in this position at the pleasure of the Board. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to Idaho Code 33-102A the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

a. Responsibilities

The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents. The Presidents shall keep the Board apprised, within 24 hours, through the Executive Director, of all developments concerning the institution, its employees, and its students, which are likely to be of interest to the public.

b. The Chief Executive Officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

i. Relations with the Board

- 1) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.
- 2) Effective communication among the Board, the Board office, and the institution or agency.
- 3) Preparation of such budgets as may be necessary for proper reporting and planning.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- 4) Transmittal to the Board of recommendations initiated within the institution or agency.
 - 5) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of statewide-system-wide concern.
 - 6) Notification to Board President or Executive Director of any out-of-state absence exceeding one week during which time the chief executive officer will be unavailable or out-of-country.
- ii. Leadership of the Institution or Agency
- 1) Recruitment and retention of employees
 - 2) Development of programs, in accordance with an evolving plan for the institution or agency.
 - 3) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.
 - 4) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.
- iii. Relations with the Public
- 1) Development of rapport between the institution or agency and the public that each serves.
 - 2) Official representation of the institution or agency and its Board-approved role and mission to the public.
- c. Appointment Terms and Conditions

Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions and Executive Director of the Board are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

d. Evaluations

The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment actions. The Presidents and Executive Director are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

- i. Each chief executive officer's annual compensation shall be set and approved by the Board. A chief executive officer shall not receive supplemental salary compensation related to his or her service as chief executive officer from an affiliated institutional foundation, or from any other source except that institutional Presidents may receive perquisites or benefits as permitted by topic 3, subtopic d, below. A chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including compensation from an outside source unrelated to his or her service as chief executive officer, that affects or could potentially affect the chief executive officer's judgment or commitment to the Board or the institution.
- ii. In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, and agency employees.
- iii. Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.
- iv. Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.
- v. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination

In the event a chief executive officer's appointment is terminated by Board action (for or without cause), then such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

[3. Institutional Presidents: Housing, Automobile, and Expense Reimbursement](#)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- ~~— a. The institutional Presidents are responsible for hosting official functions to promote their respective institutions. At institutions with official residences, the Presidents of such institutions are required to live in the official residences provided.~~
- ~~— To preserve the image of the institutions and to provide adequate maintenance of state-owned property, the institutions shall provide support services for these residences. This support shall include maintenance and repairs, utilities, and grounds keeping.~~
- ~~— In the event that the institution does not own an official residence, a housing allowance will be provided that is similar in value to living in an official residence. In addition, this allowance shall cover reasonable maintenance and repair expenses related to the use of this home as the President's official residence.~~
- ~~— b. Each institutional President shall be provided an automobile allowance. If the President intends to use the automobile for business and personal use, the President shall obtain insurance for the automobile which meets with the requirements of Idaho's Risk Management Program, including applicable coverages and amounts.~~
- ~~— c. The institutional Presidents shall receive reimbursement for official entertainment expenses. Public relations and other out-of-pocket expenses may be reimbursed if they are directly related to the function of the institution as determined by the President. (See fiscal policy for entertainment and related expenses.)~~
- ~~d. Foundation Provided Funds for Compensation, Perquisites or Benefits~~
 - ~~Perquisites or benefits for the institutional Presidents, may be provided by the institution's affiliated foundation meeting all requirements of Section V, Subsection E of the Board's Governing Policies and Procedures if approved by the Board on a case-by-case basis.~~

43. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

54. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

- i. staff privileges for activities, events and campus facilities;
- ii. receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: I. Real and Personal Property and Services**

June 2018

1. Authority

- a. The Board may acquire, hold, and dispose of real and personal property pursuant to Article IX, Section 2 and Article IX, Section 10, Idaho Constitution, pursuant to various sections of Idaho Code.
- b. Leases of office space or classroom space by any institution, school or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.
- c. All property that is not real property must be purchased consistent with Sections 67-5715 through 67-5737, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures.
- d. Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.
- e. If the Executive Director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, school or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action.

2. Acquisition of Real Property

- a. Acquisition of a real property interest, other than a leasehold interest, with a purchase price between five hundred thousand dollars (\$500,000) and one million dollars (\$1,000,000) requires prior approval by the Executive Director. A purchase exceeding one million dollars (\$1,000,000) requires prior Board approval.
- b. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- c. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the State of Idaho by and through the State Board of Education.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- d. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)
- e. Acquisition of a leasehold interest in real property by or on behalf of an institution, school or agency requires prior Executive Director approval if the cost exceeds five hundred thousand dollars (\$500,000) over the term, or by the Board if the term of the lease exceeds five (5) years or if the cost exceeds one million dollars (\$1,000,000) over the term.
- f. Appraisal.
An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.
- g. Method of sale - exchange of property.
The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.
- h. Execution.
All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

3. Acquisition of Personal Property and Services

- a. Purchases of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between five hundred thousand dollars (\$500,000) and one million dollars (\$1,000,000) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding one million dollars (\$1,000,000) require prior Board approval. If the project budget for a purchase or the renewal cost for a service agreement increases above the approved amount, then the institution or agency may be required to seek further authorization, as follows:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Project or Service Agreement Originally Authorized By	Original Project Cost or Total Obligation for Service Agreement	Cumulative Value of Change(s)	Aggregate Revised Project Cost or Total Obligation for Renewal to Service Agreement	Change Authorized By
Local Agency	< \$500,000	Any	< \$500,000	Local Agency
Local Agency	< \$500,000	Any	\$500,000-\$1,000,000	Executive Director
Local Agency	<\$500,000	Any	> \$1,000,000	SBOE
Executive Director	\$500,000-\$1,000,000	<= \$500,000	<= \$1,000,000	Local Agency
Executive Director	\$500,000-\$1,000,000	Any	>\$1,000,000	SBOE
SBOE	> \$1,000,000	< \$500,000	Any	Local Agency
SBOE	> \$1,000,000	\$500,000-\$1,000,000	Any	Executive Director
SBOE	> \$1,000,000	>\$1,000,000	Any	SBOE

- b. Acquisition or development of new administrative software or systems that materially affect the administrative operations of the institution by adding new services must be reviewed with the executive director before beginning development. When feasible, such development will be undertaken as a joint endeavor by the four institutions and with overall coordination by the Office of the State Board of Education.

4. Hold of Personal Property

a. Inventory

An inventory of all items of chattel property valued at two thousand dollars (\$2,000) or limits established by Department of Administration owned or leased by any agency or institution must be maintained in cooperation with the Department of Administration as required by Section 67-5746, Idaho Code.

b. Insurance

Each agency and institution must ensure that all insurable real and personal property under its control is insured against physical loss or damage and that its employees are included under any outstanding policy of public liability insurance maintained by the state of Idaho. All insurance must be acquired through the State Department of Administration or any successor entity.

c. Vehicle Use

Vehicles owned or leased by an institution or agency must be used solely for institutional or agency purposes. ~~Employees may not, with certain exceptions, keep institutional vehicles at their personal residences. Exceptions to this policy include the chief executive officers and other employees who have received specific written approval from the chief executive officer of the institution or agency.~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

5. Disposal of Real Property

a. Temporary Permits

Permits to make a temporary and limited use of real property under the control of an institution or agency may be issued by the institution or agency without prior Board approval.

b. Board approval of other transfers

- i. Leases to use real property under the control of an institution, school or agency require prior Board approval - if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars (\$250,000).
- ii. Easements to make a permanent use of real property under the control of an institution, school or agency require prior Board approval - unless easements are to public entities for utilities.
- iii. The transfer by an institution, school or agency of any other interest in real property requires prior Board approval.

6. Disposal of Personal Property

Sale, surplus disposal, trade-in, or exchange of property with a value greater than five hundred thousand dollars (\$500,000) and less than one million dollars (\$1,000,000) requires prior approval by the Executive Director. Sale, surplus disposal, trade-in, or exchange of property with a value greater than one million dollars (\$1,000,000) requires prior Board approval. All disposals approved by the Executive Director shall be reported quarterly to the Board.

a. First Refusal

When the property has a value greater than five thousand dollars (\$5,000), the institution, school or agency must first make a good faith effort to give other institutions, school and agencies under Board governance the opportunity of first refusal to the property before it turns the property over to the Department of Administration or otherwise disposes of the property.

b. Sale of Services

The sale of any services or rights (broadcast or other) of any institution, school or agency requires prior approval of the Board when it is reasonably expected that the proceeds of such action may exceed two hundred fifty thousand dollars (\$250,000). Any sale of such services or rights must be conducted via an open bidding process or other means that maximizes the returns in revenues, assets, or benefits to the institution, school or agency.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

c. Inter-agency Transfer

Transfer of property from one Board institution, school or agency to another institution, school or agency under Board governance may be made without participation by the State Board of Examiners or the Department of Administration, but such transfers of property with a value greater than two hundred fifty thousand dollars (\$250,000) require prior Board approval.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: U. Entertainment Related Expenses

February 2014

1. The chief executive officer and his or her designated employees are authorized to use appropriated, foundation and local funds for entertainment and related expenses for official functions which support the institutional mission and serve a business purpose.
 - a. Entertainment involves guests external to the institution and is related to one or more of the following purposes:
 - i. recognition or promotion of academic achievement, scholarship, service to the institution, or athletic achievement
 - ii. promotion or communication of intellectual ideas and/or exchange of administrative and operational information on the institution's programs or activities
 - iii. support of institution-sponsored student events and activities
 - iv. development events (donor receptions, fundraising activities, etc.)
 - v. advocacy events with elected officials and policymakers, subject to the limitations of Title 18, Chapter 13, Idaho Code
 - vi. assistance to the State Board of Education, accrediting agencies, officials from other institutions, etc.
 - b. Meals may be provided for institution administrative/business meetings if integral to the meeting and the meeting time encompasses a normal meal time. Meetings at which a meal is provided must include at least one institution employee, be agenda driven, and be directly related to specific institution business.
 - c. Public relations expenses, and business and civic club memberships (e.g. chamber of commerce or Rotary Club), ~~and charitable contributions~~, are allowable if they are reasonable, necessary, and related to the function of the institution. Membership at a country club or dining club shall not be allowed unless specifically provided for in an employment agreement approved by the Board.
 - d. ~~Membership at a country club or dining club shall be limited to institution senior management, shall be specifically provided for in an employment agreement and requires prior Board approval.~~
2. All expenses authorized in this Subsection shall be properly documented to support the business purpose of the expenditure. In addition, actual expenses shall be reported to the Board upon request.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

BOISE STATE UNIVERSITY

SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services – First Reading

REFERENCE

June 2016	The Board denied requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2016 football season. In addition, the Board denied the request by the University of Idaho to allow game patrons for home football games to bring alcohol for personal consumption to designated tailgating areas.
June 2017	The Board deferred consideration of proposed amendments to Board Policy I.J. until a single proposal could be brought forward from the universities.
August 2017	The Board approved the first reading of proposed amendments to Board Policy I.J. with the stipulation that the requirement for a “written or electronic” invitation be added and the term “youth” be changed to “minors,” add no students are allowed in alcohol service areas and maintain the separation of alcohol service areas from areas where no alcohol is served.
October 2017	The Board approved amendments to Board Policy I.J. to allow institutions’ CEOs to permit alcohol service in conjunction with NCAA athletic events hosted by the institution in venue suites and at designated pre-game events at listed locations for specified sports with Board approval.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.J.2.c

BACKGROUND/DISCUSSION

In October of 2017, the Board amended Board Policy I.J., Use of Institutional Facilities and Services, was amended to specify alcohol could be served under certain conditions at certain pre-game events and in-suite in conjunction with NCAA athletic events if permitted by an Institution’s CEO and approved by the Board at the Regular June Board meeting. The policy currently limits alcohol service to the following specific venues and sports:

- Caven Williams Sports Complex (Pre-game football)
- Allen Noble Hall of Fame Gallery (Pre-game football)
- Alumni and Friends Center (Pre-game football)
- Stueckle Sky Center (In-suite football)

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- Double R Ranch Club Room – Taco Bell Arena (In-suite/Club room basketball)

The policy also provides that institutions may bring to the Board requests to seek approval to add new or additional facilities to the approved locations list. It adds that such requests will require amendment to the policy.

When weather permits, Boise State wishes to have an outdoor alternative, at DeChevrieux Field, to the pre-game events planned for Caven Williams Sports Complex in conjunction with NCAA football, which requires a policy amendment. Pre-game football events would either be held at DeChevrieux Field or Caven Williams Sports Complex, but only one of the locations would be used, depending upon the weather.

Boise State also wishes to host pre-game events in conjunction with NCAA basketball games at the Alumni and Friends Center, which requires a policy amendment.

Accordingly, Boise State University requests that the Idaho State Board of Education Governing Policies & Procedures, Section I.J.2.c. be amended to add to the list of Boise State University locations and game: DeChevrieux Field for pre-game football events and the Alumni and Friends Center for pre-game basketball events.

IMPACT

Approval will allow Boise State University to provide a fair weather alternative to the pre-game events planned for Caven Williams Sports Complex in conjunction with NCAA football and to serve alcohol in restricted areas during home basketball games and to improve the offerings for patrons on game day, and provide structured, controlled service of alcohol during pregame activities.

ATTACHMENT

Attachment 1 – Board Policy I.J. Use of Institutional Facilities – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Amendments approved by the Board at the October 2017 Regular Board meeting allow the institutions, with Board approval, to serve alcohol in conjunction with NCAA athletic events for certain listed pre-game events and in-suite areas limited to the location and sports specified in the policy. The policy further allows that institutions may bring to the Board requests to seek approval to add new or additional facilities to the approved location and such requests will require amendment to the policy. This language was included in the policy to clarify for the institutions that they could request additional location; however, any such additions will require amendment to Board policy.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Amendments to Board policy require two readings at two separate meetings where proper notice has been given, prior to those amendments taking effect. The intent of the clarification was to eliminate any confusion to the timeline required should an institution want to add additional locations or sports to the policy. While requests to amend the policy could be brought forward at any time, the policy does require the institutions bring forward their alcohol service proposal each year at the regularly scheduled June Board meeting for the ensuing year.

Boise State University has brought forward under a separate agenda item their proposal for alcohol serve for the 2018-2019 Basketball and Football Seasons. This request includes alcohol service at DeChevrieux Field for pre-game football events and the Alumni and Friends Center for pre-game basketball events. Should the Board approve the first reading of the proposed policy amendments at the June 2018 Regular Board meeting, the second reading will be scheduled for the August Regular Board meeting. The proposed amendments would not take effect until the approval of the second reading. Due to this timeline, consideration of the new locations for the 2018-2019 basketball or football seasons would require a waiver of the current Board policy.

