

**WORK SESSION
APRIL 17, 2019**

TAB	DESCRIPTION	ACTION
A	BAHR - STUDENT TUITION AND FEE RATES (ACADEMIC YEAR 2019-2020)	Motion to Approve
B	PPGA – INSTITUTION, AGENCY, AND SPECIAL/HEALTH PROGRAMS STRATEGIC PLANS	Information Item

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COLLEGE AND UNIVERSITIES

SUBJECT

FY 2020 Student Tuition & Fee Rates (Academic Year 2019-2020)

REFERENCE

February 2013	Board approved second reading for V.R. Policies regarding Board approval for New Student Orientation fees
February 2014	Board approved second reading for V.R. Policies regarding Board approval for Senior Citizen Fee with eligibility determined by each institution
December 2014	Board approved second reading for V.R. Policies regarding online program fees, clarifying the Technology Fee, adding Dual Credit and Summer Bridge Program fees, and revising special course fees
December 2015	Board approved second reading for V.R. Policies regarding in-service teacher fees, clarifying online program fees, and adding Independent Study in Idaho fee
April 2016	Board approved second reading for V.R. Policies eliminating requirement to obtain professional licensure prior to practicing a given profession as a prerequisite for establishing a professional fee for an academic professional program

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 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

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

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

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Per board policy, Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), and Lewis-Clark State College (LCSC) notified students of proposed fee increases and conducted public hearings. Their respective presidents are now recommending to the Board student tuition and fee rates for FY 2020.

Reference Documents

Attachment 1 displays information showing the decline in the percentage of the General Fund allocated to the College & Universities over the last 24 years compared to other state budgeted programs. Since 1996, the portion allocated to College & Universities (CU) has decreased from 12.6% to 7.8%. However looking at the longer term, in 1975 the portion was 20.8%.

Attachment 2 shows the percentage of total appropriation for General Funds, endowment funds and tuition and fees since 1980.

Attachment 3 compares the WICHE average tuition and fees by Carnegie classification to the Idaho institutions for fiscal years 2018-19, 2017-18, 2013-14 and 2008-09 for undergraduate/graduate and resident/nonresident students.

Attachment 4 shows a summary of FY 2020 annual requested tuition and fees.

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

Attachment 5 – Cost of Attending College vs. Per Capita Income

The purpose of this chart is to show the increasing cost to attend college (student fees, books and supplies, room and board, personal expenses, and transportation) compared to the per capita income from 2007 to 2017. Each institution has a chart showing similar information. The “cost” of attendance reflects full tuition and fees, which differs from the actual “price” of attendance which would reflect cost net of tuition discounts through financial aid and scholarships.

The average cost to attend Idaho's 4-year institutions has grown from \$15,813 in 2008 to \$20,602 in 2018, or 30%, while the Idaho per capita income has increased from \$32,580 to \$40,444, or 24%. The increases in the cost to attend college from 2008 to 2018 are as follows:

Tuition & Fees	65%
Books and Supplies	4%
Room and Board	50%
Personal and Transportation *	<u>-18%</u>
Total Cost to Attend	30%

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

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Attachment 6: Cost to Deliver College

The purpose of this chart is to show the costs to deliver college, changes in student enrollment and cost per student full time equivalent (FTE.) The increases in the cost to deliver college (by major expenditure functional categories) from 2008 to 2018 are as follows:

Instruction	20%
Academic Support	40%
Student Services	62%
Library Services	23%
Athletics & Auxiliaries	20%
Plant and Depreciation	15%
Institutional Support	35%
Financial Aid	<u>124%</u>
Total Increase in Cost to Deliver College	27%

At the same time, student FTE (horizontal red line page 14) has increased by .7%.

Attachment 7: Resident Tuition & Fees, Consumer Price Index (CPI), Per Capita Income, and Average Annual Wage

The purpose of this chart is to show the annual percentage increase from 2008 to 2019 for resident tuition & fees, CPI, Idaho Per Capita Income, and Idaho Average Annual Wage. As the chart indicates, historically, when per capita income and annual wages have increased at a higher rate than the previous year, fees have correspondingly increased at a lesser rate. The opposite is also true, when income and wages have increased at a slower rate than the previous year, fees have correspondingly increased at a faster rate. This trend changed starting in FY 2011.

Attachment 8: Average CU Full-time Resident Fees as a % of Per Capita Income

The purpose of this chart is to show the percentage the sticker price for Idaho resident students is to the Idaho per capita income. The rate has grown from 5.1% in 1981 to 17.1% in 2019.

Attachment 9: Percentage of CU Total Appropriation by Source

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

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Attachment 10: Tuition/Fee Waivers and Discounts and Chart

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

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

Institution Fee Proposals

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

- Narrative justification of the fee increase request and planned uses of the additional revenue.
- Schedule detailing the tuition and fee changes.
- Schedule projecting the amount of revenue generated from the tuition and fee changes.
- Schedule showing expenditures which will be covered by revenues from tuition increases
- Schedule showing tuition and fee rates which correspond to various levels of revenues from tuition increases
- Schedule displaying a 4-year history of Board-approved fees and the FY 2020 requested fees.
- The same charts as found on pages 13-15 (and described above) at a disaggregated, institution specific level:
 - Chart: Cost of Attending College vs. Per Capita Income
 - Chart: Cost to Deliver College and Cost to Deliver Per Student FTE
 - Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
- Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers.

IMPACT

Full-time resident tuition and fee increases being requested by the institutions for FY 2020 (academic year 2019-2020) are as follows (in the order they will be presented):

	<u>FY19</u>	<u>FY20</u>	<u>% Inc.</u>
University of Idaho	\$7,864	\$8,304	5.6%
Boise State University	\$7,694	\$8,068	4.9%
Idaho State University	\$7,420	\$7,872	6.1%
Lewis-Clark State College	\$6,618	\$6,982	5.5%

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STAFF COMMENTS

At the request of staff, each of the above four institutions conducted a tuition/fee analysis of the impact of unfunded “must pay” items that resulted from the FY2020 legislative appropriation. There was no “fund shift” action taken during this legislative session to cover fully the cost of Change in Employee Compensation (CEC). That funding gap puts pressure on student tuition and (as applicable) endowment funds if college and university employees are to receive the same compensation directed by lawmakers for other state employees.

These unfunded expenses also include such items as health insurance, variable benefits, compensation schedule changes, graduate teaching assistant fee waivers, inflation, unfunded occupancy costs, and replacement capital. Only BSU has included inflation as one of the expenses covered by tuition. Other items listed in the schedule of expenses to be covered by tuition include items that are not part of the annual budget request such as the following:

1. Institution specific health plan for graduate teaching assistants (GTA)
2. Police contract cost increases
3. One-time commitments
4. Enrollment changes (systemic reduction in enrollment)
5. CEC on non general education (nonappropriated) personnel
6. Scholarships

Staff suggests one-time commitments should not be funded with ongoing tuition increases.

Normally enrollment fluctuations have not been included in the schedule of expenses covered by tuition increases as these fluctuations can vary up or down from year to year. A systemic adjustment to budgeted enrollment can be addressed by increasing tuition. ISU, UI and LCSC have included Enrollment Changes in their schedules, although ISU shows they will fund their enrollment decrease from other sources. For UI enrollment change, this is the second year of a four-year phase-in for the correction for charging WUE students the WUE rate instead of the nonresident rate. UI identified \$4,154,400 as the loss to nonresident tuition (i.e. foregone revenue) related to expansion of the WUE program to all WICHE states. This expansion results in graduating nonresident students from WICHE states who were paying full nonresident tuition being replaced by incoming students paying the lower WUE rate. This impact represents year two of this transition. The additional \$2,614,100 in enrollment changes is due to a combination of reductions in enrollment and changes in enrollment mix, and only \$1,348,800 is requested from tuition increases.

CEC on non general education (nonappropriated) personnel has also not historically been included in the schedule for expenses covered by tuition increases. These locally funded personnel would include, for example, staff working in housing or parking, which are supported by program revenues directly

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paid by students utilizing housing or parking. The annual budget request to the Governor and Legislature for CEC has always covered all appropriated general education staff. Opening up tuition increases for locally funded personnel goes against this understanding.

Board staff also requested the institutions provide a matrix outlining the various levels of projected expenditures and the corresponding tuition increases (i.e. full-time resident tuition, part-time tuition, and nonresident tuition). The will allow the Board to cross walk from the total expenditures for an institution (from the schedule of unfunded expenses) to a corresponding full-time tuition and fee increase.

As an example, limiting the tuition increases for CEC on appropriated personnel, variable benefits, compensation schedule changes, faculty promotions, and GTA fee waivers, the approximate revenues and corresponding increases to full-time resident tuition and fees would be as follows compared to their requested increase:

	<u>Revenues Generated</u>		<u>FT Rate</u>	<u>FT Rate Requested</u>
UI	\$3,366,300	=	3.9%	5.6%
BSU	\$3,189,900	=	3.3%	4.9%
ISU	\$1,525,200	=	4.5%	6.1%
LCSC	\$498,100	=	3.3%	5.5%

Any other funding variations will require an institution to recalculate the various rates. For example, should the Board approve a lower rate for resident tuition and fees, it could also approve a higher rate for nonresident students in order to cover more expenses listed the schedule of expenses to be covered by tuition. These related schedules are Attachments 4 and 5 for each institution.

Board staff worked behind the scenes during the session to educate legislators on the rationale behind the level of annually reappropriated dollars for the college and universities, and the mechanics of the one-time “reserve” balances maintained by the institutions to cover unfunded infrastructure needs and other initiatives.

Representatives from the institutions will be prepared to answer questions during this agenda item regarding their tuition/fee requests and describe the rationale and proposed uses of funds generated by their respective requests. At the request of Board staff, institutions included any adjustment to their fee request after considering cost savings attributed to Program Prioritization or initiatives implemented from strategies outlined in the Huron report. Lewis-Clark State College shows almost \$400,000 in cost savings used to reduce their required tuition increase. Motion sheets also address percentage and dollar increases for nonresident full-time students and other fees for other categories of students as presented by the institutions.

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The boards of trustees for College of Eastern Idaho and College of Southern Idaho approved increasing the fee for dual credit courses from \$65 to \$75. The presidents of the Idaho 4-year institutions have met and agreed to request the Board also increase the dual credit fee from \$65 to \$75 for courses through a high school, including online, so a uniform fee at all public institutions will help school counselors, students, and families understand the costs associated with dual credit courses taken through the high school.

Pursuant to Board Policy III.Y.3.b., students taking dual credit courses taught on the institution's campus are to be charged the part-time student rate. The following rates were approved by the Board at the April 2018 Board meeting as the FY 2019 resident part-time credit hour fees.

Boise State University	\$350.00
Idaho State University	\$372.00
University of Idaho	\$393.00
Lewis Clark State College	\$338.00

If an institution desires to charge a lower amount for a dual credit student attending courses on an institution's campus, it would require waiving Board policy or a change to Board Policy III.Y.

Motions are provided, in accordance with Board policy, to enable the Board to approve FY2020 fees for dual credit courses delivered at secondary schools, bridge program fees, and transcription fees.

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BOARD ACTION

UNIVERSITY OF IDAHO:

I move to increase the FY 2020 annual undergraduate full-time resident tuition at University of Idaho to an amount of \$_____, for a total tuition and fee amount of \$_____, resulting in an increase in tuition and fees of _____%; and to increase the annual full-time tuition for nonresident undergraduate students by _____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2020 University of Idaho tuition and fees worksheet as reported in Attachment _____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BOISE STATE UNIVERSITY:

I move to increase the FY 2020 annual undergraduate full-time resident tuition at Boise State University to an amount of \$_____, for a total tuition and fee amount of \$_____, resulting in an increase in tuition and fees of _____%; and to increase the annual full-time tuition for nonresident undergraduate students by _____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2020 Boise State University tuition and fees worksheet as reported in Attachment _____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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IDAHO STATE UNIVERSITY:

I move to increase the FY 2020 annual undergraduate full-time resident tuition at Idaho State University to an amount of \$_____, for a total tuition and fee amount of \$_____, resulting in an increase in tuition and fees of _____%; and to increase the annual full-time tuition for nonresident undergraduate students by _____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2020 Idaho State University tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

LEWIS-CLARK STATE COLLEGE:

I move to increase the FY 2020 annual undergraduate full-time resident tuition at Lewis-Clark State College to an amount of \$_____, for a total tuition and fee amount of \$_____, resulting in an increase in tuition and fees of _____%; and to increase the annual full-time tuition for nonresident undergraduate students by _____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2020 Lewis-Clark State College tuition and fees worksheet as reported in Attachment _____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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Dual Credit Fee

I move to set the statewide dual credit fee at \$75 per credit for courses delivered through a secondary school, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Transcript Fee

I move to set the statewide transcript fee at \$10 per credit for fiscal year 2020 for students enrolled in a qualified Workforce Training course where the student elects to receive credit.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Summer Bridge Program Fee

I move to set the statewide summer bridge program fee at \$65 per credit for fiscal year 2020 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Twenty-Four Year History of General Fund

Original Appropriations: FY 1997 to FY 2020

Millions of Dollars

DRAFT

Information in the tables as of 3-30-2017 and several appropriation bills have not yet been acted on by the Governor. A veto of any of those bills would reduce the overall appropriation and could change the percentages shown.