BOARD ACTION

I move to approve the first reading of Board policy I.J. Use of Institutional Facilities and Services, adding two additional location to the list of approved locations for alcohol service at Boise State University in conjunction with student athletic events as specified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector

~~October 2017~~August 2018

1. Use of Institutional Facilities and Services

- a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.
- b. Priority and guidelines for use of institutional services and facilities is as follows:
 - i. Institutionally sponsored programs and projects.
 - ii. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
 - iii. Local, state, or federally sponsored programs and projects.
 - iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

- a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution may waive the prohibition against

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

- b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written or electronic application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy. Upon issuance of an Alcohol Beverage Permit, a copy of the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit. The CEO has the authority by the Board to issue Alcohol Beverage Permits that meet or exceed the following requirements.
 - i. An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- ii. The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.
- iii. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.
- iv. A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written or electronic personal invitation. Events generally open to participation by the public without admission charges or without written or electronic personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written or electronic invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.
- v. Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the area where alcohol is served, provided that such individuals may be accompanied by minors for whom they are responsible, but only if such minors are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.
- vi. Except as provided for in c. and d. below, no student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.
- vii. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written or electronic

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.

- viii. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.
- ix. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- x. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- xi. The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than \$1,000,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.
- xii. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

xiii. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

- c. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA athletic events is prohibited except for certain listed pre-game events and service in venue suite areas as described below. Alcohol service at pre-game events and in-suite areas is limited to the locations listed below only. No other locations are allowed. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting for the ensuing year. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The proposal must meet the following criteria and, upon review by the Board, may also include further criteria and restrictions in the Board's discretion. An institution's proposal shall be subject to the following minimum conditions:

i. Approved Locations:

1) Boise State University:

- [DeChevrieux Field \(Pre-game football\)](#)
- Caven-Williams Sports Complex (Pre-game football)
- Allen Noble Hall of Fame Gallery (Pre-game football)
- Alumni and Friends Center (Pre-game football)
- [Stueckle Sky Center \(In-suite football\)](#)
- [Alumni and Friends Center \(Pre-game basketball\)](#)
- Double R Ranch Club Room – Taco Bell Arena (In-suite/Club room basketball)

2) Idaho State University:

- Exterior of Holt Arena - east end area adjacent to the Sports Medicine Center (Pre-game football)

3) University of Idaho:

- Lighthouse Center/Bud and June Ford Club Room (In-suite/Club Room football and basketball)
- President's/Corporate Tents – activities field north end (Pre-game football)

Institutions may bring to the Board requests to seek approval to add new or additional facilities to the approved locations list. Such requests will require amendment to the policy.

ii. Pre-game events

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- 1) The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.
 - 2) Only patrons who hold tickets to the football game shall be allowed into the event.
 - 3) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued (or similar identification system).
 - 4) A color-coded wrist band (or similar identification) system must identify attendees and invited guests, as well as those of drinking age. No one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.
- iii. In-Suites/Club Rooms
- 1) Attendance is limited to ticketed patrons and guests,
 - 2) Adult patrons may be accompanied by minors for whom they are responsible, but only if such minors are, at all times, under the supervision and control of such adult patrons.
 - 2) The sale of alcohol must begin no sooner than three hours prior to the start of the athletic contest and must end seventy-five (75) percent of the way into the contest to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.
- iv. All events, pre-game and in-suite, must meet the following requirements:
- 1) All ticket holders to the event must be sent a communication outlining the location and Board alcohol policy. The communication must state the minimum drinking age in Idaho is 21 and that at no time is underage drinking and/or serving of alcohol to visibly intoxicated persons allowed.
 - 2) Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
 - 3) The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
 - 4) Food must be available at the event. Non-alcoholic beverages must be as

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

readily available as alcoholic beverages.

- 5) Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.
 - 6) Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of \$2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than \$1,000,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.
 - 7) A report must be submitted to the Board annually with details on alcohol service in conjunction with athletic events including any alcohol related incidents reported at a time and in a format set by the Executive Director.
- d. In addition to the Institution sponsored game-day events described in c. above, the CEO of each institution may designate (subject to annual board approval) specific parking lots or limited areas of university grounds with controlled access as tailgate areas for home NCAA football games or NCAA bowl games hosted by the institution. Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests. Locations, times and dates will be submitted to the Board for approval.

Within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication. Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the day of each NCAA football game hosted by the institution. Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.

The institutions shall not sell alcohol or serve alcohol in the tailgate area nor

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

license or allow any vendor to sell or dispense alcohol in the tailgate area. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests. Each institution may place additional restrictions on activities in the tailgate area as seen fit to maintain order in the area.

Institution sponsored private game-day events at which alcohol may be served by the institution remain subject to the requirements set forth in c. above. Institutions will report to the Board regarding the tailgate area at the same time as they report to the Board regarding the private game-day events under Board Policy.

- e. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA post season athletic competition shall be permitted under the same conditions ii. through iv., as described in subsection c. above, except that the minimum amount of insurance/indemnification shall be \$5,000,000.
 - f. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or roommates) as their individual living space.
3. Alcohol-making or -distributing companies shall not be allowed to advertise goods or services on campus grounds or in any institutional facilities.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

BOISE STATE UNIVERSITY

SUBJECT

Alcohol Service – Pre-game, In-suite, Tailgating 2018-2019 Basketball and Football Season

REFERENCE

June 2013	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2013 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2014 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl.
June 2014	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2014 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2015 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl.
June 2015	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2015 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2016 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl.
June 2016	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2016 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2017 Spring Game for home football games and the Famous Idaho Potato Bowl.
June 2017	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2017 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2018 Spring Game for home football games and the Famous Idaho Potato Bowl.
October 2017	Board approved second reading of amendments to Board policy I.J. to allow institutions' CEOs to permit alcohol service in conjunction with NCAA football games and NCAA bowl games hosted by the institution in venue suites and at designated pre-game events ("Permitted Events") at specific locations and to designate tailgate areas where authorized game patrons and their private guests may consume alcohol, if submitted to the Board for annual approval, and subject to certain conditions.
December 2017	Board approved waiver of Board Policy I.J. requirement that all requests come to the Board at the regular June Board meeting for

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

the 2017-2018 basketball competitions and the request to have a permitted event in the Double R Ranch Club Room of Taco Bell Arena.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100, Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

ALIGNMENT WITH STRATEGIC PLAN

Governance issue. Not aligned with strategic plan.

BACKGROUND/DISCUSSION

Prior to approval of construction of the Stueckle Sky Center, the Board granted approval for the University to represent that alcohol service would be available in the suites. Based on that approval, the leases with patrons for the suites, club seats and loge seats were all created with the understanding that alcohol service would be available during games in this area.

For the past twelve seasons, the Board has approved alcohol service in the Stueckle Sky Center prior to and throughout home football games.

The University is committed to overall improvement of the game day experience, including enhancing concessions, fan connections with coaches and student-athletes, ticket purchase options, and enhanced promotions, among other things. The addition of pre-game events is part of an overall strategy to enhance the game day experience. By improving pregame options on campus, Boise State University (BSU) can offer a safe and monitored environment where fans can connect with fellow Bronco fans. Increasing ticket sales and donations continues to be a difficult task with appealing television coverage at home and challenging start times. Improving the fan experience at games will allow BSU to create avenues for additional revenue to support championship-level programs and give community members additional incentive to purchase tickets.

In October of 2017, the Board made updates to Policy I.J. which specified certain pre-game events and in-suite service where alcohol service could be permitted in conjunction with NCAA athletic events if permitted by an Institution's CEO and approved by the Board at the regular June Board meeting preceding the season. The policy currently limits alcohol service to specific venues and sports, including:

- Caven Williams Sports Complex (Pre-game football)
- Allen Noble Hall of Fame Gallery (Pre-game football)
- Alumni and Friends Center (Pre-game football)
- Stueckle Sky Center (In-suite football)
- Double R Ranch Club Room – Taco Bell Arena (In-suite/Club room basketball)

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

The policy allows institutions to seek Board approval to add new or additional facilities to the approved locations list through the Board's policy amendment process. Boise State University has simultaneously submitted such a request in a separate agenda item.

The policy was also updated to acknowledge that alcohol is consumed at private tailgate spaces that institutions rent for home games. The policy now requires institutions to designate specific parking lots and/or areas of university grounds that the institutions use for tailgating and submit them for annual Board approval.

Accordingly, Boise State University requests Board approval to provide alcohol service in conjunction with NCAA football for the 2018-2019 season (each home game and a potential conference championship game), the Famous Idaho Potato Bowl, and the 2019 spring football game) as follows:

- DeChevrieux Field (Pre-game event) – new location subject to policy amendment
- Caven Williams Sports Complex (Pre-game event)
- Allen Noble Hall of Fame Gallery (Pre-game event)
- Alumni and Friends Center (Pre-game event) – new location subject to policy amendment
- Stueckle Sky Center (In-suite service)
- Tailgate areas

Further, Boise State University requests Board approval to provide alcohol service in conjunction with NCAA basketball for the 2018-2019 season as follows:

- Double R Ranch Club Room – Taco Bell Arena (In-suite/Club room basketball)
- Alumni and Friends Center (Pre-game basketball)

Football

DeChevrieux Field – pre-game

If approved as a new location, and weather permitting, BSU will operate the pre-game event outdoor at DeChevrieux Field as long as possible into the season. If it becomes necessary to move the event indoors, BSU will move the event into the Caven Williams Sport Complex (see below) and will operate the event under the conditions outlined there. Boise State University will not operate both venues simultaneously as permitted events.

The field will have three main areas: the Corporate Village where corporate patrons can purchase private tent spaces, an alcohol-free fan zone, and a secured fan zone area that will require a game ticket to enter. The western portion of the field will be the Corporate Village where corporate fans can purchase private

tented areas (see tailgate areas, below). In the main area of the field, the University will create an alcohol-free fan zone with activities for adults and kids alike. And finally, in the eastern part of the field, the University will create a secured zone where alcohol will be available for purchase and a game ticket will be required for entry. All areas will be separated by barricades and security personnel. In the secure area, ticketed game patrons would be able to purchase food and beverages (non-alcoholic and alcoholic). Boise State University's official food service provider (Aramark) will also have the opportunity to set-up concession areas or contract with local food trucks as additional food choice options for patrons. Food and non-alcoholic drink options will be available both inside the secured alcohol serving area and outside the secured area in the Corporate Village and alcohol-free zones.

A reception style event on DeChevrieux Field will become part of the Bronco Game Day experience and add value to those attending Bronco football games by creating a fan zone that offers unique food and drink options for those who don't purchase reserved parking for tailgating or a space in the Corporate Village. The secured area will have two bar/vendor areas. Security personnel will check for valid game tickets at both the alcohol free zone area entrance as well as the main entrance into the fan zone. No alcohol will be allowed to go into or out of the secured area.

Boise State University will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service. In addition, the University will conduct these pre-game activities under the conditions outlined in the Security Plan, attached.

Caven Williams Sports Complex

In the event that DeCheverieux Field is approved as a new location, Caven Williams will only be used if the pre-game event on DeChevrieux Field must be relocated inside due to weather or other reasons. Boise State University will not operate both spaces at the same time.

A reception style event in Caven Williams will become part of the Bronco Game Day experience and add value to those attending Bronco football games by creating a fan zone offering unique foods and drinks in a lighted, temperature-controlled environment. The complex will have three areas: an alcohol-free area, an area where patrons can purchase alcoholic beverages, and a main fan zone featuring entertainment and where non-alcoholic drinks and food options will be available for purchase. Boise State University will secure the entire facility and will require a valid game ticket to enter the building. Student tickets will not be accepted. The alcohol-free fan zone will have activities for adults and kids alike with lawn games, band and cheer performances, autograph sessions, etc. Food and non-alcoholic drink options will be available for purchase throughout the secured venue. Boise State University's official food service provider (Aramark)

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

will also have the opportunity to set-up concession areas or contract with local food trucks as additional food choice options for patrons. Within the secured area, the University will create a separate area where patrons may purchase alcohol by partitioning off the area with barricades to ensure only those over the age of 21 can enter. Two Aramark employees (TIPS trained) will check ID's and issue color-coded wrist bands within the over 21 area. Patrons may take alcohol out into the main fan zone once purchased if wearing a wristband. No alcohol will be allowed to go into or out of the secured venue.

Boise State will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, the University will conduct these pre-game activities under the conditions outlined in the Security Plan, attached.

Allen Noble Hall of Fame

Providing alcohol service in the Allen Noble Hall of Fame will enhance a current gathering place for Albertsons Stadium patrons prior to home football games. In the secure area, Hall of Fame Club members and invited guests will be provided with food and non-alcoholic beverages. Guests may purchase or be provided alcoholic beverages from the University's official food service provider. Individuals become members of the Allen Noble Hall of Fame by purchasing a season membership with the Bronco Athletic Association.

A reception-style event in the Allen Noble Hall of Fame will become part of the Bronco Game Day experience and add value to those attending Bronco football games by offering unique food and drink options in a lighted, temperature-controlled environment.

Boise State will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service. In addition, BSU will conduct these pre-game activities under the conditions outlined in the Security Plan, attached.

Alumni and Friends Center

Until this year, the Boise State University Alumni Association and/or the Boise State University Foundation have owned the land and/or building where the Alumni and Friends Center stands and have served alcohol in conjunction with NCAA football games.

Boise State University now owns the Alumni and Friends Center. Alumni Relations, a department of the University, intends to continue the pregame events as previously hosted when the property was owned by the Alumni Association and/or the Foundation.

Providing alcohol service at the Alumni and Friends Center will maintain the donor

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

intent and funding for the building. The intent of the center was to cultivate long term relationships with current donors, alumni and friends.

In the secure area, Alumni and Friends with game tickets will be provided with food and non-alcoholic beverages. Guests may purchase or be provided alcoholic beverages from the University's official food service provider.

As with similar events, Boise State University will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service.

Stueckle Sky Center

The University seeks permission to allow alcohol sales to patrons leasing seats in the Stueckle Sky Center on the west side of the stadium. In this secure area, Boise State will allow patrons to purchase food and beverages, both non-alcoholic and alcoholic.

Boise State University will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service. In addition, the University will conduct these pre-game activities under the conditions outlined in the Security Plan, attached.

Tailgate Areas

The University seeks approval to designate the parking spaces surrounding and in the general area of Albertsons Stadium and the Alumni and Friends Center as tailgate areas as well as the western portion of DeCheverieux Field. The spaces in the parking lots and DeCheverieux will be leased to game patrons and only those patrons will be allowed to park and tailgate in the designated tailgate areas with their private guests.

Within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state laws and regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication.

By law, alcohol consumption in tailgating areas shall be limited to four hours before kickoff until one hour after the game ends but at no time shall extend beyond 10:00am through 10:00pm of the day of each game hosted. Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area. The University will not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests.

Basketball

Double R Ranch Club Room

Boise State University requests Board approval to provide alcohol service in the Double R Ranch Club Room of Taco Bell Arena as a “Permitted Event” as outlined in Board policy I.J, prior to each home men’s and women’s basketball game for the 2018-2019 season.

The University is seeking permission to provide alcohol service in the Double R Ranch Club Room to create a gathering place for Taco Bell Arena Hardwood and Fastbreak Club members prior to men’s and women’s home basketball games. The Double R Ranch Club Room will serve as a reception-style, pre-game gathering place for patrons who are members of the Hardwood and Fastbreak Club and invited guests. In the secure area, members and invited guests will be provided light hors d’oeuvres and non-alcoholic beverages. Guests may purchase or be provided alcoholic beverages from BSU’s official food service provider. This space will become part of the Bronco Game Day experience. It will add value to those attending Bronco basketball games by offering unique food and drink options in a lighted, temperature-controlled environment. Alcohol service will be discontinued at tip-off, but invited guests may return to the Club Room up until the end of half-time to enjoy additional food and non-alcoholic beverages.

As with similar events, Boise State University will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service.

Alumni and Friends Center

Boise State University requests Board approval to provide alcohol service in the Alumni and Friends Center as a “Permitted Event” as outlined in Board policy I.J, prior to each home men’s and women’s basketball game for the 2018-2019 season.

Providing alcohol service at the Alumni and Friends Center will maintain the donor intent and funding for the building. The intent of the center was to cultivate long term relationships with current donors, alumni and friends.

In the secure area, Alumni and Friends with game tickets will be provided with food and non-alcoholic beverages. Guests may purchase or be provided alcoholic beverages from the University’s official food service provider.

As with similar events, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

IMPACT

Approval will allow Boise State University to continue the practice of serving alcohol in restricted areas during home football and basketball games and to improve the offerings for patrons on game day, and provide structured, controlled service of alcohol during pregame activities.

ATTACHMENT

Attachment 1 – Security Plan – DeCheverieux Field
Attachment 2 – Security Plan – Caven Williams Sports Complex
Attachment 3 – Security Plan – Allen Noble Hall of Fame Gallery
Attachment 4 – Security Plan – Alumni and Friends Center – football
Attachment 5 – Security Plan – Stueckle Sky Center
Attachment 6 – Layout – Tailgate areas
Attachment 7 – Security Plan – Double R Ranch Club Room in Taco Bell Arena
Attachment 8 – Security Plan – Alumni and Friends Center – basketball

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Amendments made to Board Policy I.J. at the October 2017 Regular Board meeting expanded options for institutions, with Board approval, to serve alcohol in conjunction with NCAA student athletic events under specific conditions and specified locations, including the option to establish "tailgating areas" under the following conditions:

- Specific parking lots or limited areas of university grounds must have controlled access as tailgate areas
- Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests.
- Within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the day of each NCAA football game hosted by the institution.
- Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor.
- Alcohol may not be taken from the designated tailgate area into any other area.
- The institutions shall not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area.
- Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests.
- Institution sponsored private game-day events at which alcohol may be served by the institution remain subject to the requirements set forth in I.J.2.c.

At the June 2017 Regular Board meeting the Board approved alcohol service at Boise State University in the following locations and for the following sports:
Stueckle Sky Center – home football season, Famous Idaho Potato Bowl, 2018 spring game and if applicable the conference championship game.

At the December 2017 Regular Board meeting the Board approved and expansion of alcohol service to include the Double R Ranch Club Room – Taco Bell Arena for In-suite/Club room basketball.

The Current request would expand the alcohol service to the following locations, in addition to the two locations approved in 2017:

- Caven-Williams Sports Complex (Pre-game football)
- Allen Noble Hall of Fame Gallery (Pre-game football)
- Alumni and Friends Center (Pre-game football)
- DeCheverieux Field (Pre-game football)
- Alumni and Friends Center (Pre-game basketball)
- Tailgating area (parking spaces surrounding and in the general area of Albertsons Stadium and the Alumni and Friends as well as the western portion of DeCheverieux Field.)

Pursuant to Board Policy I.J. a report must be submitted to the Board annually after the conclusion of the football season prior to consideration being given to the approval of any future request for similar events. This agenda item serves as the institution's report. Given the variability in the institutions reports the Board may want to set specific areas the Board would like the institutions to cover each year.

The proposed Board action is contingent on Board approval of two additional locations. If the Board does not approval the additional location the request would need to be altered to exclude DeCheverieux Field and the Alumni and Friends Center.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

BOARD ACTION

I move to approve the request by Boise State University to waive the location restrictions in Board Policy I.J.2., allowing alcohol service to be served in the DeCheverieux Field area for pre-game football events and the Alumni and Friends Center for Pre-game basketball events for the 2018-2019 season.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University for alcohol service in full compliance with all applicable provisions of Board Policy I.J., including sections I.J.2.c., d, and e as applicable to the location. Alcohol services is approved for the 2018-2019 football and basketball season in the following locations: for pre-game football: Caven-Williams Sports Complex, Allen Noble Hall of Fame, the Alumni & Friends Center and DeCheverieux Field; to approve in-suite service in the Stueckle Sky Center; and to approve pre-game service in the following locations for basketball: the Double R Ranch Club Room in the Taco Bell Arena and the Alumni & Friends Center.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Boise State University
2018 Football Season
Security Plan
DeChevrieux Field

The following report addresses security for alcohol service at Boise State Football games at the DeChevrieux Field. Security plans for the facility are as follows and will be complied with for each home game for the 2018 season. The plan outlines measures taken to ensure that no underage drinking occurs.

DeChevrieux Field

We will create a secure area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State football game patrons. As with the previous years in other venues, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, the university will conduct the pre-game activities under the following conditions:

DeChevrieux Field Game Day Staffing

- One patron services staff at the main entrance to the corporate village area.
- One patron services staff will at the west gate of the corporate village area to assist with emergency egress purposes.
- One crowd manager will staff the main entrance into the fan zone. They will check to ensure all guests have a football game ticket.
- One patron services staff will be stationed at the north gate of the fan zone to monitor guests as they flow in and out of the food vender area.
- Four patron services staff will be positioned along the barricades that divide the fan zone from the corporate village area. They will ensure alcohol does not move between the two areas and will help monitor all activities between the two areas.
- One patron services staff will roam the fan zone area to monitor patron behavior and checking for color-coded wristbands.
- Aramark (TIPs trained) staff will be assigned at the beverage stations to check ID's and issue color-coded wristbands.
- Patron services staff will be placed at the entrances to the alcohol free kids zone to ensure no adult beverages enter this area. The staff at the east entrance will also monitor for game tickets before allowing fans to enter into the fan zone area.
- Two Boise State Athletics employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary.

DeChevrieux Field Policies

1. All patrons must show a valid game ticket to enter. Student tickets will not be accepted.
2. The event will begin three hours prior to kick off and end at the start of the game.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

3. The events will be secured to control access to and from the area.
 4. There will be two entry points manned by security personnel who will check for valid game tickets of all patrons entering the facility.
 5. Aramark (TIPs trained) staff will be assigned at the beverage stations to check ID's and issue color coded wristbands to attendees over the age of 21.
 6. There will be one entrance to each queuing line for beer and wine sales for each station. Only those patrons who receive a color-coded wristband will be allowed to purchase alcohol.
 7. Security personnel will monitor all alcohol wristband policies/patron behavior.
 8. No alcohol making or distributing companies will be allowed to sponsor the event.
 9. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
 9. The SBOE alcohol policy will be included in Boise State's 2018 Fan Guide and will be posted at the entrance of these events on game days. This notice will state that the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
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Boise State University
2018 Football Season
Security Plan
Caven Williams Sports Complex

The following report addresses security for alcohol service at Boise State Football games in the Caven Williams Sports Complex. Security plans for the facility are as follows and will be conducted at each home game for the 2018 season. The plan outlines measures taken to ensure that no underage drinking occurs.

There were no serious incidents regarding the pre-game service of alcohol during the 2017 season.

Caven Williams Sports Complex

We will create a secure, indoor, area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State football game patrons. As with the previous years, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, the university will conduct the pre-game activities under the following conditions:

Caven Williams Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter. Only patrons with a valid game ticket will be allowed to enter the facility
- Two Aramark employees (TIPS trained) will check ID's and issue color-coded wrist bands within the over 21 secure area.
- Crowd Manager checking for color-coded wristband stationed at entrance to the queuing area for purchase of alcohol.
- Crowd Manager roaming entire area checking for color-coded wristband and patron behavior.
- Two Crowd Managers patrolling the alcohol-free area of the fanzone to make sure alcohol does not pass onto field area.
- Four Boise State Athletics employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary.
- One Boise State University Operations employee designated as venue manager roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary. Also responsible for checking entrances to secure building ensuring that no one is present without proper credentials.

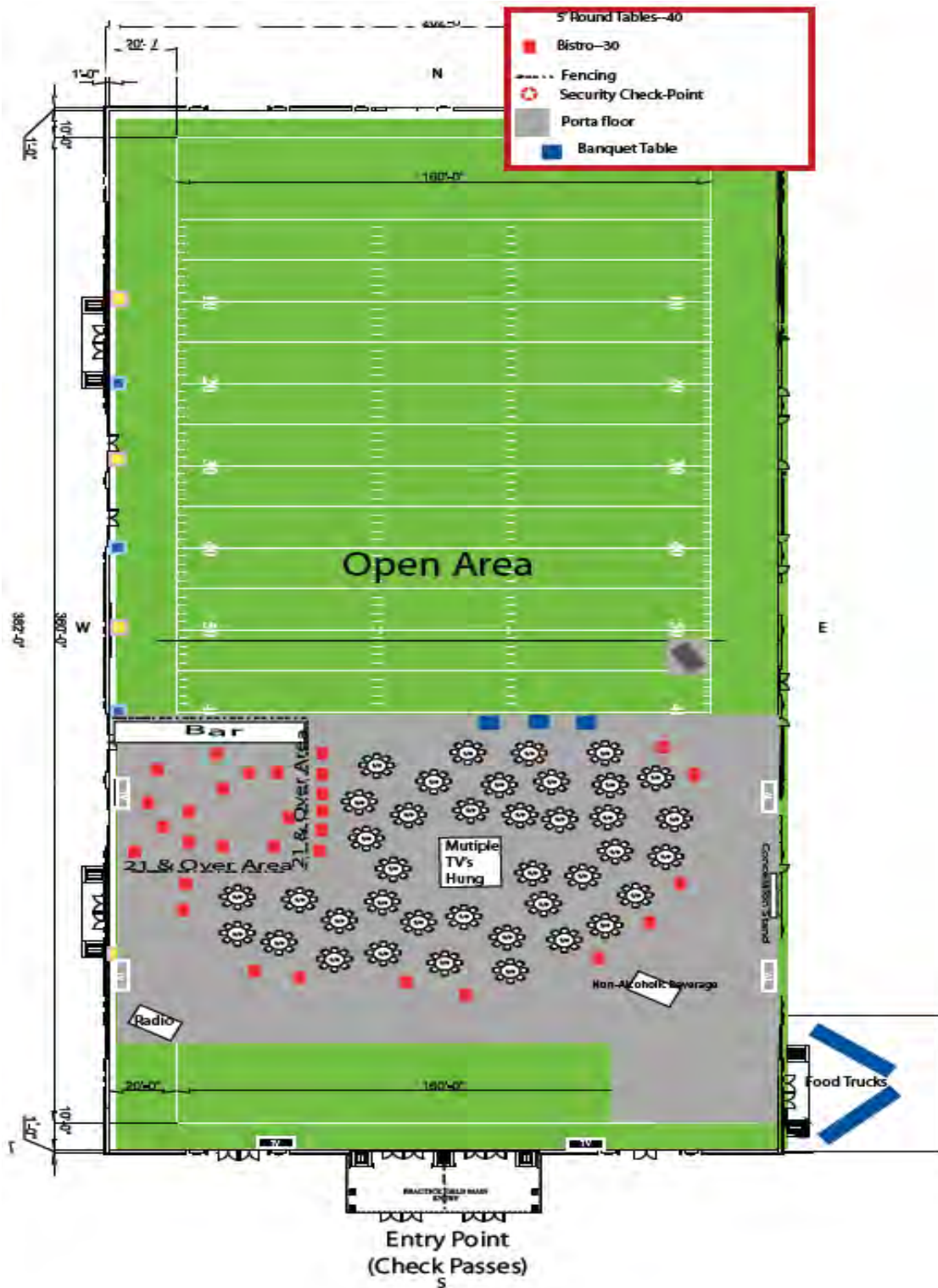
Policies for Facility

- All who enter the Caven Williams Sports Complex must have a valid game ticket. Potential patrons holding a student ticket will not be permitted to enter the facility.
- Event begins three hours prior to kick off and ends at the start of the game.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- The Caven Williams Sports Complex will be secured to control access to and from the area.
- There will be one entry point into the Caven Williams Sports Complex manned by security personnel who will check for a valid game ticket of all patrons entering the facility.
- One ID station will be provided, located inside the facility, where ID's will be checked and special colored wristbands will be issued to identify attendees over the age of 21.
- Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- The SBOE alcohol policy as it relates to the Caven Williams Complex will be included in Boise State's 2018 fan guide.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018



Boise State University
2018 Football Season
Security Plan
Allen Noble Hall of Fame

We will create a secure, area in the Hall of Fame similar to Caven Williams where alcohol consumption can be monitored and contained. The area will be a reception atmosphere for Boise State football game patrons. Guests may purchase or be provided alcoholic beverages from the University's official food service provider. As with the past years for similar events in the Stueckle Sky Center and other venues, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, the University will conduct the pre-game activities under the following additional conditions:

Allen Noble Hall of Fame Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter. Only Hall of Fame Club members or invited guests will be allowed to enter the facility. Two Aramark employees (TIPS trained) will check ID's at the bar.
- Crowd Manager roaming entire area checking for patron behavior.
- Two Boise State Athletics employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary. Also responsible for checking entrances to secure building ensuring that no one is present without proper credentials.