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total Gen Fund
2020	\$1,898.4	\$306.0	\$222.6	\$2,427.1	\$865.3	\$292.7	\$325.3	\$3,910.4
2019	\$1,785.3	\$295.8	\$214.3	\$2,295.3	\$765.2	\$282.5	\$309.6	\$3,652.7
2018	\$1,685.3	\$287.1	\$198.9	\$2,171.2	\$706.1	\$262.1	\$311.3	\$3,450.7
2017	\$1,584.7	\$279.5	\$187.5	\$2,051.7	\$677.1	\$256.2	\$288.0	\$3,273.0
2016	\$1,475.8	\$258.8	\$169.7	\$1,904.3	\$649.5	\$247.4	\$270.7	\$3,071.9
2015	\$1,374.6	\$251.2	\$153.7	\$1,779.5	\$637.3	\$243.3	\$276.0	\$2,936.1
2014	\$1,308.4	\$236.5	\$143.0	\$1,687.9	\$616.8	\$218.3	\$258.0	\$2,781.0
2013	\$1,279.8	\$228.0	\$138.0	\$1,645.7	\$610.2	\$205.5	\$240.7	\$2,702.1
2012	\$1,223.6	\$209.8	\$128.3	\$1,561.7	\$564.8	\$193.1	\$209.3	\$2,529.0
2011	\$1,214.3	\$217.5	\$129.9	\$1,561.7	\$436.3	\$180.7	\$205.1	\$2,383.8
2010*	\$1,231.4	\$253.3	\$141.2	\$1,625.8	\$462.3	\$186.8	\$231.7	\$2,506.6
2009	\$1,418.5	\$285.2	\$175.1	\$1,878.8	\$587.3	\$215.9	\$277.3	\$2,959.3
2008	\$1,367.4	\$264.2	\$166.2	\$1,797.7	\$544.8	\$201.2	\$276.9	\$2,820.7
2007*	\$1,291.6	\$243.7	\$148.4	\$1,683.7	\$502.4	\$178.0	\$229.7	\$2,593.7
2006	\$987.1	\$228.9	\$141.8	\$1,357.9	\$457.7	\$152.2	\$213.2	\$2,180.9
2005	\$964.7	\$223.4	\$138.3	\$1,326.3	\$407.6	\$142.8	\$205.5	\$2,082.1
2004	\$943.0	\$218.0	\$131.3	\$1,292.3	\$375.8	\$140.6	\$195.3	\$2,004.1
2003	\$920.0	\$213.6	\$130.4	\$1,264.0	\$359.6	\$145.0	\$199.3	\$1,967.9
2002	\$933.0	\$236.4	\$142.1	\$1,311.5	\$358.0	\$147.3	\$227.5	\$2,044.3
2001*	\$873.5	\$215.0	\$121.1	\$1,209.5	\$282.1	\$123.2	\$189.2	\$1,804.0
2000	\$821.1	\$202.0	\$110.4	\$1,133.4	\$270.7	\$108.5	\$162.1	\$1,674.7
1999	\$796.4	\$192.9	\$103.5	\$1,092.8	\$252.7	\$106.4	\$159.0	\$1,610.8
1998	\$705.0	\$178.6	\$94.4	\$978.0	\$236.6	\$90.3	\$134.0	\$1,438.9
1997	\$689.5	\$178.0	\$94.4	\$961.9	\$238.5	\$78.6	\$133.7	\$1,412.7

Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total
2020	48.5%	7.8%	5.7%	62.1%	22.1%	7.5%	8.3%	100%
2019	48.9%	8.1%	5.9%	62.8%	20.9%	7.7%	8.5%	100%
2018	48.8%	8.3%	5.8%	62.9%	20.5%	7.6%	9.0%	100%
2017	48.4%	8.5%	5.7%	62.7%	20.7%	7.8%	8.8%	100%
2016	48.0%	8.4%	5.5%	62.0%	21.1%	8.1%	8.8%	100%
2015	46.8%	8.6%	5.2%	60.6%	21.7%	8.3%	9.4%	100%
2014	47.0%	8.5%	5.1%	60.7%	22.2%	7.8%	9.3%	100%
2013	47.4%	8.4%	5.1%	60.9%	22.6%	7.6%	8.9%	100%
2012	48.4%	8.3%	5.1%	61.8%	22.3%	7.6%	8.3%	100%
2011	50.9%	9.1%	5.5%	65.5%	18.3%	7.6%	8.6%	100%
2010*	49.1%	10.1%	5.6%	64.9%	18.4%	7.5%	9.2%	100%
2009	47.9%	9.6%	5.9%	63.5%	19.8%	7.3%	9.4%	100%
2008	48.5%	9.4%	5.9%	63.7%	19.3%	7.1%	9.8%	100%
2007*	49.8%	9.4%	5.7%	64.9%	19.4%	6.9%	8.9%	100%
2006	45.3%	10.5%	6.5%	62.3%	21.0%	7.0%	9.8%	100%
2005	46.3%	10.7%	6.6%	63.7%	19.6%	6.9%	9.9%	100%
2004	47.1%	10.9%	6.6%	64.5%	18.8%	7.0%	9.7%	100%
2003	46.8%	10.9%	6.6%	64.2%	18.3%	7.4%	10.1%	100%
2002	45.6%	11.6%	7.0%	64.2%	17.5%	7.2%	11.1%	100%
2001*	48.4%	11.9%	6.7%	67.0%	15.6%	6.8%	10.5%	100%
2000	49.0%	12.1%	6.6%	67.7%	16.2%	6.5%	9.7%	100%
1999	49.4%	12.0%	6.4%	67.8%	15.7%	6.6%	9.9%	100%
1998	49.0%	12.4%	6.6%	68.0%	16.4%	6.3%	9.3%	100%
1997	48.8%	12.6%	6.7%	68.1%	16.9%	5.6%	9.5%	100%

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

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

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

College & Universities Funding History
(appropriated funds only)

Fiscal Year	State Support		State Support		TOTAL	Percent of Total		
	General Funds	Endowment Funds	Subtotal	Tuition		General Fund	State Supp	Tuition
1980	59,600,000	3,165,200	62,765,200	4,873,000	67,638,200	88.1%	92.8%	7.2%
1981	63,432,000	4,583,000	68,015,000	5,102,700	73,117,700	86.8%	93.0%	7.0%
1982	64,497,400	5,267,200	69,764,600	10,529,800	80,294,400	80.3%	86.9%	13.1%
1983	65,673,700	6,145,900	71,819,600	13,495,800	85,315,400	77.0%	84.2%	15.8%
1984	70,000,000	5,769,400	75,769,400	13,100,000	88,869,400	78.8%	85.3%	14.7%
1985	80,897,300	5,644,000	86,541,300	16,569,000	103,110,300	78.5%	83.9%	16.1%
1986	88,000,000	5,840,800	93,840,800	16,048,000	109,888,800	80.1%	85.4%	14.6%
1987	90,700,000	5,447,000	96,147,000	16,462,300	112,609,300	80.5%	85.4%	14.6%
1988	101,674,700	5,447,000	107,121,700	16,462,300	123,584,000	82.3%	86.7%	13.3%
1989	106,000,000	5,657,100	111,657,100	17,471,000	129,128,100	82.1%	86.5%	13.5%
1990	115,500,000	6,342,100	121,842,100	18,374,800	140,216,900	82.4%	86.9%	13.1%
1991	133,264,300	6,547,100	139,811,400	20,287,800	160,099,200	83.2%	87.3%	12.7%
1992	141,444,000	6,547,100	147,991,100	23,628,300	171,619,400	82.4%	86.2%	13.8%
1993	137,610,000	6,547,100	144,157,100	27,084,600	171,241,700	80.4%	84.2%	15.8%
1994	146,013,700	7,019,800	153,033,500	31,342,800	184,376,300	79.2%	83.0%	17.0%
1995	164,560,600	7,019,800	171,580,400	40,698,300	212,278,700	77.5%	80.8%	19.2%
1996	170,951,800	8,333,000	179,284,800	44,199,100	223,483,900	76.5%	80.2%	19.8%
1997	173,531,800	8,615,400	182,147,200	43,605,200	225,752,400	76.9%	80.7%	19.3%
1998	178,599,700	9,590,900	188,190,600	47,491,900	235,682,500	75.8%	79.8%	20.2%
1999	192,917,100	11,368,800	204,285,900	52,424,600	256,710,500	75.1%	79.6%	20.4%
2000	201,960,100	12,340,000	214,300,100	55,108,400	269,408,500	75.0%	79.5%	20.5%
2001	214,986,500	13,011,400	227,997,900	59,520,900	287,518,800	74.8%	79.3%	20.7%
2002	236,439,800	15,906,700	252,346,500	63,089,600	315,436,100	75.0%	80.0%	20.0%
2003	213,558,800	13,635,900	227,194,700	67,127,300	294,322,000	72.6%	77.2%	22.8%
2004	218,000,000	11,964,600	229,964,600	97,207,800	327,172,400	66.6%	70.3%	29.7%
2005	223,366,200	10,020,500	233,386,700	107,907,800	341,294,500	65.4%	68.4%	31.6%
2006	228,934,100	9,519,600	238,453,700	111,659,800	350,113,500	65.4%	68.1%	31.9%
2007	243,726,400	7,624,800	251,351,200	121,223,700	372,574,900	65.4%	67.5%	32.5%
2008	264,227,700	7,851,500	272,079,200	126,932,600	399,011,800	66.2%	68.2%	31.8%
2009	285,151,500	8,595,000	293,746,500	129,103,000	422,849,500	67.4%	69.5%	30.5%
2010	253,278,100	9,616,400	262,894,500	131,587,900	394,482,400	64.2%	66.6%	33.4%
2011	217,510,800	9,616,600	227,127,400	146,253,000	373,380,400	58.3%	60.8%	39.2%
2012	209,828,300	9,616,600	219,444,900	177,262,700	396,707,600	52.9%	55.3%	44.7%
2013	227,950,500	9,927,400	237,877,900	208,484,300	446,362,200	51.1%	53.3%	46.7%
2014	236,543,600	10,729,200	247,272,800	218,629,200	465,902,000	50.8%	53.1%	46.9%
2015	251,223,200	12,528,000	263,751,200	234,825,500	498,576,700	50.4%	52.9%	47.1%
2016	258,776,400	13,980,000	272,756,400	247,721,900	520,478,300	49.7%	52.4%	47.6%
2017	280,706,500	15,840,000	296,546,500	259,589,300	556,135,800	50.5%	53.3%	46.7%
2018	287,053,200	15,840,000	302,893,200	262,065,500	564,958,700	50.8%	53.6%	46.4%
2019	295,763,200	16,443,200	312,206,400	264,580,000	576,786,400	51.3%	54.1%	45.9%
2020	306,026,000	17,290,000	323,316,000	280,979,400	604,295,400	50.6%	53.5%	46.5%

College and Universities

Tuition and Fees by Carnegie Classification

Undergraduate Fees**Resident****Non-Resident**

Institution	Classification	2018-19	2017-18	2013-14	2008-09	2018-19	2017-18	2013-14	2008-09
WICHE Average	Higher Research Activity	9,192	8,913	7,835	5,615	23,615	23,284	20,284	15,678
University of Idaho	Higher Research Activity	7,864	7,488	6,524	4,632	25,500	23,812	19,600	14,712
Percentage of WICHE Average		86%	84%	83%	82%	108%	102%	97%	94%
WICHE Average	Moderate Research Activity	8,213	8,109	6,312	4,079	22,823	22,237	17,994	13,737
Boise State University *	Moderate Research Activity	7,694	7,326	6,292	4,632	23,776	22,642	18,892	13,208
Percentage of WICHE Average		94%	90%	100%	114%	104%	102%	105%	96%
Idaho State University *	Moderate Research Activity	7,420	7,166	6,344	4,664	22,940	21,942	18,676	13,868
Percentage of WICHE Average		90%	88%	101%	114%	101%	99%	104%	101%
WICHE Average	Baccalaureate Colleges	7,004	6,800	5,899	4,323	17,966	17,460	15,372	12,249
Lewis-Clark State College	Baccalaureate Colleges	6,618	6,334	5,784	4,296	19,236	18,410	16,096	11,950
Percentage of WICHE Average		94%	93%	98%	99%	107%	105%	105%	98%