Policies for Facility

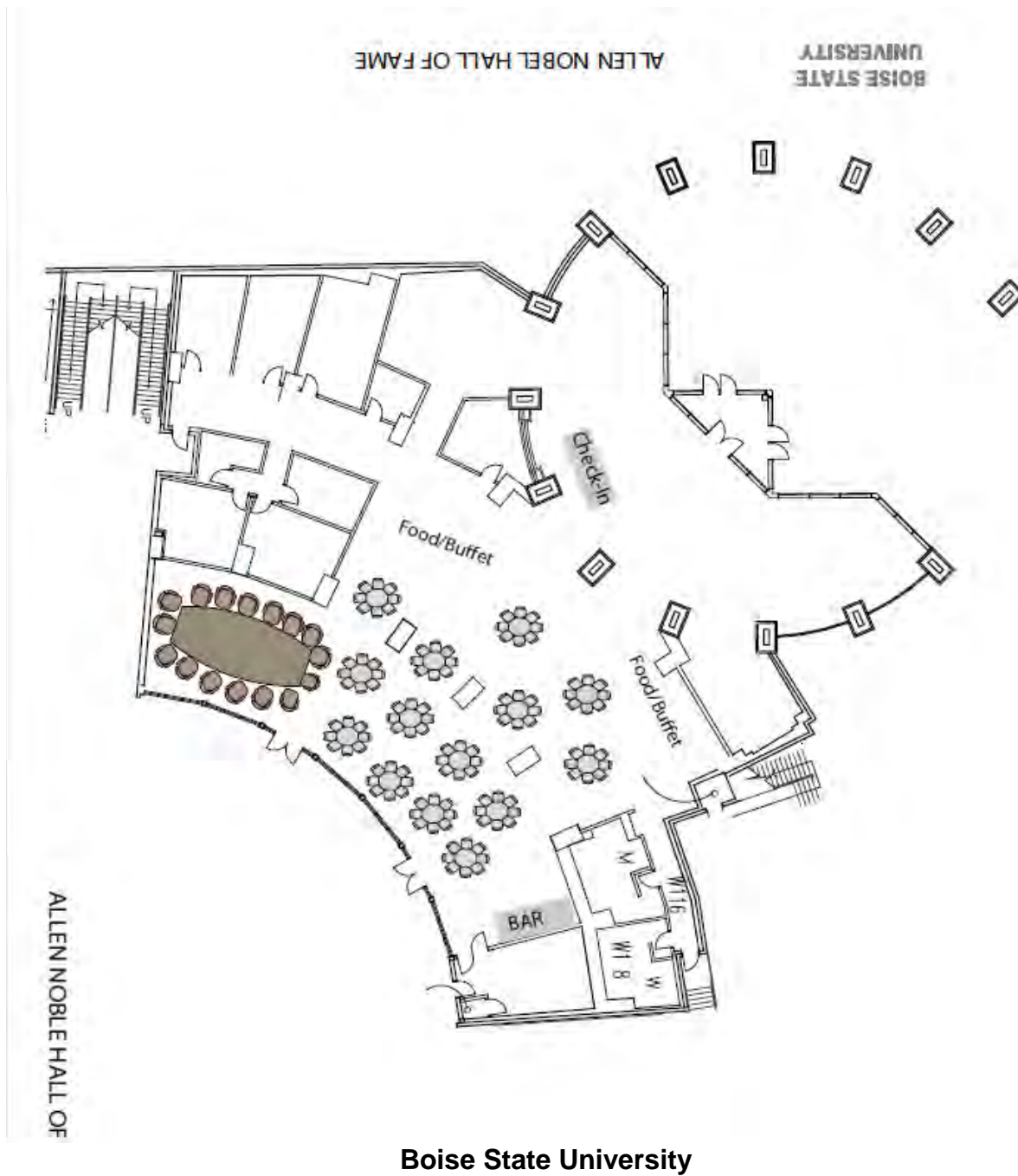
- All who enter the Allen Noble Hall of Fame must be a member or guest of the Allen Noble Hall of Fame.
- The event begins three hours prior to kick off and ends at kickoff. Alcohol will only be provided or sold until the game begins.
- The Allen Noble Hall of Fame will be secured to control access to and from the area.
- The entry points into the Allen Noble Hall of Fame will be manned by security personnel who will check for a valid membership of all patrons entering the facility.
- One ID station will be provided, located inside the facility at the bar, where ID's will be checked to identify attendees over the age of 21.
- Security personnel located throughout the area will be monitoring all alcohol policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages. Only the exterior and interior entrances will be used during the event. Other exits will not be used except as an emergency egress.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

and consumption of all alcohol to those of legal drinking age only.

- No alcohol making or distributing companies may be allowed to sponsor the event.
- The SBOE alcohol policy as it relates to the Allen Noble Hall of Fame will be communicated to all Allen Noble Hall of Fame members and will be posted in the Allen Noble Hall of Fame on game days. Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- Attached is the map of the facility in the Allen Noble Hall of Fame and how it will be configured for the game day events.

Allen Noble Hall of Fame layout



**Boise State University
2018 Football Season
Security Plan
Alumni and Friends Center**

The following report addresses security for alcohol service at Boise State Football games at the Alumni and Friends Center. Security plans for the facility are as follows and will be conducted at each home game for the 2018 season. The plan outlines measures taken to ensure that no underage drinking occurs.

Alumni and Friends Center

There have been no serious incidents regarding the pre-game service of alcohol during any of the previous seasons. We will create a secure area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State football game patrons. As with the previous years, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, the university will conduct the pre-game activities under the following conditions:

Alumni and Friends Center Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter.
- Crowd Manager checking for color-coded wristband stationed at entrance to the queuing area for purchase of alcohol.
- Crowd Manager roaming entire area checking for color-coded wristband and patron behavior.
- Four Boise State Alumni Relations employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary.

Policies for Facility

- All who enter the Alumni and Friends Center pre-game area must have a valid game ticket. Potential patrons holding a student ticket will not be permitted to enter the facility.
- Event begins three hours prior to kick off and ends at the start of the game.
- The Alumni and Friends Center pre-game area will be secured to control access to and from the area.
- There will be two entry points into the Alumni and Friends Center pre-game area, manned by security personnel who will check for a valid game ticket of all patrons entering the area.
- One ID station will be provided, located inside the area, where ID's will be checked and special colored wristbands will be issued to identify attendees over the age of

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

21.

- Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- The SBOE alcohol policy as it relates to the Alumni and Friends Center will be included in Boise State's 2018 fan guide.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.

Boise State University
2018 Football Season
Alcohol Report and Security Plan
Stueckle Sky Center

The following report addresses security for alcohol service at Boise State Football games in the Stueckle Sky Center. Security plans for the Sky Center are as follows and will be conducted at each home game for the 2018 season. The plan outlines measures taken to ensure that no underage drinking occurs.

There have been no serious incidents regarding the service of alcohol during the 2005 through 2017 season.

As with previous years, Boise State University will provide all the control measures and follow all requirements of the Board policy regarding alcohol service. Also, the university will conduct the activities with the following staff and security in the building on game day.

Staffing Plan

The following staffing will be implemented. The staff will be instructed that controlling the prevention of underage drinking of alcohol and/or overindulgence of alcohol is high priority.

- Crowd manager Supervisor – Oversee all patron services staff for the SSC
- Assistant Crowd Management Supervisor – Assist Crowd Management Supervisor in supervision of patron services staff in the SSC

North Elevator Lobby

- Crowd Manager throughout the game. Stationed at entry point. Will check tickets, ensures alcoholic beverages do not enter or leave the facility and assist with patron services duties.
- Crowd Manager during load in and out then will move to the Loge level during the game. Checks tickets, ensures alcoholic beverages do not enter or leave the facility and patron services duties.

South Elevator Lobby

- Crowd Manager throughout the game. Stationed at entry point. Will check tickets, ensures alcoholic beverages do not enter or leave the facility and assist with patron services duties.
- Crowd Manager during load in and out then will move to the Club level during the game. Checks tickets, ensures alcoholic beverages do not enter or leave the facility and patron services duties.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Level 3 – Loge Level

- Crowd Manager at the N. stairs stadium to loge level – Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties
- N. Elevator lobby Crowd Manager – Monitors Patrons who enter the Loge Level bar, assists in monitoring alcohol sales at the bar.
- Club Room Bar Crowd Manager – Monitors alcohol sales at the bar. Patron services duties.
- South stairs stadium to loge level Crowd Manager. Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties.
- Crowd Manager to rove throughout the loge level—Patron services duties, monitors alcohol sales in bar and seating area.

Level 4 – Club Level

- Club Room Crowd Manager - Monitors the alcohol sales at the bar. Patron Services Duties
- South Stairwell Crowd Manager - Monitors movement of SSC patrons between the Suite and club level.
- Hallway Crowd Manager - Rove throughout the hall way. Patron services duties, monitors alcohol sales at kiosk.
- Club Lounge Crowd Manager - Monitors alcohol sales in bar area and patron services duties
- North Stairwell Crowd Manager -- Monitors movement of SSC patrons between the Suite and club level.
- Club Area Crowd Manager - Monitors back row of club seating area to ensure the isle remains clear. Patron services duties.
- West Stairs Crowd Manager between 4th and 5th floor-- Monitors movement of SSC patrons between the Suite and club level.
- Crowd Manager to rove between lounge and hallway—Patron services duties and assists in monitoring alcohol sales at bar and kiosk.

Level 5—Suite Level

- Club Room Bar Crowd Manager - Monitors the alcohol sales at the bar and Patron Services Duties
- South Hallway Crowd Manager - Patron services duties and rove hall to monitor patrons in the suites.
- North End of Hallway Crowd Manager - Patron services duties and rove hall to monitor patrons in the suites.

Level 6—Press Level

- Club Room Bar Crowd Manager - Monitors the alcohol sales at the bar and Patron Services Duties
- South End Hallway Crowd Manager - Patron services duties and rove hall to monitor patron in the suites.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

- North End Hallway Crowd Manager - Patron services duties. Rove hall to monitor patron in the suites.

Policies

- SSC is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Center.
- There is no access from the general seating area into SSC. Only patrons who hold tickets to seats in the SSC will be allowed into the Sky Center during games.
- The sale of alcohol will begin no sooner than three hours prior to kick off and will end at the start of the 4th quarter.
- Security personnel will not allow patrons to exit or enter the area with any food or beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- The official food sponsor will be required to insure and indemnify the State of Idaho, the State Board of Education, and Boise State University for a minimum of \$2,000,000, and to make sure the proper permits and licenses are obtained.
- No alcohol making or distributing companies may be allowed to sponsor the activities.
- Each suite in the SSC shall have a sign displayed prominently with the following statement:

Laminated info sheet included in all suites placed on refrigerator.

Boise State University has received permission from the State Board of Education to serve alcohol in the Stueckle Sky Center. To continue to provide this service, we will need your help and cooperation.

- Please drink responsibly.
- The University will enforce a **zero tolerance policy** on **alcohol abuse** and **underage drinking** that could result in removal from the Sky Center and revocation of game tickets.
- Underage drinking is against the law and is not allowed anywhere in the Stueckle Sky Center.
- Please keep all items away from open windows. Items dropped or thrown from the suites could seriously injure fans seated below.
- Ticket must be displayed on a lanyard at all times. If you do not have a lanyard, let an usher know so one can be provided.
- Service of alcoholic beverages will cease at the completion of the third quarter.
- Alcoholic beverages are not allowed in the elevators.
- Patrons are not allowed to enter or exit the Stueckle Sky Center with any food or beverage.

**“It is a privilege for us to serve alcohol in the Stueckle Sky Center”
Have a great Game Day, GO BRONCOS!**

**Boise State University
2018 Football Season
Tailgate Areas**

The University seeks approval to designate the parking spaces surrounding and in the general area of Albertsons Stadium and the Alumni and Friends Center as tailgate areas as well as the western portion of DeCheverieux Field. The spaces in the parking lots and DeCheverieux will be leased to game patrons and only those patrons will be allowed to park and tailgate in the designated tailgate areas with their private guests.

Within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state laws and regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication.

By law, alcohol consumption in tailgating areas shall be limited to four hours before kickoff until one hour after the game ends but at no time shall extend beyond 10:00am through 10:00pm of the day of each game hosted. Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area. The University will not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests.

The attached map shows the designated tailgate areas in orange.

Boise State University
2017/2018 Men's and Women's Basketball Season - Double R Ranch Club Room
Security Plan
Taco Bell Arena

The University is seeking permission to provide alcohol service in the Double R Ranch Club Room for the purpose of creating a gathering place for Hardwood and Fastbreak Club members at Taco Bell Arena prior to home men's and women's basketball games. In the secure area, Hardwood and Fastbreak Club members and invited guests will be provided light hors d'oeuvres and non-alcoholic beverages. Guests may purchase or be provided alcoholic beverages from the University's official food service provider.

The Double R Ranch Club Room will serve as a reception-style, pre-game gathering place for Hardwood and Fastbreak Club members and invited guests. This space will become part of the Bronco Gameday experience. It will add value to those attending Bronco basketball games by offering unique food and drink options in a lighted, temperature-controlled environment.

There were no serious incidents regarding the service of alcohol during the 2018 season.

As with the past years for similar events in other venues, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, the University will conduct the pre-game activities under the following additional conditions:

1. All patrons must be Hardwood or Fastbreak Club members or an invited guest. Hardwood and Fastbreak Club members will receive unique membership credentials prior to the season beginning to signify their membership and identify invited guests upon entry. Members must be wearing their membership credential for entry.
2. Event begins 90 minutes prior to tip off and alcohol sales will end at the start of the game. The University may choose to have the Club Room open again during half time for guests to enjoy food and non-alcoholic beverages only.
3. The Double R Ranch Club Room will be secured to control access to and from the area. Security personnel will check for valid membership credential of all patrons entering the room at each entrance. Members and invited guests may enter from the exterior entrance of the club room or by the entrance located inside the arena.
4. One Aramark employee (TIPS trained) will check ID's at the bar to ensure attendees receiving alcohol service are over the age of 21.
5. Security personnel located throughout the area will be monitoring all alcohol policies, the presence of membership credentials, and patron behavior.
6. No alcohol making or distributing companies will be allowed to sponsor the event.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

7. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
8. The SBOE alcohol policy will be posted at the entrance of Double R Ranch Club Room on game days. This notice will state that the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
9. All Hardwood and Fastbreak Club members will receive the SBOE alcohol policy via email or other communication method as deemed appropriate.

Double R Ranch Club Room

The Double R Ranch Club Room is used by the Taco Bell Arena for VIP events prior to concerts and other commercial events. As such, the Arena operations has experience using the room for secure alcohol service as a pre-event venue. The University will create a secure area in the Double R Ranch Club Room similar to the Stueckle Sky Center where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State basketball game patrons as with the previous years in other venues, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, the university will conduct the pre-game activities under the following conditions:

Double R Ranch Club Room Game Day Staffing

- One Crowd Manager at the exterior entrance checking for Hardwood and Fastbreak Club membership credentials for all that enter. Only Hardwood or Fastbreak Club members or invited guests with a membership credential will be allowed to enter the facility.
- One Crowd Manager at the interior entrance checking for Hardwood and Fastbreak Club membership credentials for all that enter. Only Hardwood or Fastbreak Club members or invited guests with a membership credential will be allowed to enter the facility.
- One Aramark employee (TIPS trained) will check ID's at the bar to ensure attendees receiving alcohol service are over the age of 21.
- Another Crowd Manager will be assigned to roam the entire area checking for membership credentials and patron behavior.
- At least two Boise State University Athletics employees will roam throughout facility identifying any problems that may occur and will notify security personnel when necessary. In addition, this employee will assist with the responsibility of checking entrances to secure building ensuring that no one is present without proper credentials.

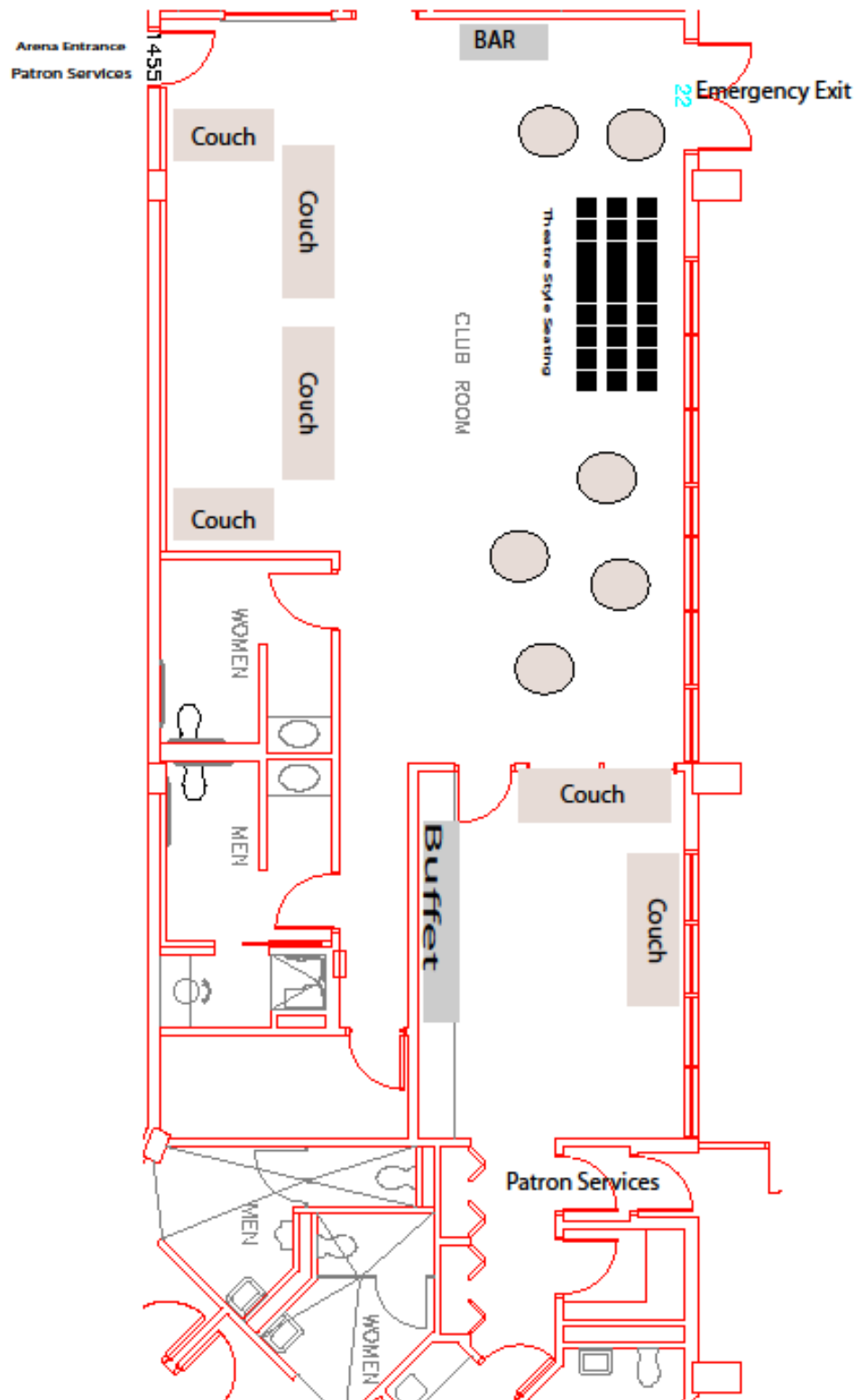
PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Policies for Facility

- All who enter the Double R Ranch Club Room must be a Hardwood/Fastbreak Club member or guest.
- The event begins 90 minutes prior to tip off and ends at the end of half time. Alcohol will only be provided or sold until the game begins.
- The Double R Ranch Club Room will be secured to control access to and from the area.
- Both entry points into the Double R Ranch Club Room will be manned by security personnel who will check for membership of all patrons entering the facility.
- One ID station will be provided, located inside the facility at the bar, where ID's will be checked to identify attendees over the age of 21.
- Security personnel located throughout the area will be monitoring all alcohol policies, the presence of Hardwood/Fastbreak Club membership credential, and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages. Only the exterior and interior entrances will be used during the event. Other exits will not be used except as an emergency egress.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- The SBOE alcohol policy as it relates to the Double R Ranch Club Room will be communicated to all Hardwood and Fastbreak Club members and will be posted in the Club Room on game days. Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- Attached is the map of the facility in the Double R Ranch Club Room and how it will be configured for the game day events.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Double R Ranch Club Room



Boise State University
2018 Basketball Season – Taco Bell Arena
Security Plan
Alumni and Friends Center

Alumni and Friends Center

We will create a secure area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State basketball game patrons. Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, the university will conduct the pre-game activities under the following conditions:

Alumni and Friends Center Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter.
- Crowd Manager checking for color-coded wristband stationed at entrance to the queuing area for purchase of alcohol.
- Crowd Manager roaming entire area checking for color-coded wristband and patron behavior.
- Four Boise State Alumni Relations employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary.

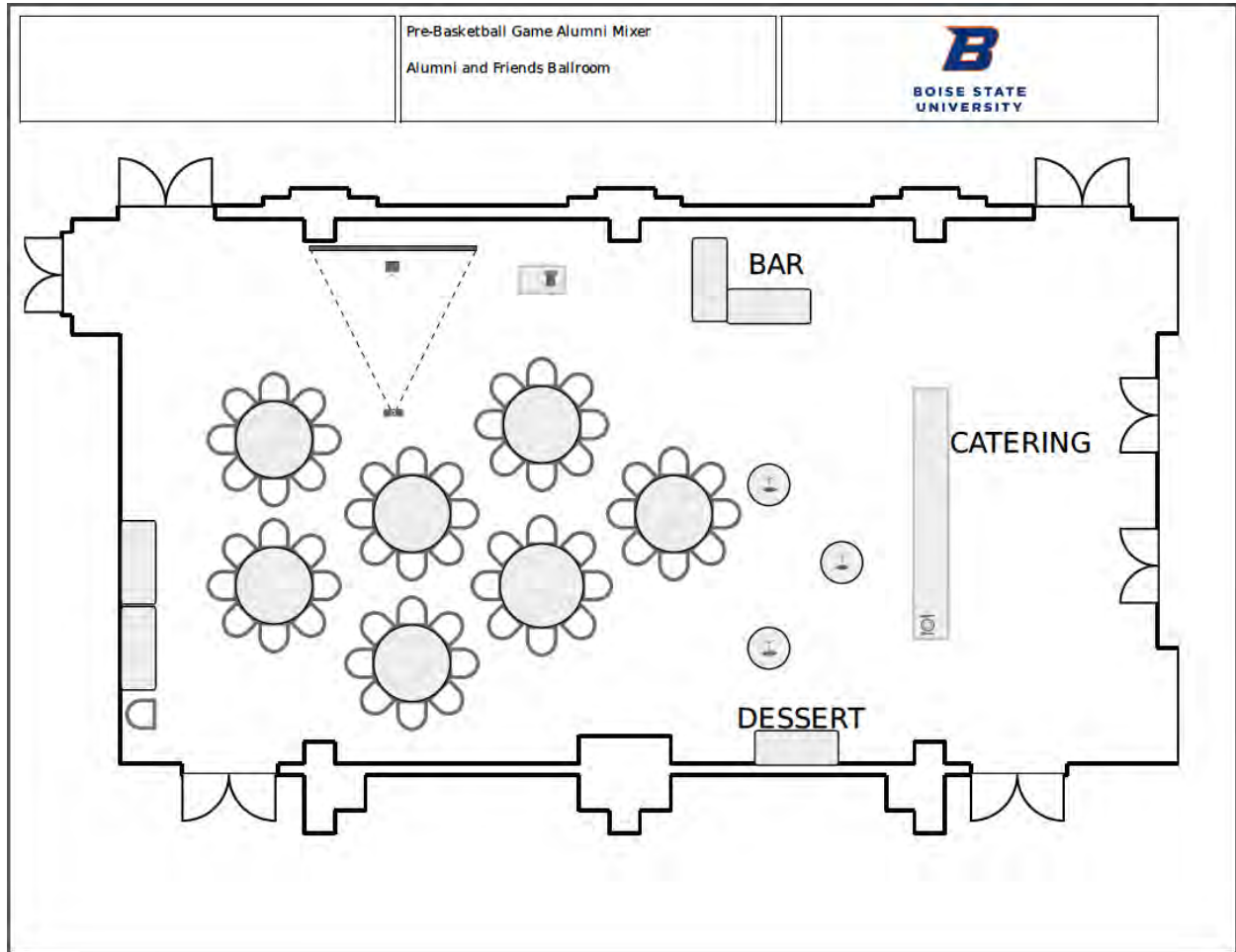
Policies for Facility

- All who enter the Alumni and Friends Center pre-game area must have a valid game ticket. Potential patrons holding a student ticket will not be permitted to enter the facility.
- Event begins two hours prior to tip off and ends at the start of the game.
- The Alumni and Friends Center will be secured to control access to and from the building.
- There will be one entry point into the Alumni and Friends Center, manned by security personnel who will check for a valid game ticket of all patrons entering the area.
- One ID station will be provided, located inside the building, where ID's will be checked and special colored wristbands will be issued to identify attendees over the age of 21.
- Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

and consumption of all alcohol to those of legal drinking age only.

- No alcohol making or distributing companies may be allowed to sponsor the event.
- The SBOE alcohol policy as it relates to the Alumni and Friends Center will be included in Boise State's 2018 fan guide.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018**

IDAHO STATE UNIVERSITY

SUBJECT

Request for 2018 Football Pre-game Alcohol Service Approval

REFERENCE

June 2014	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2014 football season.
June 2015	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2015 football season
June 2016	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2016 football season
June 2017	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2017 football season

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100, Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

ALIGNMENT WITH STRATEGIC PLAN

Governance issue. Not aligned with strategic plan.

BACKGROUND / DISCUSSION

Board policy allows service of alcohol on campus in conjunction with athletic events with Board approval under specific conditions. Idaho State University has been granted approval provided an acceptable and manageable plan has been provided (Boise State and University of Idaho for the 2004 - 2017 football seasons).

During the 2007 through 2017 football seasons, Idaho State University followed models established by the University of Idaho and Boise State University for staging similar events.

In accordance with approval granted by the State Board for the 2017 football season, ISU reports that the program in place appeared to work well and that there were no reports of violations of the policy or Board approved conditions or incidents of underage drinking. Idaho State University is continuing to work with

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

campus public safety, the Pocatello City Police and other officials to provide a controlled area for service of alcohol prior to home football games.

Idaho State University requests Board approval to establish a secure area on the east side of Holt Arena, prior to each home Bengal football game, for the purpose of allowing corporate partners, Bengal Foundation and invited guests the opportunity to gather with clients, friends, and guests for the 2018 home football games. In this secure area, Idaho State University Athletics will allow patrons to purchase food and beverages (non-alcoholic and alcoholic). The alcoholic beverages will be sold and served by a licensed provider and the University's official food service provider. Idaho State University will provide control measures and follow all requirements of Board Policy I.J. regarding alcohol service. The University will conduct the pre-game activities under the following conditions:

1. A secured area surrounded by a fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. Alcohol making or distributing companies will not be allowed to sponsor the activities or tents.
4. A color-coded wrist band or pass admission system will identify attendees and invited guests. No one under legal drinking age will be admitted.
5. All corporate partners involved in the pre-game location will be sent a letter outlining pre-game location and the SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow underage drinking and/or serving of alcohol to visibly intoxicated persons.
6. One entry/exit point, which will be manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the Fall 2018 home football games, including sales and service of alcohol.
11. A review of the 2018 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

IMPACT

Approval will allow ISU to continue with limited alcohol serve at football games during the 2018 season.

ATTACHMENTS

- Attachment 1 - Map of Designated Area
a. Holt Arena – Full Aerial View

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

b. Sports Med Center – Proposed Control Area
Attachment 2 - Detail of Booth and Service Areas–West Side of Holt Arena

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Alcoholic beverages may only be allowed in conjunction with NCAA pregame football activities with prior Board approval under very specific conditions, including: the area must be for sponsors to entertain clients/guests, attendance is limited to adult patrons, access to the area is limited through controlled access points, attendance is limited to those with a written invitation, food must be available at the event, the event must be conducted during the pre-game only and not last more than three hours, ending at kick-off.

Pursuant to Board policy I.J. a report must be submitted to the Board annually after the conclusion of the football season prior to consideration being given to the approval of any future request for similar events on home football game days. This agenda item serves as the institutions report.

Idaho State University is notifying the Board that there were no issues during the 2017 football season and is requesting approval of alcohol service in the same areas approve by the Board in 2017 with no expansion.