Graduate Fees**Resident****Non-Resident**

Institution	Classification	2018-19	2017-18	2013-14	2008-09	2018-19	2017-18	2013-14	2008-09
WICHE Average	Higher Research Activity	10,320	9,953	8,955	6,575	23,724	23,400	21,028	16,583
University of Idaho	Higher Research Activity	9,352	8,864	7,586	5,212	26,988	25,188	20,662	15,292
Percentage of WICHE Average		91%	89%	85%	79%	114%	108%	98%	92%
WICHE Average	Moderate Research Activity	9,690	9,501	7,525	4,840	23,647	22,998	17,868	14,498
Boise State University	Moderate Research Activity	9,194	8,754	7,432	5,504	25,276	24,070	20,032	14,080
Percentage of WICHE Average		95%	92%	99%	114%	107%	105%	112%	97%
Idaho State University	Moderate Research Activity	9,376	8,928	7,472	5,474	24,896	23,704	19,804	14,678
Percentage of WICHE Average		97%	94%	99%	113%	105%	103%	111%	101%

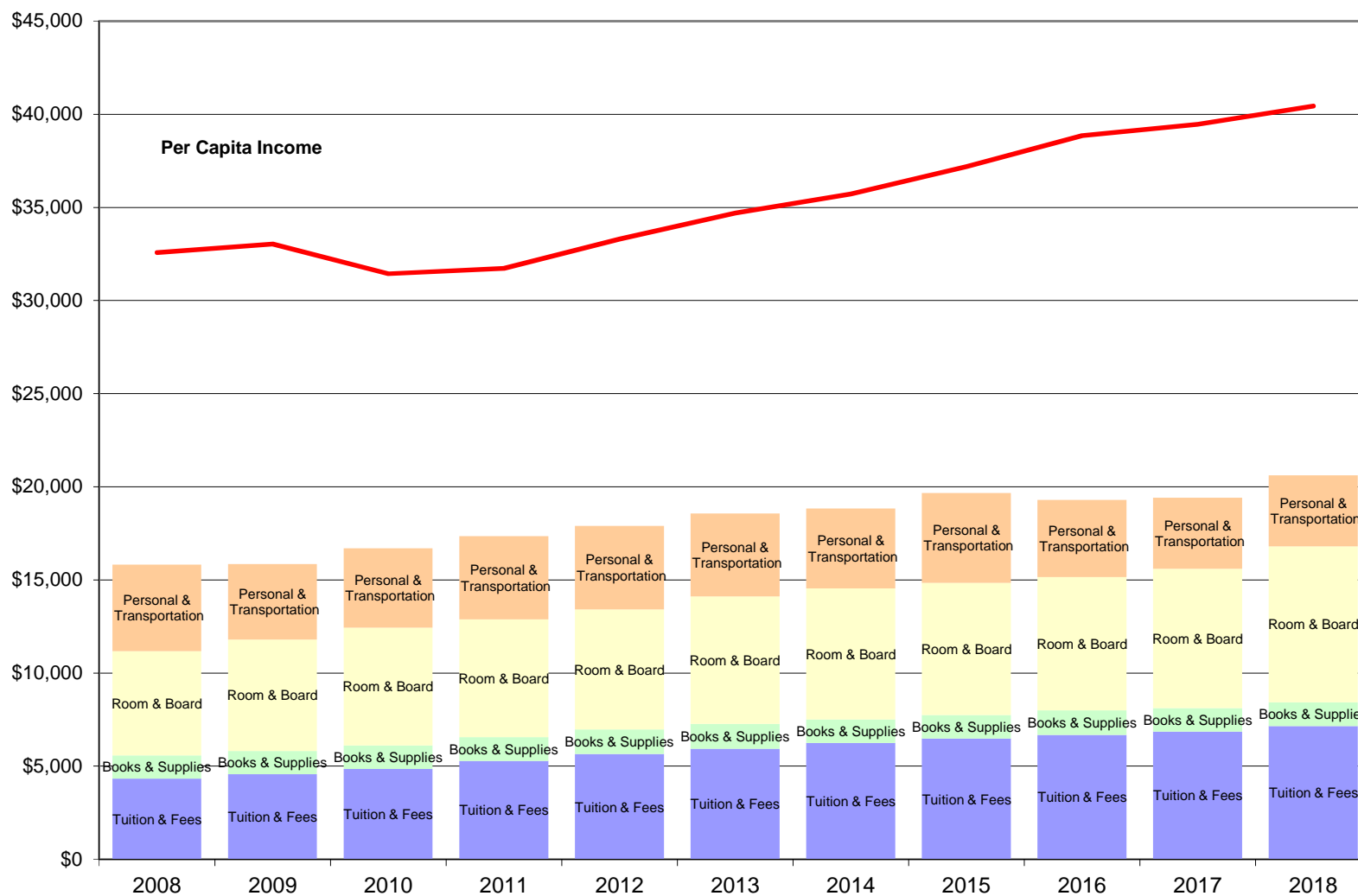
* Carnegie Classifications were updated in 2018. BSU and ISU are now classified as "High Research Activity" along with UI.

Colleges & Universities

Summary of FY 2020 Annual Student Tuition & Fees - As Requested Board Meeting: April 17, 2019

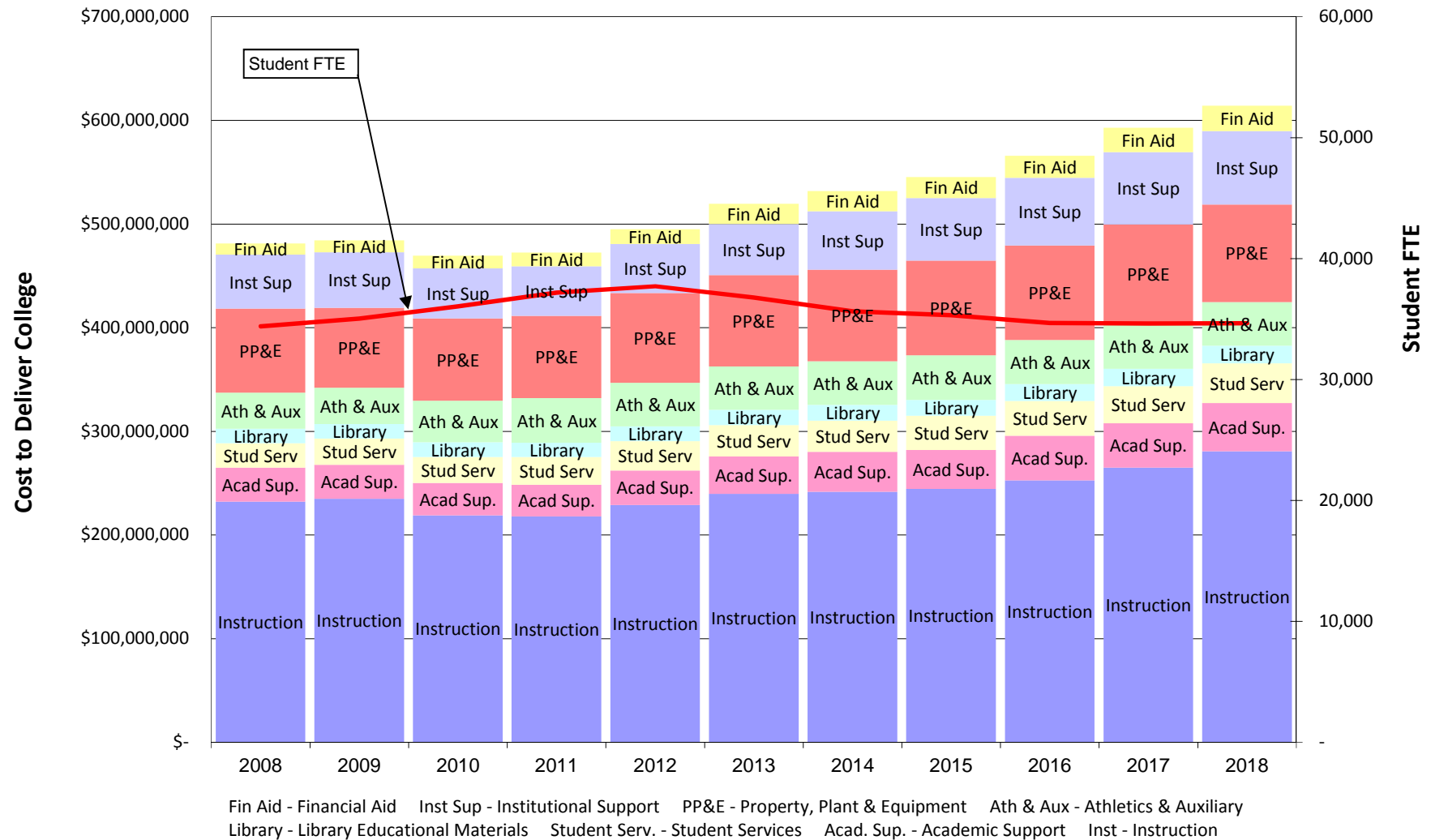
Institution	FY 2019	Requested Increases		Total Requested FY 2020
		Amount	% Incr	
1 Full-time Tuition & Fees:				
2 Resident Tuition and Fees:				
3 Undergraduate:				
4 Boise State University	\$7,694.00	\$374.00	4.9%	\$8,068.00
5 Idaho State University	\$7,420.00	\$452.00	6.1%	\$7,872.00
6 University of Idaho	\$7,864.00	\$440.00	5.6%	\$8,304.00
7 Lewis Clark State College	\$6,618.00	\$364.00	5.5%	\$6,982.00
8 Average 4 year institutions	\$7,399.00			\$7,806.50
9 Graduate:				
10 Boise State University	\$1,500.00	\$78.00	5.2%	\$1,578.00
11 Idaho State University	\$1,392.00	\$70.00	5.0%	\$1,462.00
12 University of Idaho	\$1,488.00	\$84.00	5.6%	\$1,572.00
13 Average Graduate	\$1,460.00			\$1,537.33
14 Nonresident Tuition and Fees:				
15 Undergraduate	(In addition to the tuition and fees paid by resident students)			
16 Boise State University	\$16,082.00	\$838.00	5.2%	\$16,920.00
17 Idaho State University	\$15,520.00	\$776.00	5.0%	\$16,296.00
18 University of Idaho	\$17,636.00	\$1,600.00	9.1%	\$19,236.00
19 Lewis Clark State College	\$12,618.00	\$378.00	3.0%	\$12,996.00
20 Average 4 year institutions	\$15,464.00			\$16,362.00
22 Part-time Credit Hour Tuition & Fees:				
23 Resident Fees: (per credit hour)				
24 Undergraduate:				
25 Boise State University	\$350.00	\$17.00	4.9%	\$367.00
26 Idaho State University	\$372.00	\$30.00	8.1%	\$402.00
27 University of Idaho	\$393.00	\$22.00	5.6%	\$415.00
28 Lewis Clark State College	\$338.00	\$18.00	5.3%	\$356.00
29 In-Service Teacher Fee	\$122.00	\$7.00	5.7%	\$129.00
30				
31 Graduate:	(In addition to resident undergraduate fees)			
32 Boise State University	\$98.00	\$5.00	5.1%	\$103.00
33 Idaho State University	\$70.00	\$4.00	5.7%	\$74.00
34 University of Idaho	\$83.00	\$4.00	4.8%	\$87.00
35 In-Service Teacher Fee	\$160.00	\$10.00	6.3%	\$170.00
36				
37 Nonresident Tuition and Fees:				
38 Pt Tm Nonresident Cr Hr Tuition	(In addition to resident fees)			
39 Boise State University	\$339.00	\$18.00	5.3%	\$357.00
40 Idaho State University	\$252.00	\$13.00	5.2%	\$265.00
41 University of Idaho	\$882.00	\$80.00	9.1%	\$962.00
42 Lewis-Clark State College	\$0.00	\$0.00	No Fee	\$0.00