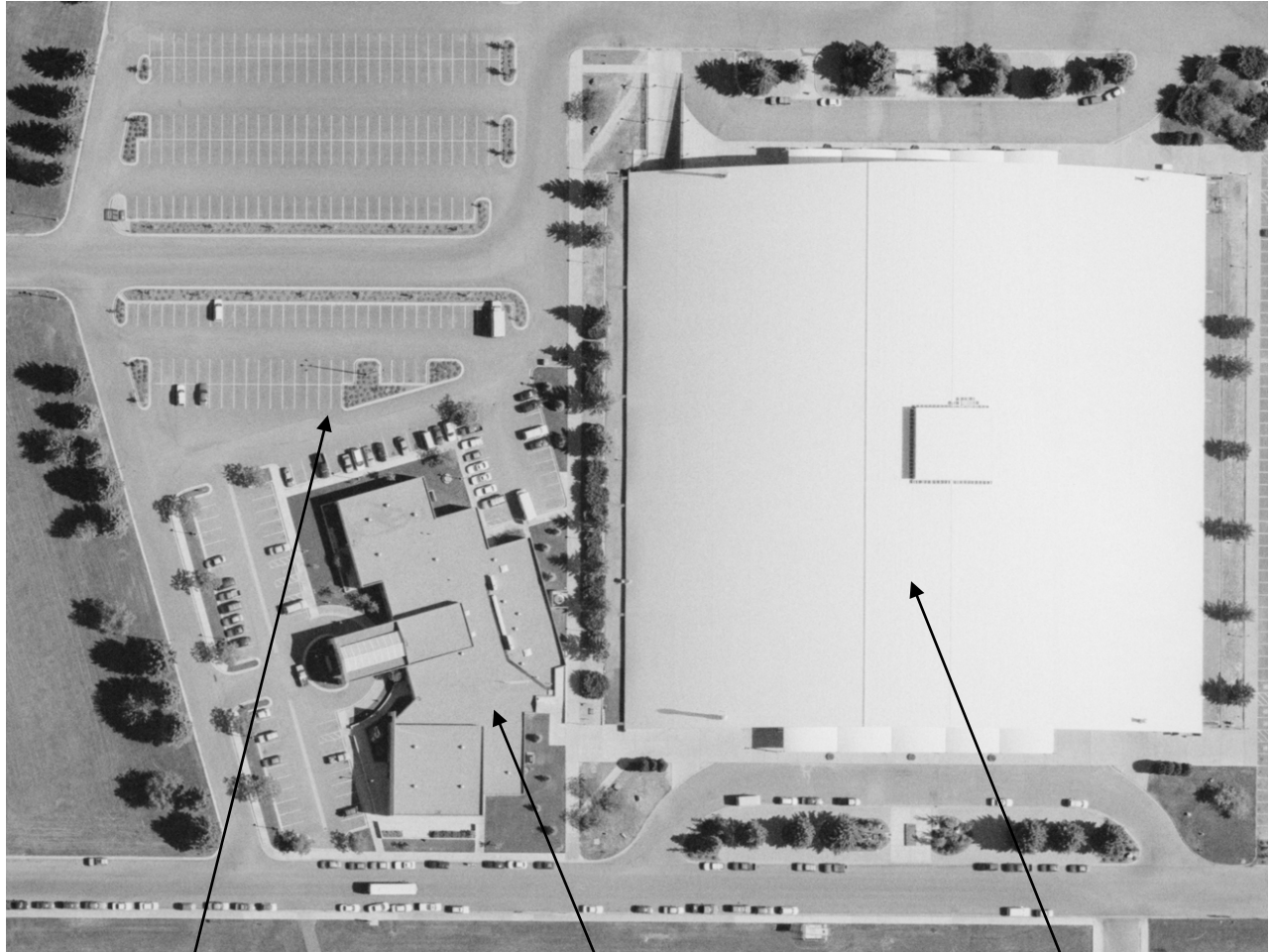
BOARD ACTION

I move to approve the request by Idaho State University to establish secure areas as specified in Attachment 1 and 2 for the purpose of allowing alcohol service during pre-game activities under all of the conditions outlined in Board policy I.J. subsection 2.c. for the 2018 football season.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Aerial View of Holt Arena and Sports Med Center



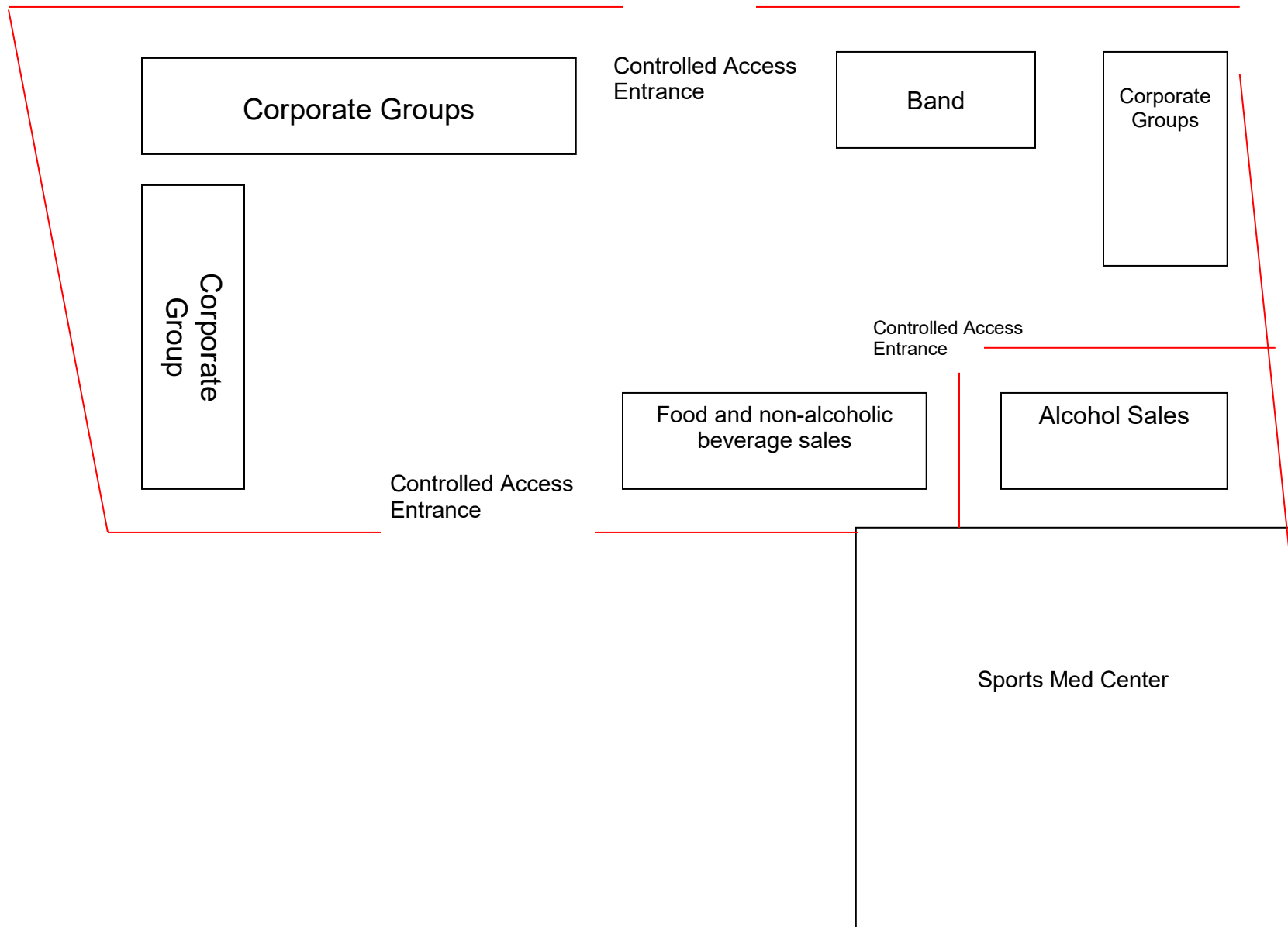
Football Tailgate area

Sports Med Center

Holt Arena

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

ATTACHMENT 2



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

UNIVERSITY OF IDAHO

SUBJECT

Service of alcohol at Pre-Game Events for the 2018 football season, including post-season, and the 2019 Spring Game.

REFERENCE

2004-2014	Each year the Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for the football season. There were no serious issues or concerns related to the service of alcohol at pre-game events during this time.
June 18, 2015	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2015 football season.
September 3, 2015	Board approved the additional request by UI to serve alcohol during football games in the Vandal Fan Zone on a pilot basis with a report to the Board the following October.
October 21, 2015	Board voted to extend the approval of expanded alcohol service in the Vandal Fan Zone during home football games for the 2015-16 season.
June 16, 2016	Board voted to end the expanded alcohol service in the Vandal Fan Zone and approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2016 football season, 2017 Spring Game, post-season bowl game and if applicable conference championship game.
June 15, 2017	Board voted to approve the request by the University of Idaho to establish a secure area in full compliance with the provisions set forth in Board policy I.J.2. for the purpose of allowing alcohol service during the 2017 football season and the spring 2018 football scrimmage.
October 19, 2017	Board approved revisions to Board Policy I.J. subsection 2.c which included revised requirements applicable to pre-game activities.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: A WELL EDUCATED CITIZENRY

Objective A: Access

Objective D: Quality Education

The UI creates a restaurant-type atmosphere within the events and areas where alcohol service is allowed. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities. Building strategic friends and enhancing donor relations improves the University's ability to collaborate with the private sector and our ability to raise private funds for scholarships, campus facilities, sponsored research and endowed professorships, all of which go to enhance access to the University and the quality of the education we offer.

BACKGROUND/DISCUSSION

The UI seeks approval from the Board to continue its prior practice whereby in a secure area, patrons may purchase food and beverages (non alcoholic and alcoholic) from Sodexo, the university's official food service provider, as part of home football pre-game activities. The university will follow all requirements of Board policy regarding alcohol service, and will conduct the pre-game events under the conditions set out in Board policy I.J.2. As per Board/Regents Policy I.J.2.c.iii.(1) a color-coded wrist band system will serve to identify all authorized attendees and guests, with a separate wrist band clearly identifying those of drinking age. Underage children will not be allowed into the alcohol service area.

The UI creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities. In managing its pre-game functions, the UI seeks to provide a family oriented, safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience.

The Student Activities Field and North Kibbie Field, will be the location for the secure area where food and beverage service (including alcoholic beverages) will take place. Within the secure area there will be space for the President's Circle Pre-Game Function, Vandal Fan Zone, and for Corporate/Guest Institution Tents, including the university's athletic marketing agent (Learfield). These functions provide an opportunity for the University, our Guest Institution for the game, and for corporate sponsors to reward employees and say "thank you" to valued customers and supporters by hosting private functions. This area is located on the east side of the ASUI-Kibbie Dome. The south end of this field will be available for the University to host visiting team institutions pursuant to all applicable Board and Institution policies.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Service of alcohol at the President's Pre-game Function and the Corporate/Guest Institution Events will be through tents creating a controlled area for monitoring attendance and consumption, with service limited to a specific area within the tents. Minors will not be allowed in the alcohol service area and no alcohol will be allowed to leave the service area. This layout allows the institution to control all events permitted for pre-game service of alcohol.

Service of alcohol in the Vandal Fan zone will be as was done in the 2016 football season, with a temporary structure to control the area and monitor consumption, with service limited to a specific area within the structure. Minors will not be allowed in the alcohol service area and no alcohol will be allowed to leave the service area.

Again there have been no serious incidences regarding the pre-game service of alcohol through the 2017 football season and the 2018 spring practice football game where service has been approved. The UI creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend-and fund-raising opportunities.

IMPACT

Approval will allow the University of Idaho to serve alcohol in the approved areas within the limits of Board Policy I.J.

ATTACHMENTS

Attachment 1 – Maps and Drawings of Service Areas

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Alcoholic beverages may only be allowed in conjunction with NCAA pregame football activities with prior Board approval under very specific conditions, including: the area must be for sponsors to entertain clients/guests, attendance is

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

limited to adult patrons, access to the area is limited through controlled access points, attendance is limited to those with a written invitation, food must be available at the event, the event must be conducted during the pre-game only and not last more than three hours, ending at kick-off.

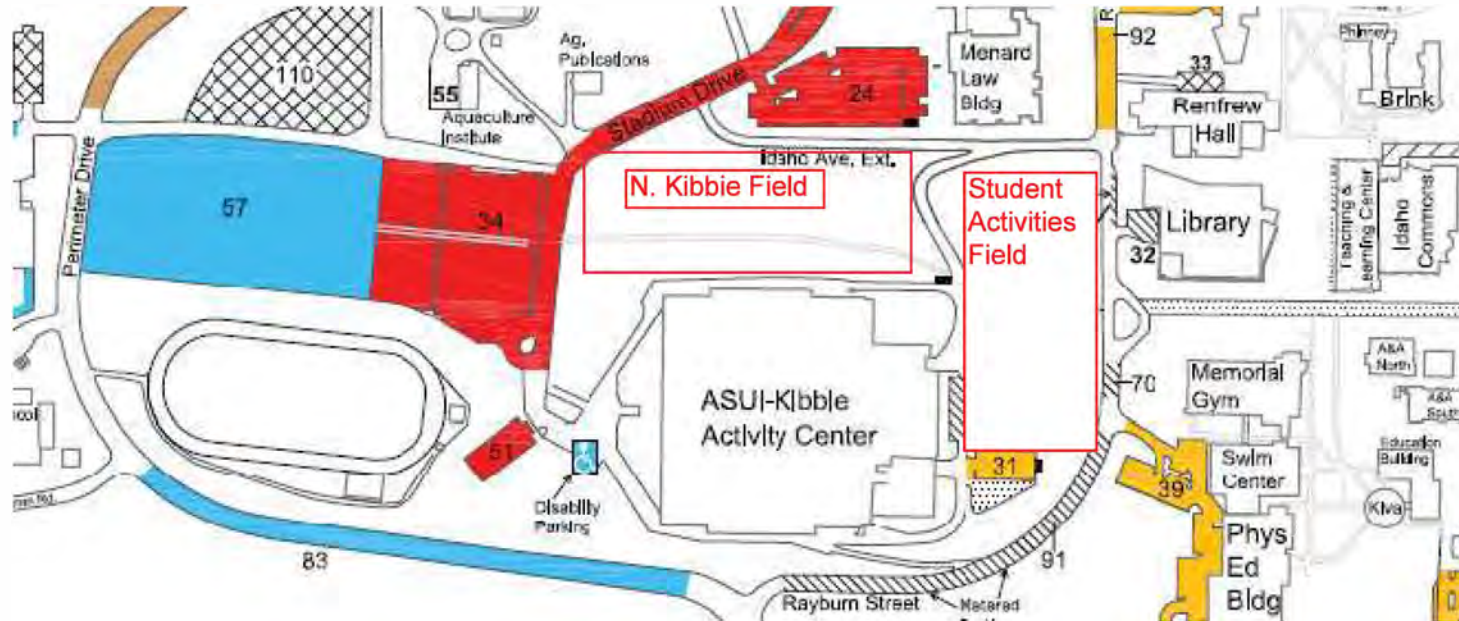
In 2017 the Board approved the University of Idaho's request to serve alcohol on the Student Activities Field located on the east side of the ASUI-Kibbie Dome. The current request will expand the service to include the North Kibbie Field. In addition to the President and corporate areas approved in 2017 this request also encompasses the Vandal Fan Zone that was approved for one year in 2016.