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

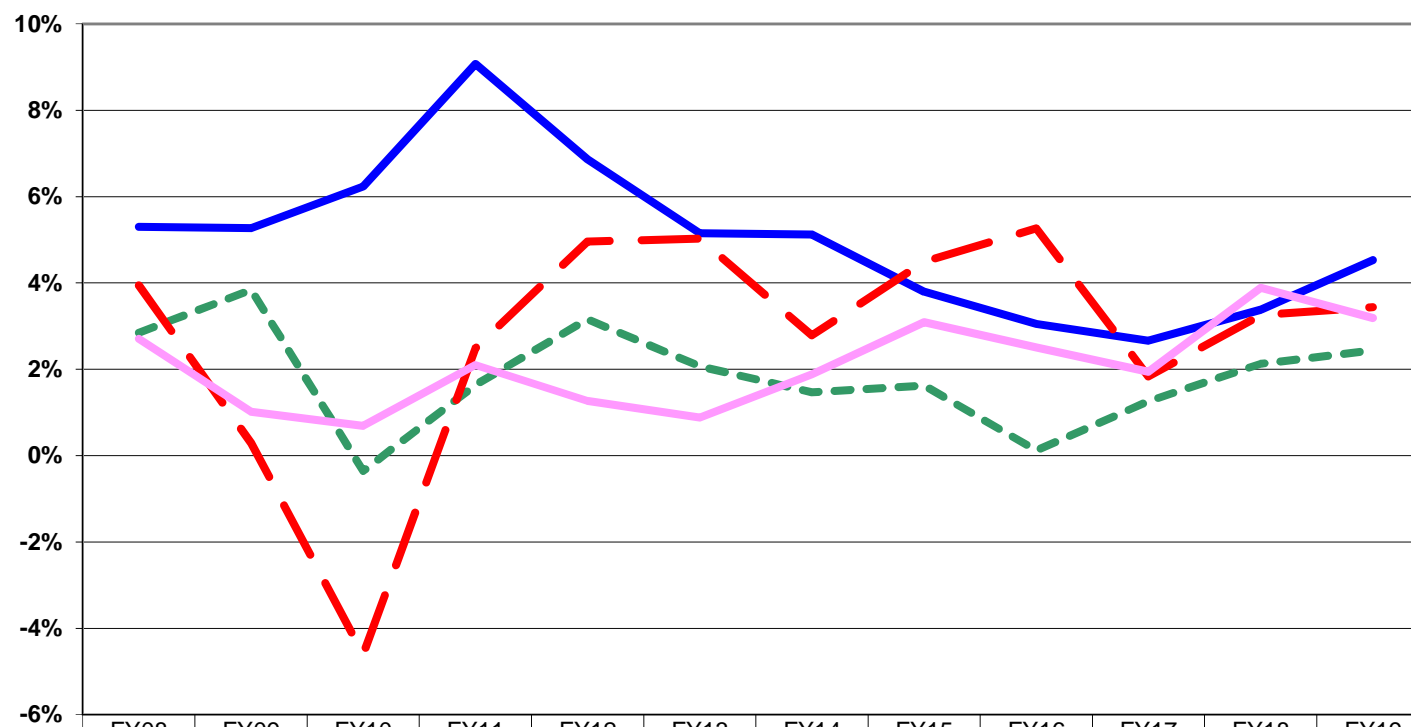


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

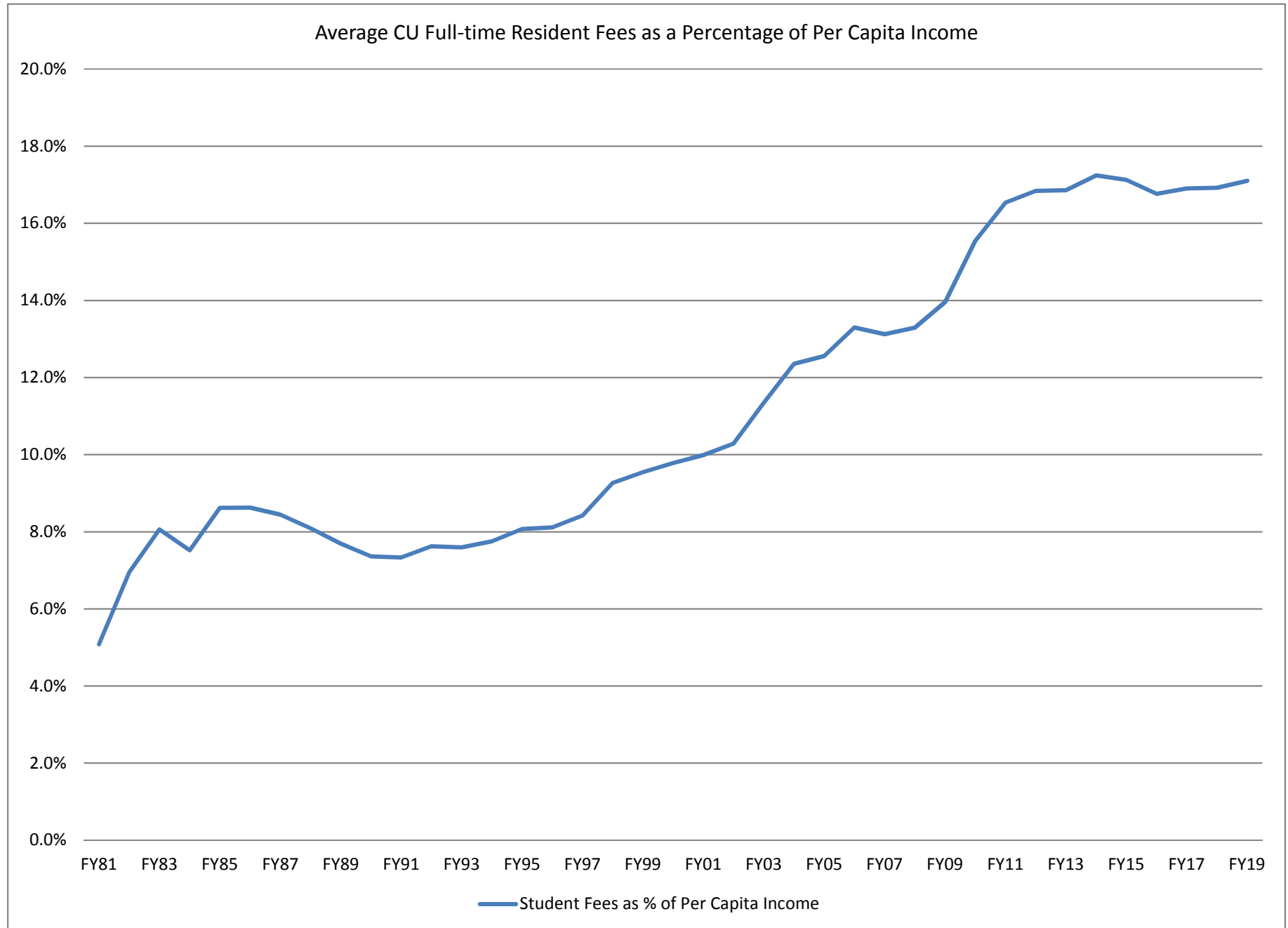
Cost to Deliver College Idaho 4-year Institutions

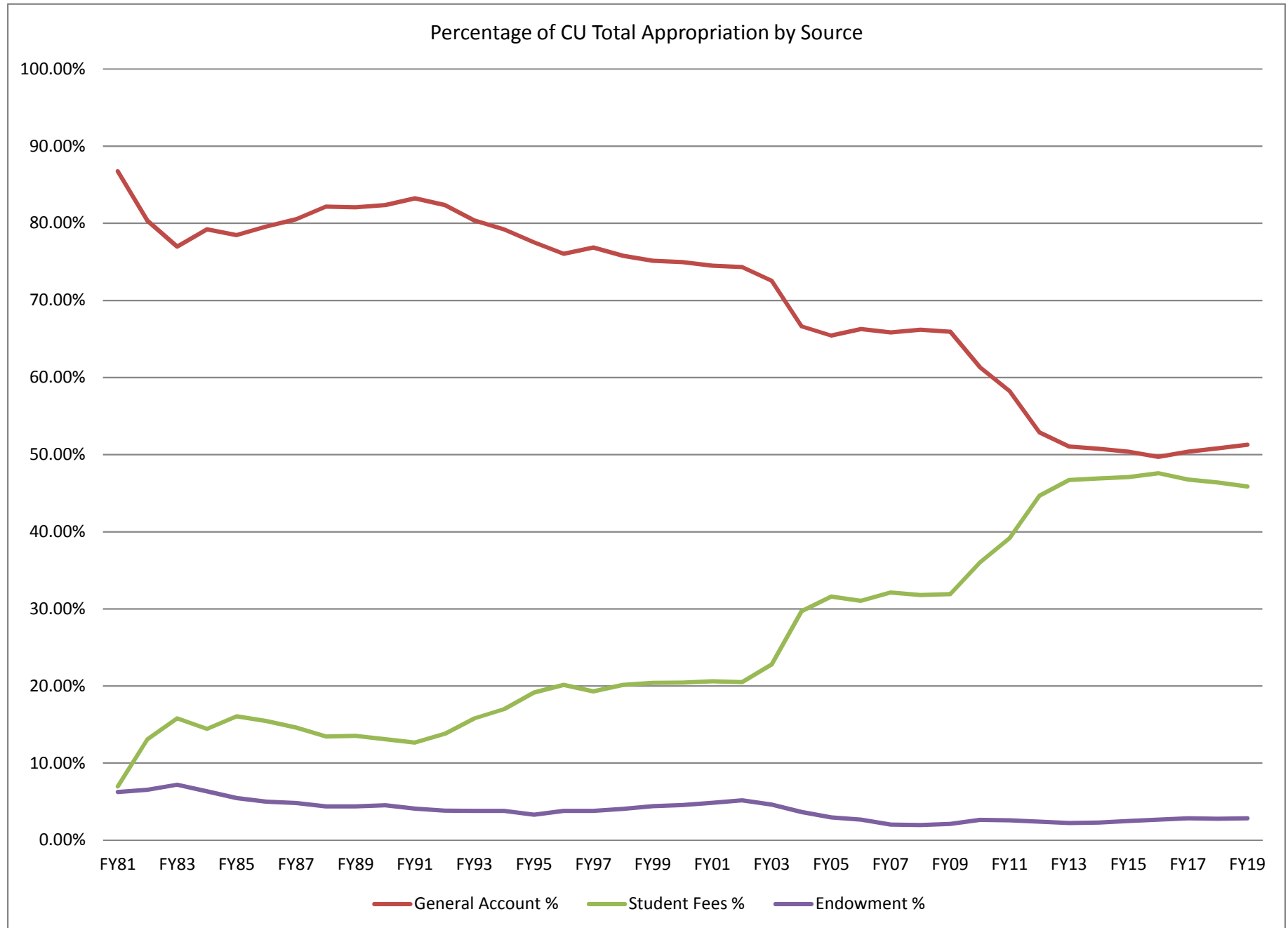


Idaho 4-year Institutions
Resident Tuition & Fees, CPI, Per Capita Income, Average Annual Wage
 % Increase from Prior Year



Source: Bureau of Economic Analysis, U.S. Department of Commerce
 Division of Financial Management Economic Forecast, January 2019





**Idaho College and Universities
Fee and Tuition Waivers
Fiscal Year 2018**

ATTACHMENT 10

	Policy Section	BSU	ISU	UI	LCSC	Total
1	<u>Board Policy Tuition Waivers, Policy Section V.T.</u>					
2	Nonresident Graduate/Instructional Assistants	SBOE V.T.2.a	\$3,546,364	\$2,327,210	\$6,780,571	\$12,654,145
3	GI Bill Non-Resident Waivers	SBOE V.T.2.c	\$1,311,082	\$112,980	\$1,000,666	\$2,456,534
4						
5	Nonresident Intercollegiate Athletics	SBOE V.T.2.b	\$3,055,677	\$2,309,086	\$3,227,227	\$9,982,992
6	Nonresident Fee		\$15,316	\$15,520	\$16,324	14,809
7	Policy: Universities - 225, LCSC 110	Equivalent FTE	200	149	198	115
8						169
9	Waivers Subject to 6% Limitation	SBOE V.T.2.d	\$15,019,660	\$7,363,434	\$5,003,789	\$1,009,686
10	Annual FTE	Student FTE	16,317	9,923	9,433	2,765
11		Nonresident Fee	\$15,316	\$15,520	\$16,324	\$12,076
12	Equivalent FTE Waivers subject to 6% Limitation	Equivalent FTE	6.0%	4.8%	3.2%	3.0%
13						5.0%
14	<u>Other Board Policy Exchange Programs</u>					
15	Exchange Student Waivers (1)	SBOE V.T.2.e	\$0	\$127,358	\$229,585	\$0
16	WICHE - Western Regional Graduate Program	SBOE V.T.2.f	\$0	\$801,165	\$0	\$0
17	Western Undergraduate Exchange (2)	SBOE V.R.3.a.v	\$19,451,270	\$1,661,531	\$5,745,286	\$249,424
18	Total Other Board Policy Exchange Programs		\$19,451,270	\$2,590,054	\$5,974,871	\$249,424
19						\$28,265,619
20	Total Board Policy Tuition Waivers		\$42,384,053	\$14,702,764	\$21,987,124	\$2,681,918
						\$79,299,325
21	Other Waivers and Discounts					
22	Staff and Spouse Fees	SBOE V.R.3.a.vi	\$1,422,652	\$790,842	\$1,540,732	\$160,607
23	Senior Citizen Fees	SBOE V.R.3.a.vii	\$476,668	\$307,020	\$184,874	\$47,264
24	Dependent Fees	SBOE V.R.3.a.vi	\$650,799	\$385,155	\$318,436	\$80,437
25	In-Service Teacher Education Fee	SBOE V.R.3.a.viii	\$2,334,172	\$345,001	\$1,806,807	\$25,350
26	Staff, Spouse, Dependent Fees of other Idaho institutions	SBOE V.R.3.a.vi	\$22,090	\$221,015	\$30,004	\$93,423
27	Students attending multiple Idaho sister institutions	SBOE V.T.2.g		\$5,199	\$18,153	
28	Idaho National Laboratory	SBOE V.T.2.g		\$31,968	\$322,302	
29	BYU-UI	SBOE V.T.2.g			\$3,693	
28a	Integrative Graduate Ed & Research Training (IGERT)	SBOE V.T.2.g			\$122,430	
30	EDA-Nez Perce Tribe	1969 approval			\$0	
31	Total Other Waivers and Discounts		\$4,906,381	\$2,086,200	\$4,347,431	\$480,255
32	Total FY18 Waivers and Discounts		\$47,290,434	\$16,788,963	\$26,334,555	\$3,162,173
33	FY18 Gross Student Fees		188,089,257	107,970,099	122,601,558	20,347,720
34	FY18 Net Student Fees from Operating Revenue per audited F/S		143,374,287	75,161,993	91,974,296	12,275,296
35	FY18 Scholarship Discounts & Allowances per audited F/S		25,263,700	30,218,052	24,652,391	7,823,000
36	Student Fee Revenue related to Exchange Program Discounts		19,451,270	2,590,054	5,974,871	249,424
37	Percentage of Total Gross Student Fees Waived or Discounted		25.14%	15.55%	21.48%	15.54%
38						20.76%
39	Note: Graduate/Instructional Assistant waivers can vary among institutions due to the difference in their respective missions.					
40	(1) Includes only waivers for incoming exchange students.					
41	(2) WUE is accounted for as a rate and not a waiver. The waived amount is the difference in the out-of-state rate minus the WUE rate.					
42						
43	Maximum athletics waivers per Board policy	SBOE V.T.2.b	225	225	225	110
44	10% allowance per Board policy	SBOE V.T.2.b	23	23	23	11
45	Total athletics waivers permitted		248	248	248	121
46	Percentage of FY 18 Student FTE		1.5%	2.5%	2.6%	4.4%

UNIVERSITY OF IDAHO

FY 2020 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Attachment 1
- Attachments:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2020 Attachment 2
 - Potential (T&F) Revenue Changes for FY 2020 Attachment 3
 - Expenses Covered by Tuition and Fee Increase for FY 2020 Attachment 4
 - Tuition and Fee Increases to Cover Unfunded Expenses for FY 2020 Attachment 5
 - 4-year History: Board Approved (T&F) plus FY 2020 Requested (T&F) Attachment 6
 - Chart: Cost of Attending College vs. Per Capita Income Attachment 7
 - Chart: Cost to Deliver College Attachment 8
 - Chart: Annual % Increase for (T&F), CPI, Income, and Average Wage Attachment 9
 - Chart: Institution Comparison to Peers Attachment 10
- Request for Increase to Professional Fee in Law Attachment 11
- Request for Increase to Professional Fee in Art & Architecture Attachment 12
- Request for Increase to Self-Support Fee in Executive MBA Attachment 13
- Request for Increase to Self-Support Fee in McCall Outdoor Science School
(MOSS) Environmental Education and Science Communication Attachment 14
- Request for Increase to Self-Support Fee in McCall Outdoor Science School
(MOSS) Master of Natural Resources Attachment 15

**University of Idaho
FY2020 Student Tuition and Fee Request**

The Fee Process

The University of Idaho collaborative fee process started in the fall with preliminary discussions between executive and student leadership about the financial prospects for the coming year and how student activity fees fit into that overall financial picture. This work continued through fall and early spring with active participation throughout the process by the Dedicated Student Activity Fee Committee (DSAFC). This representative committee included student leaders from the Associated Students of the University of Idaho (ASUI), the Graduate and Professional Students Association (GSPA) and the Student Bar Association representing the law school. All units currently receiving dedicated fees or requesting a new dedicated fee submitted narrative and financial data to the DSAFC. A public meeting of the DSAFC was held on January 24, 2019 with each unit requesting an increased or new fee presenting their request.

The DSAFC committee met several times in February to discuss the fee requests from each unit as well as to review existing activity fees. A comprehensive activity fee proposal was developed by student leaders and presented to executive leadership on February 27th. This fee proposal was incorporated into the overall proposed tuition and fee package and published for public review via the formal University Notice of Intent to Adopt Student Tuition and Fee Changes, which was issued on March 6th as required by Board policy. The period of public comment is open until April 16th and will include a public presentation and open forum on proposed student fees on April 4th. During this period, students and interested citizens may provide comment, in writing, regarding the proposed fee increases. Written comments will be forwarded to the Regents and a recording of the April 4th open forum will be available.

Fee Request Overview

The University of Idaho respectfully requests an increase in full-time student tuition and fees of \$440 from \$7,864 per year in FY19 to \$8,304 per year in FY20, combined with an increase to the additional full-time non-resident tuition from \$17,636 to \$19,236 per year. This will bring the total full-time non-resident tuition and fee package to \$27,540 per year. Undergraduate part-time student tuition and fees are increasing from \$393 in FY19 to \$415 per credit in FY20. This general student tuition and fee increase is a critical part of a bundle of fee increases aimed at meeting our essential missions of education, research and outreach as well as implementing the institution's strategic plan. In addition, the University plans to increase the additional graduate tuition from \$1,488 to \$1,572 thereby increasing the total resident graduate package from \$9,352 in FY19 to \$9,876 in FY20 (an increase of \$524 or 5.6%).

The Dedicated Student Activity Fee Committee has recommended a small increase in student activity fees. In their deliberations the committee examined all requests for

increases and new fees, as well as reviewed those areas that currently receive fees but did not seek additional funding. Through this process, the committee focused on fee increases that would directly impact students. Student wellbeing and retention were prominent themes of their discussion. They also focused on programs that have access to fewer alternative funding sources. Their recommendations were framed with the knowledge that the student facility fee for the ICCU Arena (see below) was expected to increase by \$30 per year. Overall, the committee worked hard to find a balance between conserving student fee increases and investing in necessary services.

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

The University of Idaho recently completed a \$5.0M budget reduction and reallocation exercise resulting in a reallocation of \$2.0M in base General Education funding as well as a reduction of \$3.0M to the base General Education budget, both of which will take effect in FY20. Reduction targets for each of the major areas across campus were based on the results of the University of Idaho's program prioritization process completed Fall 2017.

The \$2.0M in reallocations were determined by executive leadership based on recommendations from the University Budget and Finance Committee as well as identified institutional needs and priorities. Areas receiving funding from this process included Information Technology Services, Advancement, Marketing and Communications, Diversity, Office of Sponsored Programs and the Writing Center. These allocations will enable the university to move forward in the areas of data reliability and security, fundraising, compliance, and student recruitment and retention.

The \$3.0M in budget reductions address prior year (FY18 and FY19) tuition shortfalls which resulted in a structural deficit within the General Education fund and therefore are not available to be used to meet FY20 funding needs.

As indicated in the provided templates, the University of Idaho needs \$2.8M in order to cover Change in Employee Compensation (CEC), faculty promotions and related benefit costs. The tuition and fee package we have put forward for your consideration generates almost exactly this amount. Should the Board approve a lower increase, the university will need to implement other methods, possibly including but not limited to further budget reductions and revisions to waiver eligibility standards to reduce

expenses and or increase net revenues to cover the needs not met by the approved tuition increase.

The specific components of the fee increase are as follows:

Undergraduate Tuition

The University of Idaho is requesting an increase to the undergraduate tuition of \$403.36 per full-time student per year.

Facilities Fee

The University of Idaho is requesting an increase of \$30.00 per full-time student per year to the facility fee for FY20. This increase is part of the multi-year funding plan for the Idaho Central Credit Union Arena capital project on the Moscow campus.

Technology Fee

The University of Idaho is not requesting an increase to the technology fee for FY20.

Dedicated Activity Fees

The University of Idaho is requesting an increase of \$40.42 less \$33.78 in fees which are transitioning to tuition for a net increase in activity fees of \$6.64 per full-time student per year in activity fees for FY20. The Dedicated Student Activity Fee Committee recommended \$11.10 to cover the impact of the potential 3% Change in Employee Compensation for Student Government, Office of Multicultural Affairs, Media Administration, Athletic Training Services, Campus Recreation, Counseling and Testing Center, LGBTQA, Alcohol Education, Violence Prevention, Early Childhood Center, Student Affairs Programming, Student Alumni Relations Board, and Women's Center. The remaining increases include funding for programmatic and other needs in Athletic Training Services, Campus Recreation, Office of Multicultural Affairs, Performing Arts, Counseling and Testing Center and Women's Center as well as new fees for Alternative Transportation and Alternative Energy Initiatives.

New Student Orientation

The University of Idaho charges a separate one-time new student orientation fee of \$100 to first time undergraduate students. The university is not requesting an increase to this fee for FY20.

Professional and Self-Support Fees

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

- Law Professional Professional Fee: Increase to \$12,384 per year; an increase of \$750 or 6.4%
- Art & Architecture Professional Fee: Increase to \$1,350 per year; an increase of \$48 or 3.7%
- Executive MBA Self-Support Fee: Increase to \$47,900 for the program; an increase of \$3,800 or 8.6%
- McCall Outdoor Science School (MOSS) Environmental Education and Science Communication Self-Support Program Fee: Increase to \$17,584 for the program; an increase of \$1,302 or 8.0%
- McCall Outdoor Science School (MOSS) Master of Natural Resources Self-Support Program Fee: Increase to \$22,244 for the program; an increase of \$1,648 or 8.0%

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

UNIVERSITY OF IDAHO

ATTACHMENT 2

Changes to Student Fees for FY 2020 Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:		Bd Appv	FY19 Fees	FY20 Initial Notice	FY20 Fees	Requested Change	% Chg.
1	Full-time Fees:						
2	Tuition	**	\$ 5,778.44	\$ 6,373.80	\$ 6,181.80	\$403.36	7.0%
3	Technology Fee	**	165.40	165.40	165.40	0.00	0.0%
4	Facilities Fees	**	791.62	821.62	821.62	30.00	3.8%
5	Student Activity Fees	**	1,128.54	1,135.18	1,135.18	6.64	0.6%
6	Total Full-time Fees (See Note A)		<u>7,864.00</u>	<u>8,496.00</u>	<u>8,304.00</u>	<u>440.00</u>	<u>5.6%</u>
7							
8	Part-time Credit Hour Fees:						
9	Undergraduate Tuition	**	\$ 347.50	\$ 378.00	\$ 368.00	\$20.50	5.9%
10	Undergraduate Fees	**	45.50	47.00	47.00	1.50	3.3%
11	Total Part-time Cr Hr Fees: *		<u>\$393.00</u>	<u>\$425.00</u>	<u>\$415.00</u>	<u>\$22.00</u>	<u>5.6%</u>
12							
13	Other Student Fees:						
14	Academic Year Graduate Fees:						
15	Full-Time Tuition	**	\$ 5,778.44	\$ 6,373.80	\$ 6,181.80	\$403.36	7.0%
16	Full-Time Grad Fee	**	1,488.00	1,604.00	1,572.00	\$84.00	5.6%
17	Full-Time Other Fees	**	2,085.56	2,122.20	2,122.20	36.64	1.8%
18	Part-Time Tuition	**	\$ 391.50	\$ 425.00	\$ 415.00	\$23.50	6.0%
19	Part-Time Grad Fee	**	83.00	89.00	87.00	\$4.00	4.8%
20	Part-Time Other Fees	**	45.50	47.00	47.00	1.50	3.3%
21	Nonresident Tuition						
22	Full-Time Tuition (UG & GR)	**	\$17,636.00	\$19,564.00	\$19,236.00	\$1,600.00	9.1%
23	Part-Time Undergrad Tuition	**	882.00	978.00	962.00	\$80.00	9.1%
24	Part-Time Grad Tuition	**	979.00	1,087.00	1,069.00	\$90.00	9.2%
25	Other Fees:						
26	Overload Fee (>20 credits)	**	\$ 347.50	\$ 378.00	\$ 368.00	\$20.50	5.9%
27	Western Undergrad Exchge	**	3,932.00	4,248.00	4,152.00	\$220.00	5.6%
28	In-service Fees/Cr Hr - UG	**	\$122.00	\$129.00	\$129.00	\$7.00	5.7%
29	In-service Fees/Cr Hr - Grad	**	\$160.00	\$170.00	\$170.00	\$10.00	6.3%
30	Professional Fees:						
31	Law College FT	**	\$11,634.00	\$12,384.00	\$12,384.00	\$750.00	6.4%
32	Law College PT	**	646.00	688.00	688.00	\$42.00	6.5%
33	Art & Architecture FT UG & GR	**	\$ 1,302.00	\$ 1,350.00	\$ 1,350.00	\$48.00	3.7%
34	Art & Architecture PT Undergrad	**	65.00	68.00	68.00	\$3.00	4.6%
35	Art & Architecture PT Grad	**	72.00	75.00	75.00	\$3.00	4.2%
36	Summer Session (2016)						
37	Part-Time Undergrad Tuition	**	\$ 347.50	\$ 378.00	\$ 368.00	\$20.50	5.9%
38	Part-Time Grad Tuition	**	391.50	425.00	415.00	\$23.50	6.0%
39	Part-Time Grad Fee	**	83.00	89.00	87.00	\$4.00	4.8%
40	Part-Time Other Fees (UG & GR)	**	45.50	47.00	47.00	1.50	3.3%
41	Self-Support Program Fees:						
42	Executive MBA (2 years)		\$44,100.00	\$47,900.00	\$47,900.00	\$3,800.00	8.6%
43	Masters of Science Athletic Trainn	**	22,434.00	22,434.00	22,434.00	0.00	0.0%
44	Doctorate Athletic Training (1yr/3 s	**	19,941.00	19,941.00	19,941.00	0.00	0.0%
45	MOSS Environmental Ed Grad Pgr	**	16,282.00	17,584.00	17,584.00	1,302.00	8.0%
46	MOSS MNR Env Ed/Sci Comm (1	**	20,596.00	22,244.00	22,244.00	1,648.00	8.0%
47	New Student Orientation (See Note A)		\$100.00	\$100.00	\$100.00	0.00	0.0%
48							
49	Professional Practices Doctorate (3 yrs)						
50							
51							
52							
53	Note A: The university charges a separate one-time \$100 fee charged only to first time undergraduate students.						