Pursuant to Board policy I.J. a report must be submitted to the Board annually after the conclusion of the football season prior to consideration being given to the approval of any future request for similar events on home football game days. This agenda item serves as the institution's report.

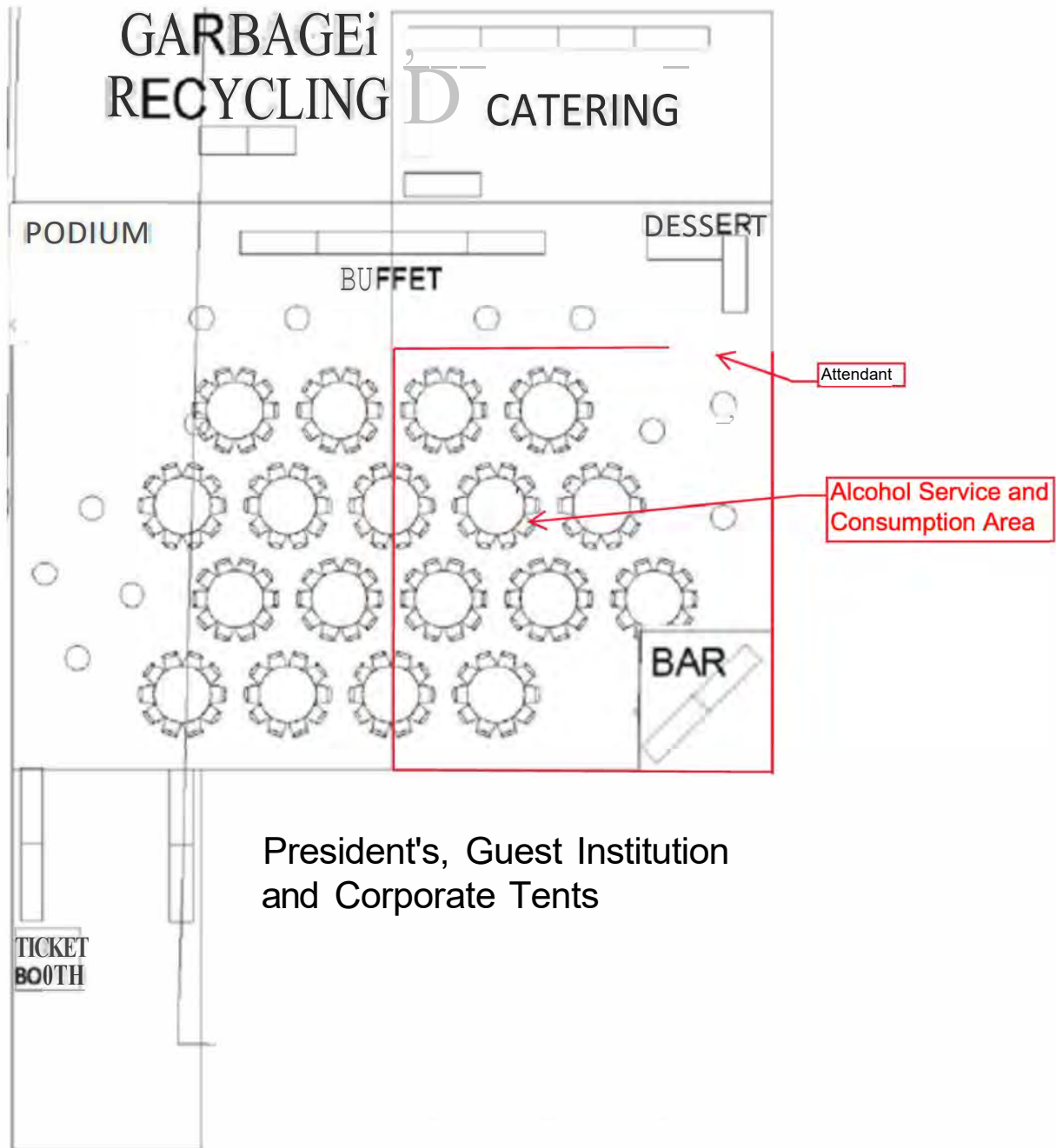
BOARD ACTION

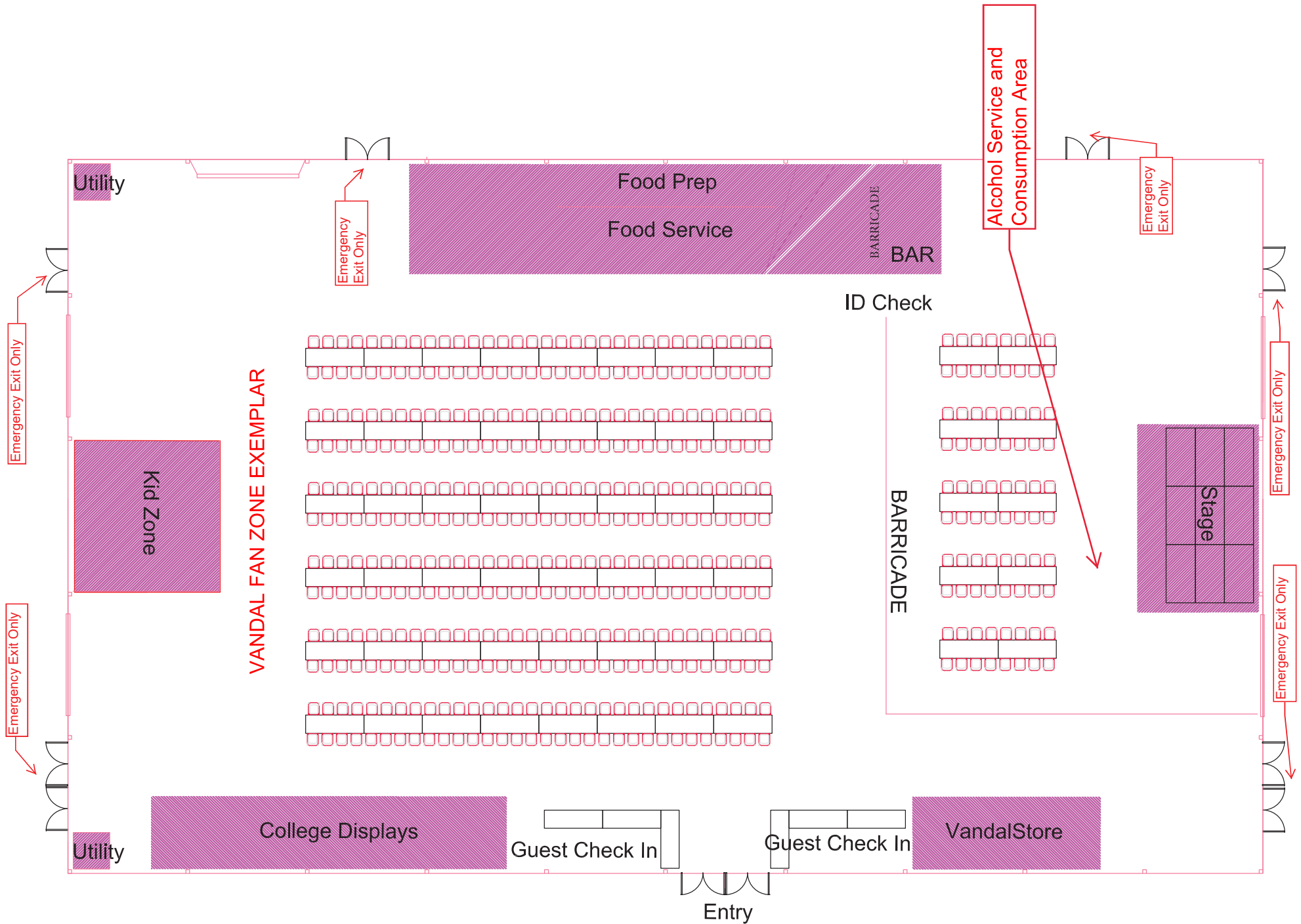
I move to approve the request by the University of Idaho to establish a secure area on the Student Activities Field and North Kibbie Field under the conditions set forth in this request and in full compliance with all of the provisions set forth in Board policy I.J.2., for the purpose of allowing alcohol service during the 2018 football season, including post-season home games, and the spring 2019 football scrimmage, with a post-season report brought back to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



2018 Vandal Pre-Game Activities Map





PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

UNIVERSITY OF IDAHO

SUBJECT

Request for approval of sale of alcohol - Litehouse Center/Bud and June Ford Club Room (Center).

REFERENCE

April 21, 2011	Board approval of revisions to SBOE/Regents Policy I.J. relating to service of alcohol at institution events and within institution stadium suite areas.
June 23, 2011	Board approved the request by UI to authorize alcohol service during the 2011 football season in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c.
June 21, 2012 through June 15, 2017	Board approved the request by UI to authorize alcohol service during the football season and during the ensuing spring football scrimmage each year, in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c.
October 19, 2017	Board approved revisions to Board Policy I.J. subsection 2.c to encompass sale of alcohol in the Litehouse Center suites and Bud and June Ford Clubroom for home basketball games.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: A WELL EDUCATED CITIZENRY

Objective A: Access

Objective D: Quality Education

The UI creates a restaurant-type atmosphere within the events and areas where alcohol service is allowed. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events and in the suite/clubroom facilities while at the game. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities. Building strategic friends and enhancing donor relations improves the University's ability to collaborate with the private sector and our ability to raise private funds for

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

scholarships, campus facilities, sponsored research and endowed professorships, all of which go to enhance access to the University and the quality of the education we offer.

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA athletic events.

The UI seeks continued permission to allow ticketed and authorized patrons in the Center to purchase food and beverages (non-alcoholic and alcoholic) from Sodexo, the university's official food service provider, before and during home football games in the 2017 football season as well as for the 2018 Spring Football Scrimmage Game, for the Litehouse Center/Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome). The university will follow all requirements of Board policy I.J.2.c regarding alcohol service in conjunction with home football games.

In addition, the UI seeks initial permission to allow ticketed and authorized patrons of the Center to purchase food and beverages (non-alcoholic and alcoholic) from Sodexo, the university's official food service provider, before and during home basketball games in the 2018-19 basketball season, including post-season games, for the Litehouse Center/Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome). The university will follow all requirements of Board policy I.J.2.c regarding alcohol service in conjunction with home basketball games:

- The Center is an enclosed secured area within the ASUI-Kibbie Activity Center which is separate from general ticketed seating areas and which will only be available to patrons with tickets to the Center.
- There is no access from the general seating area into the Center and only patrons who hold tickets to seats within the Center will be allowed into the Center during games.
- All entry points to Center Suites and the Center Clubroom area (identified in the attached drawings) will be staffed with trained security personnel.
- In addition, Security Personnel will be located within the Center to monitor activities within the suites and clubroom
- The university's food service provider (Sodexo) will provide the alcohol license and will provide TIPS trained personnel to conduct the sale of all alcoholic beverages in conjunction with Sodexo's provision of food and non-alcoholic beverages.
- The university and Center Patrons will abide by all terms and conditions of the Board policy and any other conditions place by the Board. Violation of Board policy of additional conditions by Center Patrons will result in action by the university up through removal from the Center and forfeiture of Center game tickets.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Again there have been no serious incidences regarding the pre-game service of alcohol through the 2017 football seasons and 2018 football spring scrimmage game where service has been approved. The UI continues to strive for a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities. Service of alcohol within the Center is an extension of the university's pre-game and game-day activities surrounding home football games as well as home basketball games.

IMPACT

Approval will allow the University of Idaho to expand alcohol service to home basketball games.

ATTACHMENTS

Attachment 1 – Maps and Drawings of the Center

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Alcoholic beverages may only be allowed in conjunction with NCAA pregame football activities with prior Board approval under very specific conditions, including: the area must be for sponsors to entertain clients/guests, attendance is limited to adult patrons, access to the area is limited through controlled access points, attendance is limited to those with a written invitation, food must be available at the event, the event must be conducted during the pre-game only and not last more than three hours, ending at kick-off. For events held in institution stadium suite areas, only patrons who hold tickets to seats in the area are allowed entrance, the sale of alcohol may not begin prior to three (3) hour before kick-off and must end at the start of the 4th quarter, adult patrons may be accompanied by youth if the youth is under adult supervision at all times.