UNIVERSITY OF IDAHO

Potential Student Fee Revenue Changes for FY 2020 Due to Enrollment and Fee Changes

ATTACHMENT 3

	Projected HC/SCH Count		Potential Revenue Generated				Total Rev Chge	
	FY19	FY20	Changes due to Count		Fee Changes		Gen Educ	Local
Student Fees:			Gen Educ	Local	Gen Educ	Local		
Full-time Fees:		-4.6%						
Tuition	6,563	6,261	(\$1,746,000)		\$2,525,200		\$779,200	
Technology Fee	6,563	6,261		(50,000)		0		(\$50,000)
Facilities Fees	6,563	6,261		(239,200)		187,800		(\$51,400)
Student Activity Fees	6,563	6,261		(341,000)		41,600		(\$299,400)
Total Full-time Fees			<u>(\$1,746,000)</u>	<u>(\$630,200)</u>	<u>\$2,525,200</u>	<u>\$229,400</u>	<u>779,200</u>	<u>(400,800)</u>
Part-time Credit Hour Fees:		-12.2%						
Undergraduate Tuition	5,626	4,938	(\$239,000)		\$101,200	\$0	(\$137,800)	
Undergraduate Fees	5,626	4,938		(31,300)		7,400		(\$23,900)
Total Part-time Cr Hr Fees:			<u>(\$239,000)</u>	<u>(\$31,300)</u>	<u>\$101,200</u>	<u>\$7,400</u>	<u>(137,800)</u>	<u>(23,900)</u>
Other Student Fees:								
Academic Year Graduate Fees:								
Full-Time Tuition	809	859	\$288,300		\$346,300		\$634,600	\$0
Full-Time Grad Fee	809	859	74,200		72,100		\$146,300	\$0
Full-Time Other Fees	809	859		104,000		31,500	\$0	\$135,500
Part-Time Tuition	4,569	3,976	(232,200)		93,400		(\$138,800)	\$0
Part-Time Grad Fee	4,569	3,976	(49,200)		15,900		(\$33,300)	\$0
Part-Time Other Fees	4,569	3,976		(27,000)		6,000	\$0	(\$21,000)
Nonresident Tuition								
Full-Time Tuition (UG & GR)	1,082	1,034	(\$855,300)		\$1,653,600		\$798,300	\$0
Part-Time Undergrad Tuition	811	801	(9,100)		64,100		\$55,000	\$0
Part-Time Grad Tuition	1,163	1,129	(33,700)		101,600		\$67,900	\$0
Other Fees:								
Overload Fee (>20 credits)	80	87	\$2,400		\$1,800		\$4,200	\$0
Western Undergrad Exchge	629	656	104,200		144,200		\$248,400	\$0
In-service Fees/Cr Hr - UG	37	9	(3,400)		100		(\$3,300)	\$0
In-service Fees/Cr Hr - Grad	2,279	1,411	(138,900)		14,100		(\$124,800)	\$0
Professional Fees:								
Law College FT	281	294		\$151,200		\$220,500	\$0	\$371,700
Law College PT	32	78		29,700		3,300	\$0	\$33,000
Art & Architecture FT UG & GR	524	510		(18,800)		24,500	\$0	\$5,700
Art & Architecture PT Undergrad	209	197		(800)		600	\$0	(\$200)
Art & Architecture PT Grad	69	42		(1,900)		100	\$0	(\$1,800)
Summer Session:								
Part-Time Undergrad Tuition	7,874	7,537	(\$117,100)		\$154,500		\$37,400	\$0
Part-Time Grad Tuition	2,506	2,922	162,900		68,700		\$231,600	\$0
Part-Time Grad Fee	2,506	2,922	34,500		11,700		\$46,200	\$0
Part-Time Other Fees (UG & GR)	10,380	10,459		3,600		15,700	\$0	\$19,300
Total Other Student Fees			<u>(\$772,400)</u>	<u>\$240,000</u>	<u>\$2,742,100</u>	<u>\$302,200</u>	<u>\$1,969,700</u>	<u>\$542,200</u>
Total Additional Student Fee Revenue			<u>(\$2,757,400)</u>	<u>(\$421,500)</u>	<u>\$5,368,500</u>	<u>\$539,000</u>	<u>\$2,611,100</u>	<u>\$117,500</u>
G.E. Summary								
Total Revenue Increase/(Decrease)			\$2,611,100					
Back-out In Service (not Central)			128,100					
Plus Other/Misc			56,500					
Total Central Tuition Revenue over FY19 Bud.			\$2,795,700					

The count figures indicate changes between FY19 budget and FY20 projections and therefore take into consideration the impact of FY19 actuals as well as anticipated changes for FY20. The revenues shown under Changes Due to Count and Fee Changes reflect net revenues net of waivers.

University of Idaho
FY20 Comparative Scenarios for Tuition

	Flat Enrollment			PROPOSED
	COVERS: Benefits/CEC/ Comp Sched Chg	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions, Other	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions, Other
Total Tuition Need:				
Variable Benefits	\$ 40,100	\$ 40,100	\$ 40,100	\$ 40,100
CEC: Regular Employees - JFAC Action Proof	1,558,700	1,558,700	1,558,700	1,558,700
CEC: Group/Temporary (GTAs only)	218,700	218,700	218,700	218,700
Health Insurance - State Funding Cut (Note A)	1,226,200	1,226,200	1,226,200	1,226,200
Compensation Schedule Changes				\$ -
Inflation Adjustments				\$ -
Faculty Promotions		321,300	321,300	\$ 321,300
CEC: Amount needed based on UI benefit rates and some non general education positions	674,400	674,400	674,400	\$ 674,400
Replacement Capital (one-time expense)				\$ -
Enrollment Changes - Non WUE (Note B)			2,615,100	\$ 1,348,800
WUE Impact (Note B)			4,154,400	\$ -
Consolidated Fringe Rate (UI benefit rates)			5,900,000	\$ -
Total Calculated Tuition Need	\$ 3,718,100	\$ 4,039,400	\$ 16,708,900	\$ 5,388,200
Cost Savings and Changes to FY 2019 Enrollment Applied Toward Tuition Increases Note C				
Cost savings generated through Program Prioritization	\$ -	\$ -	\$ -	\$ -
Cost savings generated through strategies included in Huron report	\$ -	\$ -	\$ -	\$ -
TOTAL Cost Savings and FY 2019 Enrollment Applied Toward Tuition Increases	\$ -	\$ -	\$ -	\$ -
Total Net Tuition Requested	\$3,718,100	\$4,039,400	\$16,708,900	\$5,388,200
Total Tuition/Fee Rate Increases				Proposed Rates
FT Undergraduate Resident	4.4%	4.7%	19.2%	5.6%
FT Graduate	4.3%	4.7%	19.2%	5.6%
FT Non-Resident	5.1%	5.5%	25.3%	9.1%
PT Undergraduate Resident	4.3%	4.8%	19.3%	5.6%
PT Graduate	3.6%	4.8%	19.3%	4.8%
PT Non-Resident	5.1%	5.4%	25.3%	9.1%

Note A: State General Funds for UI health benefits were cut in FY19 by \$1,226,200 based on the reduction to the state health rate, but this same amount was given to the UI as a one-time Line Item so the FY19 impact was \$0. The UI requested the same funding in FY20 as a Line Item but this request was not funded by the state.

Note B: UI identified \$4,154,400 as the loss to nonresident tuition related to expansion of the WUE program to all WICHE states. This expansion results in graduating nonresident students from WICHE states who were paying full nonresident tuition being replaced by incoming students paying the lower WUE rate. This impact represents year two of this transition. The additional \$2,615,100 in enrollment changes is due to a combination of reductions in enrollment and changes in enrollment mix, and only \$1,348,800 is requested from tuition increases.

Note C: Describe in your Fee Narrative the amount and where you have applied cost savings from Program Prioritization and strategies from the Huron report either in reducing the need for tuition increases

University of Idaho

					Current: \$ 5,778.44 \$ 2,085.56 \$ 7,864.00 \$ 17,636.00 \$ 25,500.00										\$ 347.50 \$ 45.50 \$ 393.00 \$ 882.00 \$ 1,275.00												\$ 1,488.00 \$ 83.00	
	Estimated Revenue Rate Changes	Resident Tuition Increase	Resident Full-Time Tuition and Fees Increase	Non-resident Tuition Increase	Resident Tuition Increase	Resident Full-Time Tuition and Fees Increase	Non-resident Tuition Increase																					
								FULL-TIME					PART-TIME							GR FEE								
								Tuition	Fees	Total Res	NR	Total NR	Tuition	Fees	Total Res	NR	Total NR			FT	PT							
1	\$ 1,600,000	2.0%	2.0%	2.7%	\$ 117.36	\$ 154.00	\$ 478.00	\$ 5,895.80	\$ 2,122.20	\$ 8,018.00	\$ 18,114.00	\$ 26,132.00	\$ 354.00	\$ 47.00	\$ 401.00	\$ 906.00	\$ 1,307.00	2.0%	2.7%	\$ 1,518.00	\$ 84.00							
2	1,818,300	2.4%	2.2%	2.9%	137.36	174.00	520.00	5,915.80	2,122.20	8,038.00	18,156.00	26,194.00	355.00	47.00	402.00	908.00	1,310.00	2.3%	2.9%	1,520.00	84.00							
3	3,054,900	4.2%	3.5%	4.6%	241.36	278.00	814.00	6,019.80	2,122.20	8,142.00	18,450.00	26,592.00	360.00	47.00	407.00	923.00	1,330.00	3.6%	4.6%	1,540.00	86.00							
4	3,366,300	4.7%	3.9%	4.8%	273.36	310.00	840.00	6,051.80	2,122.20	8,174.00	18,476.00	26,650.00	362.00	47.00	409.00	924.00	1,333.00	4.1%	4.8%	1,540.00	86.00							
5	3,438,600	4.9%	4.0%	4.8%	281.36	318.00	844.00	6,059.80	2,122.20	8,182.00	18,480.00	26,662.00	362.00	47.00	409.00	924.00	1,333.00	4.1%	4.8%	1,548.00	86.00							
6	3,723,800	5.3%	4.4%	5.1%	307.36	344.00	904.00	6,085.80	2,122.20	8,208.00	18,540.00	26,748.00	363.00	47.00	410.00	927.00	1,337.00	4.3%	5.1%	1,552.00	86.00							
7	4,044,400	5.8%	4.7%	5.5%	335.36	372.00	964.00	6,113.80	2,122.20	8,236.00	18,600.00	26,836.00	365.00	47.00	412.00	930.00	1,342.00	4.8%	5.4%	1,558.00	87.00							
8	4,525,200	6.2%	5.0%	6.8%	359.36	396.00	1,204.00	6,137.80	2,122.20	8,260.00	18,840.00	27,100.00	366.00	47.00	413.00	942.00	1,355.00	5.1%	6.8%	1,562.00	87.00							
9	4,956,900	6.6%	5.3%	8.0%	383.36	420.00	1,404.00	6,161.80	2,122.20	8,284.00	19,040.00	27,324.00	367.00	47.00	414.00	952.00	1,366.00	5.3%	7.9%	1,568.00	87.00							
10	\$ 5,358,500	7.0%	5.6%	9.1%	\$ 403.36	\$ 440.00	\$ 1,600.00	\$ 6,181.80	\$ 2,122.20	\$ 8,304.00	\$ 19,236.00	\$ 27,540.00	\$ 368.00	\$ 47.00	\$ 415.00	\$ 962.00	\$ 1,377.00	5.6%	9.1%	\$ 1,572.00	\$ 87.00							