In 2017 the Board approved the request by the University of Idaho to allow alcohol service in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center during home football games and the spring 2018

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

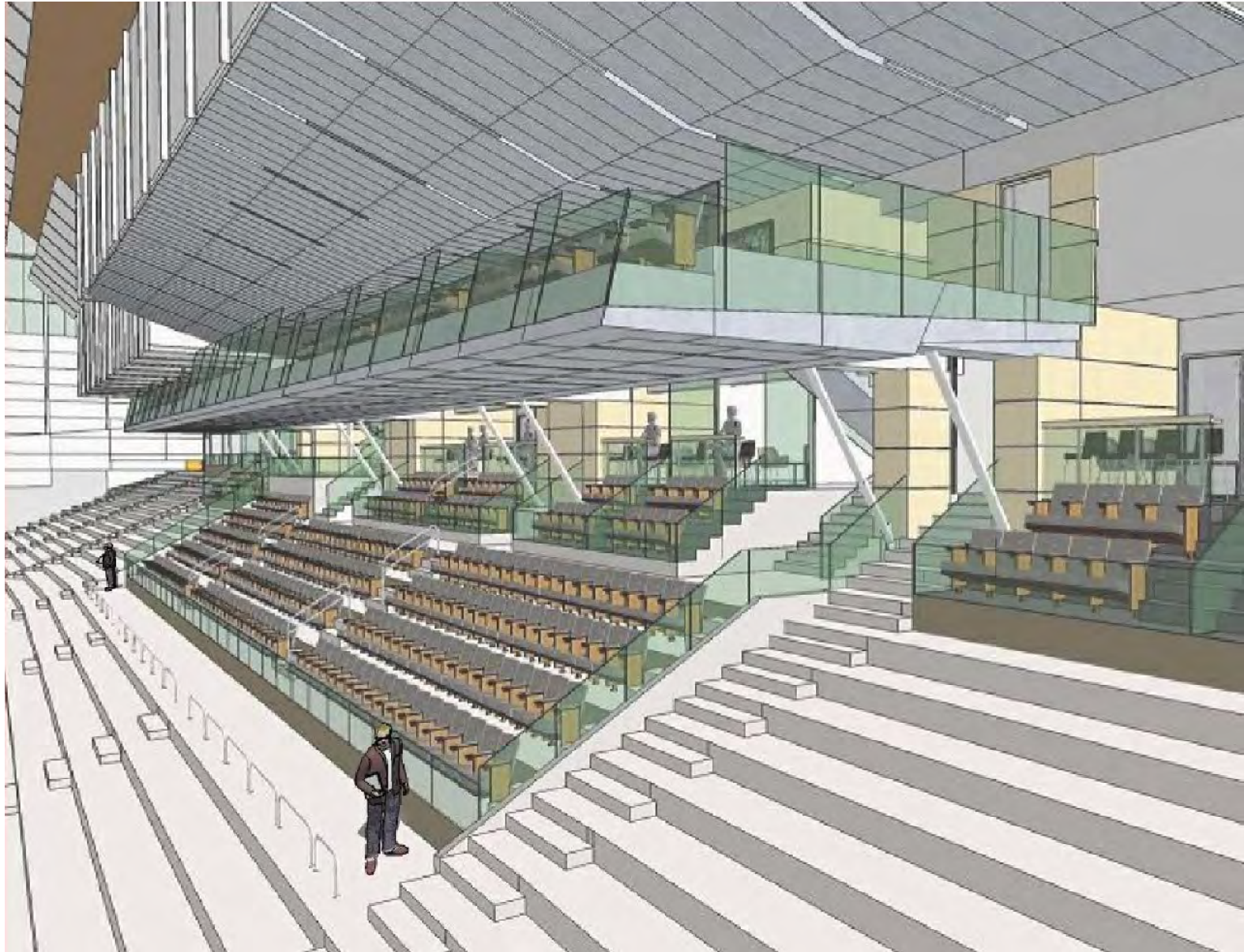
scrimmage, this request will expand the service to home basketball games during the 2018-2019 basket ball season in compliance with the changes made to Board Policy I.J. at the October 2017 Board meeting.

Pursuant to Board policy I.J. a report must be submitted to the Board annually after the conclusion of the football season prior to consideration being given to the approval of any future request for similar events on home football game days. This agenda item serves as the institutions report.

BOARD ACTION

I move to approve the request by the University of Idaho to allow alcohol service during the 2018 football season, the spring 2019 football scrimmage, and the 2018-19 basketball season, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J. subsection 2.c.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

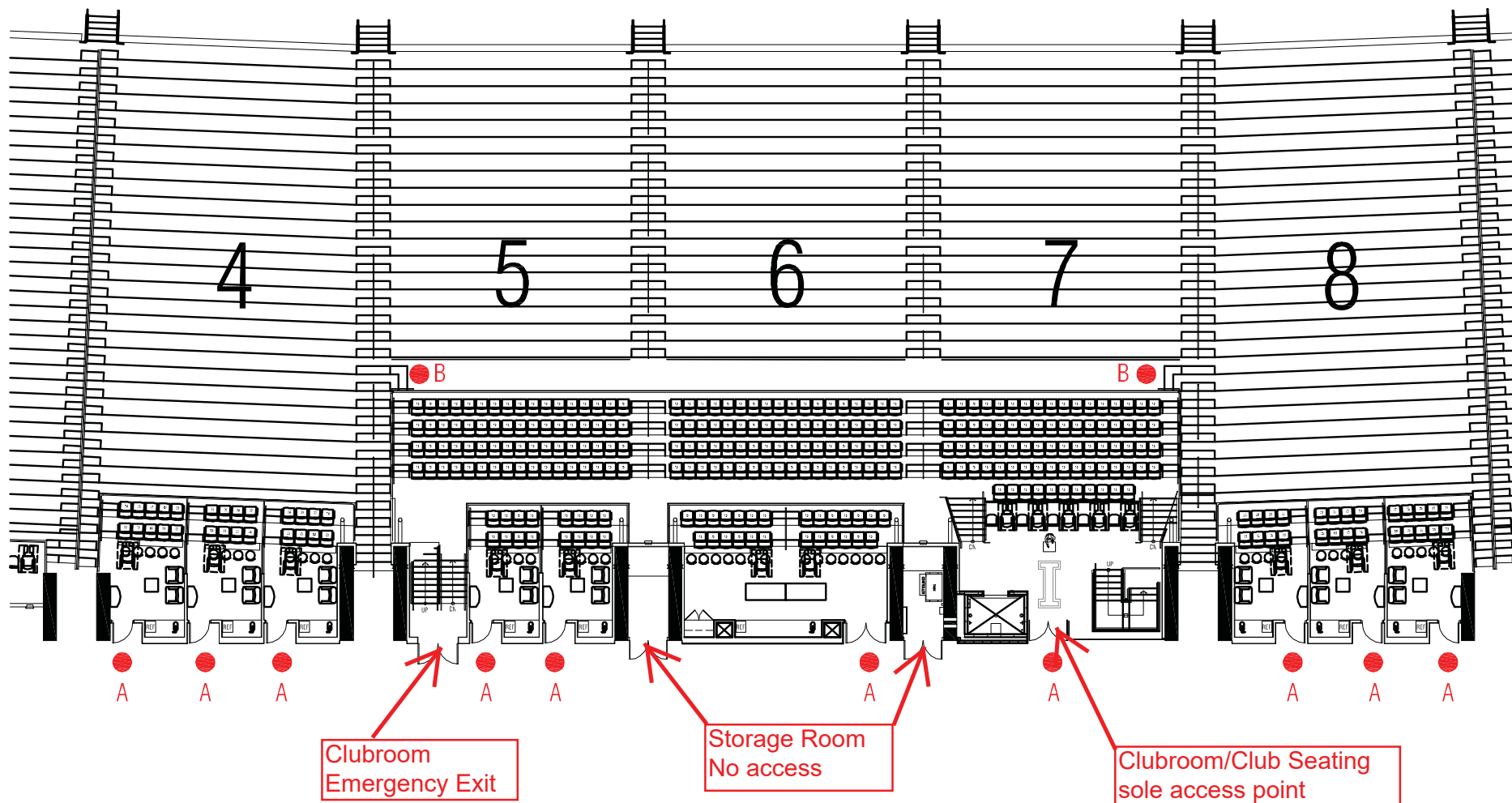


PERSPECTIVE

CLUB ROOM, CLUB SEATING, LOGE SEATING, AND MINI SUITES

ASUI KIBBIE ACTIVITY CENTER UNIVERSITY OF IDAHO

A = Security Personnel at individual suite access points and clubroom entry
B = Security Personnel - monitors in loge seating area

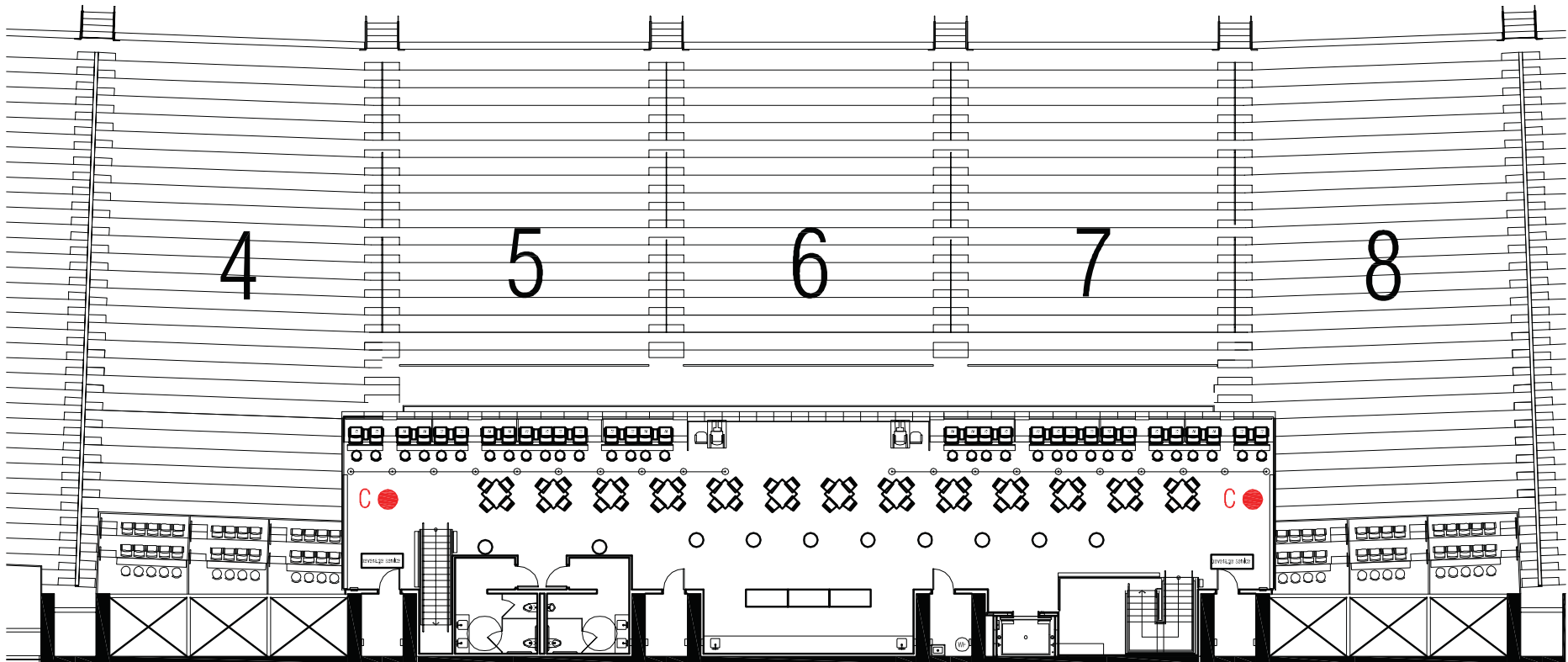


CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

CLUB SEATING, SUITES, AND CONCOURSE LEVEL

ASUI KIBBIE ACTIVITY CENTER UNIVERSITY OF IDAHO

C = Security Personnel - Clubroom monitors



CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

CLUB ROOM LEVEL

ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

UNIVERSITY OF IDAHO

SUBJECT

Tailgating for the 2018 football season, including post-season, and the 2019 Spring Game.

REFERENCE

2004-2017	Each year the Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for the football season.
October 19, 2017	Board approved revisions to Board Policy I.J. subsection 2.c to revise requirements applicable to pre-game activities which encompass consumption of alcohol by game patrons tailgating in designate areas.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: A WELL EDUCATED CITIZENRY

Objective A: Access

Objective D: Quality Education

The UI seeks to create a fan and family friendly atmosphere within the areas where alcohol consumption will be allowed. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities. Building strategic friends and enhancing donor relations improves the University's ability to collaborate with the private sector and our ability to raise private funds for scholarships, campus facilities, sponsored research and endowed professorships, all of which go to enhance access to the University and the quality of the education we offer.

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA sporting events. The University of Idaho has consistently made and had requests approved by the Board for alcohol services in combination with home football games and has a history of having no serious issues or concerns related to service of alcohol in conjunction with NCAA sporting events.

The UI seeks initial approval from the Board to allow consumption of alcohol by home football game patrons tailgating in designate areas on the University campus

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

in Moscow. The university will follow all requirements of Board policy regarding alcohol consumption at tailgating as set out in Board policy I.J.2. In managing its game day functions, the UI seeks to provide a family oriented, safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

The parking lots designated as Lots 34, 57, 57E and 110, as shown in attachment 1 hereto, will be those to be designated, in whole or in part, by the President for tailgating activities where private alcohol may be consumed. Access to these lots on game day is limited to the Stadium Drive entrance and all patrons allowed to park in the designated lots must pass through this entrance and present proof of authorization to park

The game-day timeframe during which tailgating with alcohol consumption that may be authorized by the President will fall between 10:00 AM and 10:00PM.

For this initial season of tailgating under the new policy, the University seeks approval to allow tailgating within some or all of the parking area designated in Attachment 1. This will allow the President to adjust the number of areas if and where deemed necessary as the university monitors game day conduct in these areas.

Likewise, the University seeks approval to allow tailgating for some or all of the time on each game day, between the hours of 10:00 AM and 10:00PM. This too will allow the President to adjust if deemed necessary as we monitor game day conduct during tailgating.

IMPACT

The University does not anticipate any added expense with respect to this new tailgating policy. The same security team that in the past has monitored the parking lots to address issues of fan behavior will continue to do the same under application of the new policy.

ATTACHMENTS

Attachment 1 – Map of designated areas where tailgating is to be authorized

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.J. Use of Institution Facilities and Services authorizes the chief executive officer of each institution to designate (subject to annual board approval) specific parking lots or limited areas of university grounds with controlled access as tailgate areas for home NCAA football games or NCAA bowl games hosted by the institution. Only game patrons authorized by the institution are allowed to park and tailgate in the designated tailgate areas with their private guests. Locations, times and dates must be submitted to the Board for approval.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 21, 2018

Additionally, within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication. Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the day of each NCAA football game hosted by the institution. Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.

The proposal submitted by the University of Idaho identifies a maximum number of locations and maximum range of time the tailgating will occur. These maximums are within the limits of the Board policy; however, they make it unclear what the actual scope of the tailgating will be only that it will not go over the maximum time allowed or be in more than the four areas indicated in Attachment 1.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to establish tailgating areas where consumption of alcohol by game patrons may occur in parking lots 34, 57, 57E and 110 as shown in Attachment 1 and under the conditions set forth in this request and in full compliance with all provisions set forth in Board policy I.J.2 during the 2018 football season, including post-season home games, and the spring 2019 football scrimmage, with a post-season report brought back to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