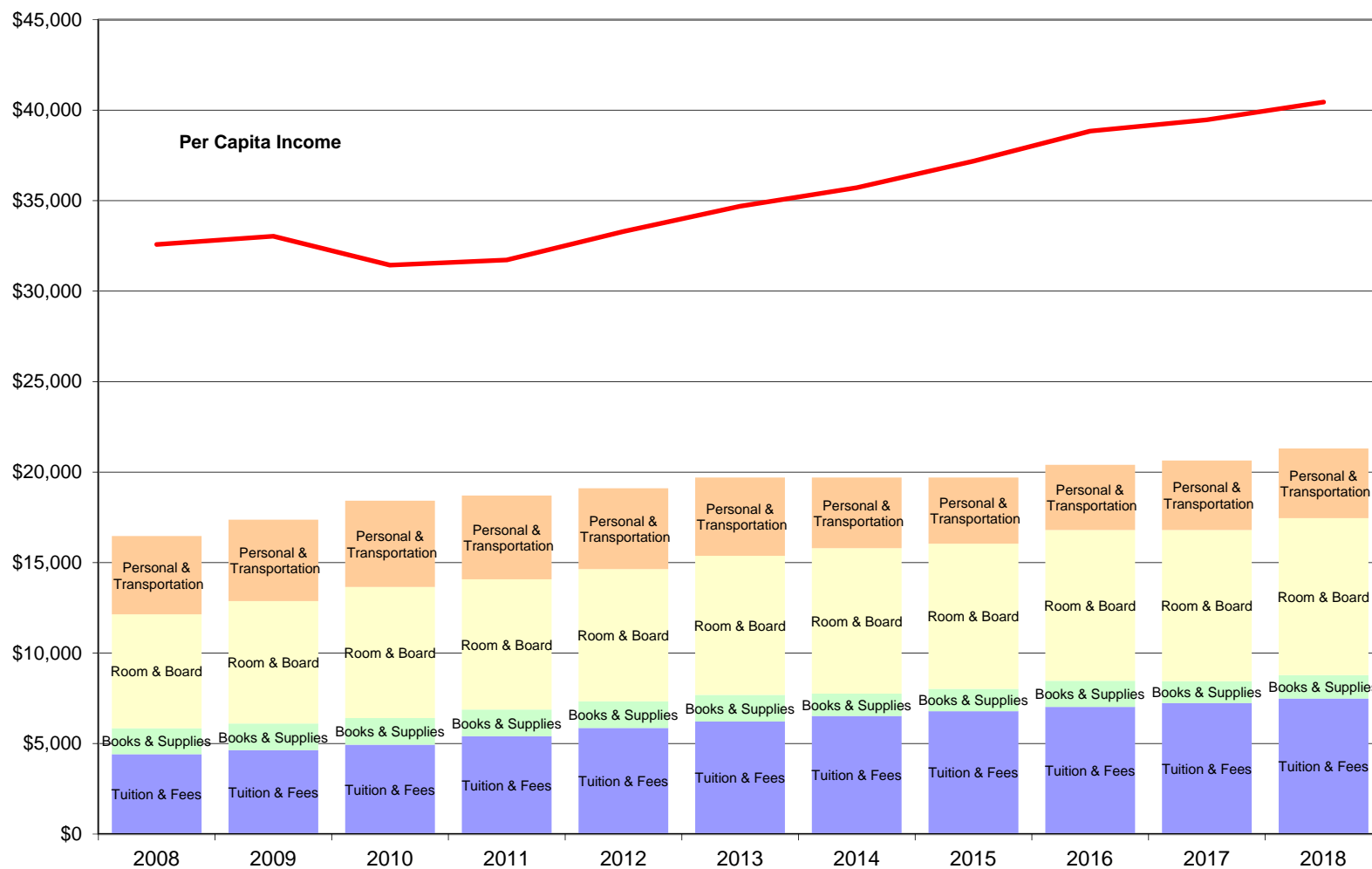
	Needs Amount	Cumulative		305%
1 =	\$ 1,598,800	\$ 1,598,800	Variable Benefits + CEC: Regular Employees	305%
2 =	218,700	1,817,500	CEC: Group Employees	305%
3 =	1,226,200	3,043,700	Health Insurance	
4 =	321,300	3,365,000	Faculty Promotions	
7 =	674,400	4,039,400	CEC needed based on UI benefit rates and some non general education positions	
10 =	1,348,800	5,388,200	Enrollment Changes	

UNIVERSITY OF IDAHO

4-year History of Board Approved Fees plus FY20 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

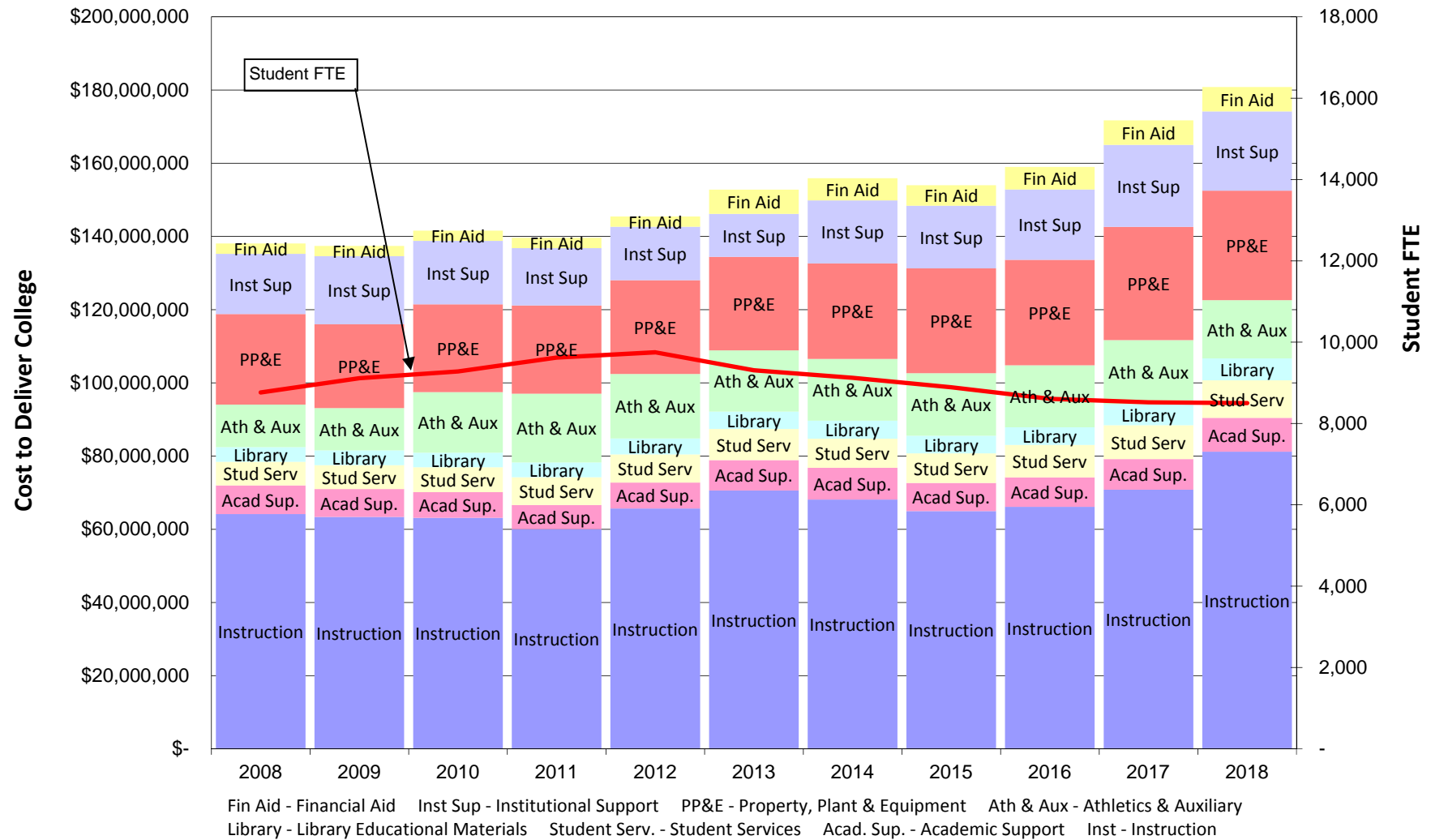
Student Fees:		FY 2016	FY 2017	FY 2018	FY 2019	Request FY 2020	5-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$5,002.60	\$5,162.32	\$5,444.36	\$5,778.44	\$6,181.80	\$1,179.20	23.57%
3	Technology Fee	125.40	125.40	165.40	165.40	165.40	40.00	31.90%
4	Facilities Fees	790.50	820.50	791.62	791.62	821.62	31.12	3.94%
5	Student Activity Fees	1,101.50	1,123.78	1,086.62	1,128.54	1,135.18	33.68	3.06%
6	Total Full-time Fees	<u>7,020.00</u>	<u>7,232.00</u>	<u>7,488.00</u>	<u>7,864.00</u>	<u>8,304.00</u>	<u>1,284.00</u>	<u>18.29%</u>
7	Percentage Increase	3.5%	3.0%	3.5%	5.0%	5.6%		
8								
9	Part-time Credit Hour Fees							
10	Undergraduate Tuition and Fees	\$292.50	\$302.00	\$328.50	\$347.50	\$368.00	\$75.50	25.81%
11	Undergraduate Fees	\$58.50	\$60.00	\$45.50	\$45.50	\$47.00	(\$11.50)	-19.66%
12	Total Part-time Cr Hr Fees	<u>\$351.00</u>	<u>\$362.00</u>	<u>\$374.00</u>	<u>\$393.00</u>	<u>\$415.00</u>	<u>\$64.00</u>	<u>18.23%</u>
13								
14	Other Student Fees							
15	Academic Year Graduate Fees:							
16	Full-Time Tuition	\$5,002.60	\$5,162.32	\$5,444.36	\$5,778.44	\$6,181.80	\$1,179.20	23.57%
17	Full-Time Grad	\$1,202.00	\$1,298.00	\$1,376.00	\$1,488.00	\$1,572.00	\$370.00	30.78%
18	Full-Time Other Fees	\$2,017.40	\$2,069.68	\$2,043.64	\$2,085.56	\$2,122.20	\$104.80	5.19%
19	Total	<u>\$8,222.00</u>	<u>\$8,530.00</u>	<u>\$8,864.00</u>	<u>\$9,352.00</u>	<u>\$9,876.00</u>	<u>\$1,654.00</u>	<u>20.12%</u>
20	Part-Time Tuition	\$331.50	\$342.00	\$370.50	\$391.50	\$415.00	\$83.50	25.19%
21	Part-Time Grad	\$67.00	\$72.00	\$76.00	\$83.00	\$87.00	\$20.00	29.85%
22	Part-Time Other Fees	\$58.50	\$60.00	\$45.50	\$45.50	\$47.00	(\$11.50)	-19.66%
23	Total	<u>\$457.00</u>	<u>\$474.00</u>	<u>\$492.00</u>	<u>\$520.00</u>	<u>\$549.00</u>	<u>\$92.00</u>	<u>20.13%</u>
24	Summer Session							
25	On-Campus							
26	Part-Time Undergrad Tuition	\$292.50	\$302.00	\$328.50	\$347.50	\$368.00	\$75.50	25.81%
27	Part-Time Grad Tuition	\$331.50	\$342.00	\$370.50	\$391.50	\$415.00	\$83.50	25.19%
28	Part-Time Grad Fee	\$67.00	\$72.00	\$76.00	\$83.00	\$87.00	\$20.00	29.85%
29	Part-Time Other Fees (UG & GR)	\$58.50	\$60.00	\$45.50	\$45.50	\$47.00	(\$11.50)	-19.66%
30	Nonresident Tuition (See Notes A & B)							
31	Full-Time Tuition (UG & GR)	\$14,004.00	\$14,808.00	\$16,324.00	\$17,636.00	\$19,236.00	\$5,232.00	37.36%
32	Part-Time Tuition Undergrad	\$700.00	\$740.00	\$817.00	\$882.00	\$962.00	\$262.00	37.43%
33	Part-Time Tuition Grad	\$778.00	\$823.00	\$907.00	\$979.00	\$1,069.00	\$291.00	37.40%
34	Professional Fees:							
35	Law College FT	\$9,008.00	\$10,134.00	\$10,884.00	\$11,634.00	\$12,384.00	\$3,376.00	37.48%
36	Law College PT	\$500.00	\$563.00	\$605.00	\$646.00	\$688.00	\$188.00	37.60%
37	Art & Architecture FT UG & GR	\$1,106.00	\$1,246.00	\$1,302.00	\$1,302.00	\$1,350.00	\$244.00	22.06%
38	Art & Architecture PT Undergrad	\$55.00	\$62.00	\$65.00	\$65.00	\$68.00	\$13.00	23.64%
39	Art & Architecture PT Grad	\$61.00	\$69.00	\$72.00	\$72.00	\$75.00	\$14.00	22.95%
40	Self-Support Program Fees:							
41	Executive MBA (2 years)	\$42,000.00	\$42,000.00	\$44,100.00	\$44,100.00	\$47,900.00	\$5,900.00	14.05%
42	Masters of Science Athletic Training (1 yr/3	\$20,394.00	\$22,434.00	\$22,434.00	\$22,434.00	\$22,434.00	\$2,040.00	10.00%
43	Doctorate in Athletic Training (1 year/3 Ser	\$18,128.00	\$19,941.00	\$19,941.00	\$19,941.00	\$19,941.00	\$1,813.00	10.00%
44	MOSS Environmental Education (1 year/2	\$14,476.00	\$15,054.00	\$15,656.00	\$16,282.00	\$17,584.00	\$3,108.00	21.47%
45	MOSS MNR Env Ed/Sci Comm (1 year + S	N/A	N/A	\$19,804.00	\$20,596.00	\$22,244.00	New	New
46	Other Fees:							
47	Overload Fee	\$292.50	\$302.00	\$328.50	\$347.50	\$368.00	\$75.50	25.81%
48	Western Undergrad Exchge	\$3,510.00	\$3,616.00	\$3,744.00	\$3,932.00	\$4,152.00	\$642.00	18.29%
49	In-service Fees/Cr Hr - UG	\$106.00	\$110.00	\$114.00	\$122.00	\$129.00	\$23.00	21.70%
50	In-service Fees/Cr Hr - Grad	\$132.00	\$138.00	\$143.00	\$160.00	\$162.00	\$30.00	22.73%

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

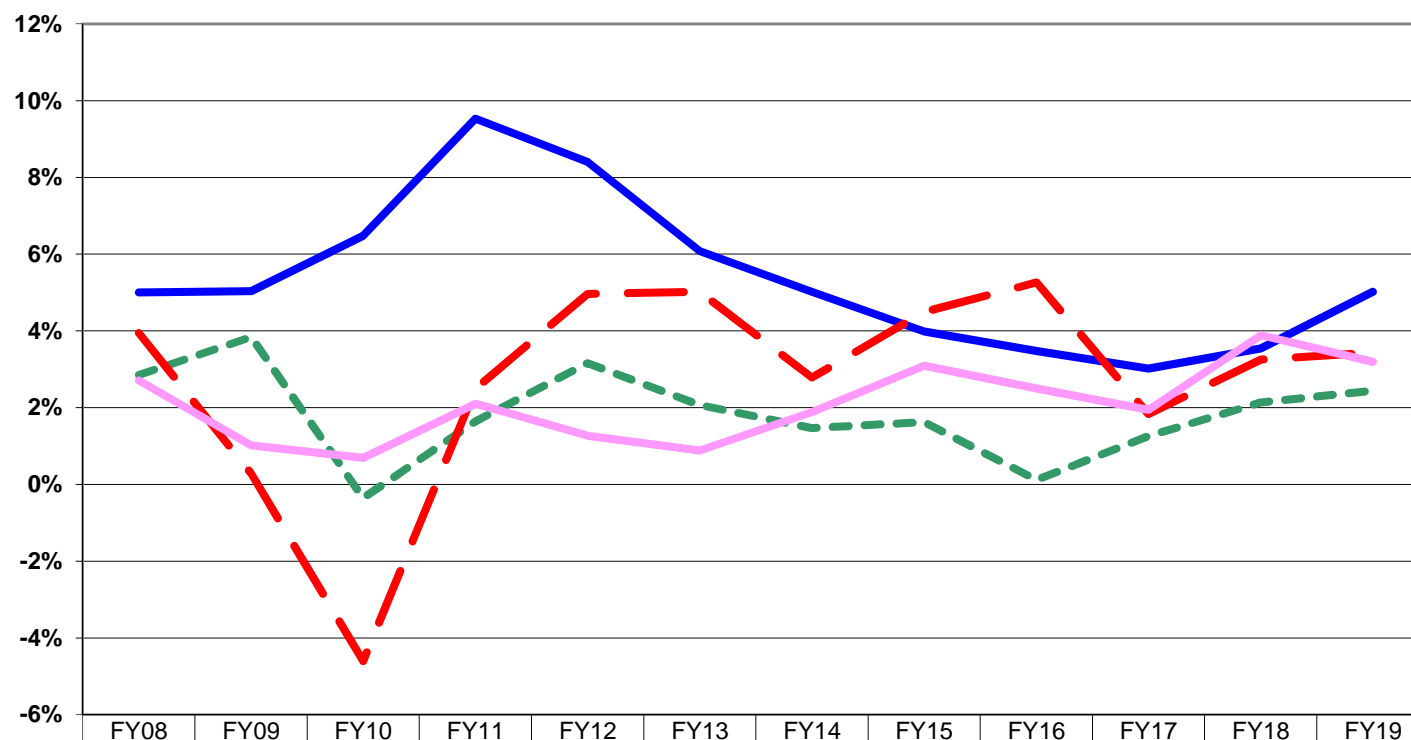


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

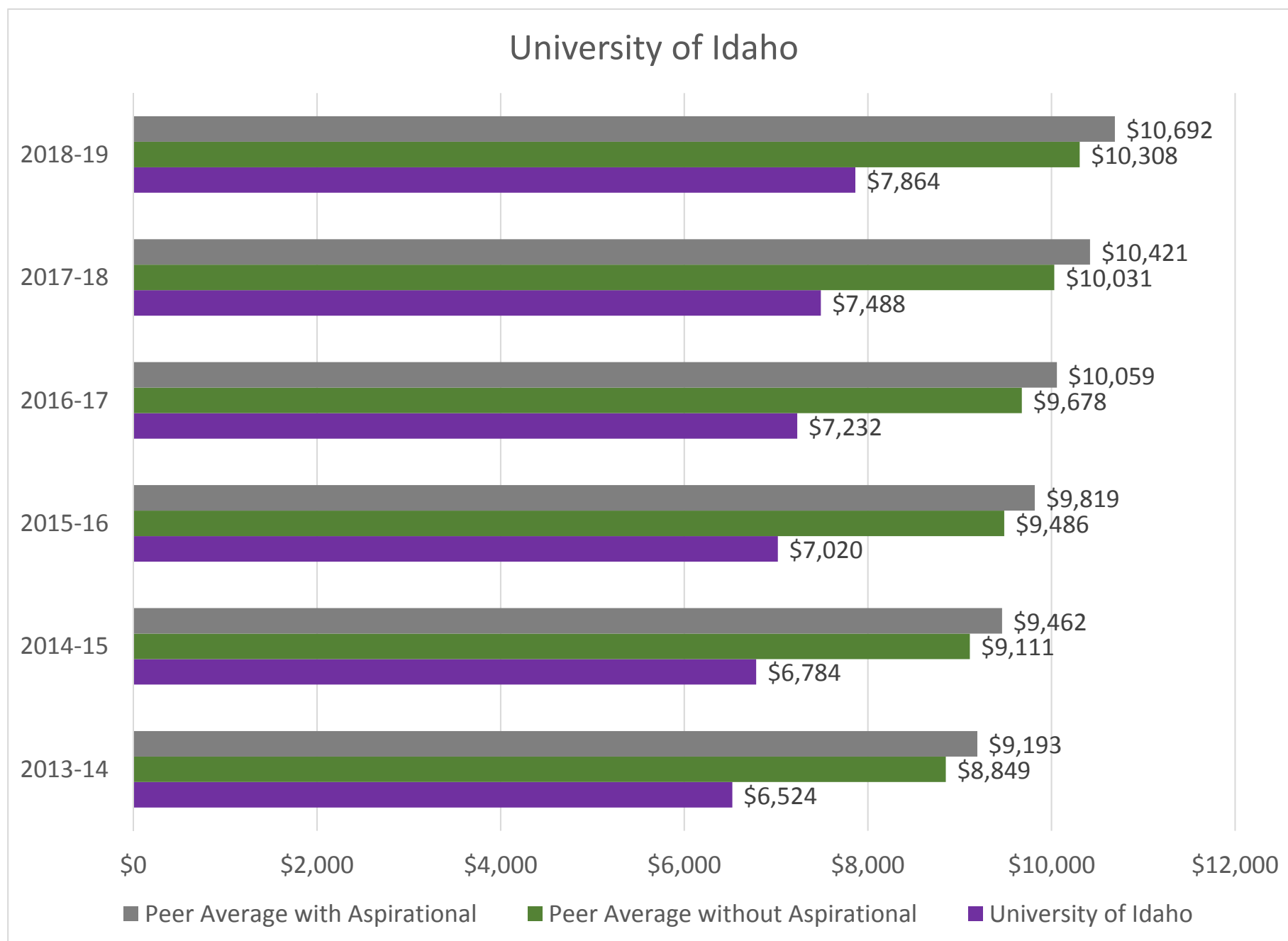
Cost to Deliver College University of Idaho



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



Source: Bureau of Economic Analysis, U.S. Department of Commerce
 Division of Financial Management Economic Forecast, January 2019



COLLEGE OF LAW

UNIVERSITY OF IDAHO

ATTACHMENT 11

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

Memorandum

Date: February 1, 2019

To: John Wiencek, Provost & Executive Vice President
Brian Foisy, Vice President for Finance & Administration
Trina Mahoney, Director, Budget Office

From: Jerrold Long, Dean, College of Law

Re: Law Student Dedicated Professional Fee Request for FY 2020

As described in this memorandum, the College of Law requests an increase in the Law School Dedicated Professional fee of \$750 per year for Fiscal Year 2020. This dollar amount represents an increase of 6.5% over the current level of \$11,634 per year to \$12,384 per year.

This proposed fee is necessary to maintain the high quality of education we provide to students. This fee is not, nor should it be perceived as, a substitute for other funding from the University or from any other source. We fear that perception could lead to the ultimate functional privatization of the College of Law, which would be detrimental to legal education in the State of Idaho. Out of necessity, the fee has been used by the College of Law to preserve the quality of legal education under the enormous pressures of the recent period of financial difficulty. The fee is an additional investment by law students themselves in their own legal education, which is the foundation of their future success as professionals.

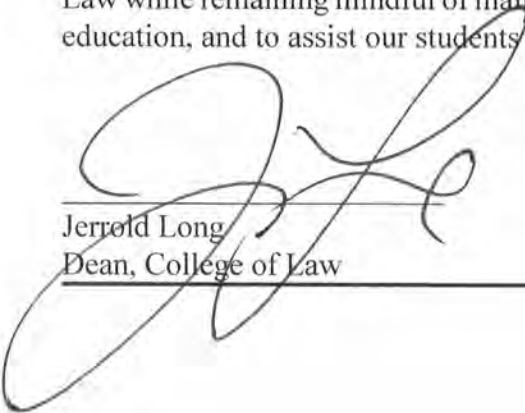
The current requested fee increase will support our expanded Boise area operations, including the upkeep and improvement of the Idaho Law & Justice Learning Center. For example, the fee will support the addition of study carrels, increased seating, and technology improvements all of which are required to continue our existing operations and support potential increases in enrollment. In addition, the fee increase will assist with some unanticipated costs associated with operating a law school in two locations 300 miles apart, including additional faculty and staff, with the intention of maintaining the quality of our academic programs. The requested fee increase serves two general purposes: it allows us to continue to achieve our statewide, land grant mission as Idaho's public law school, and it supports specific areas of strategic investment identified by our accrediting body, the American Bar Association

These proposed uses for the fee increase have long held support by the law student leadership. It is important to the students that the College of Law remain competitively priced while still taking reasonable steps to ensure that needed programming and other fiscal requirements are met. The

6.5% fee increase reflects this balancing of interests, though the College's overall funding needs are greater than can be supported by fee increases alone.

Conclusion:

The FY 2020 fee increase of 6.5%, or \$750, is designed to address critical needs at the College of Law while remaining mindful of maintaining our College's cost-competitive edge in American legal education, and to assist our students in controlling their educational debts.



Jerrold Long
Dean, College of Law

February 12, 2019

To: Idaho State Board of Education (SBOE)
From: Student Congress of Art & Architecture (SCAA)
College of Art & Architecture
University of Idaho

The Student Congress of Art & Architecture (SCAA) represents all students within our college. The student leaders in the College of Art & Architecture at the University of Idaho are writing to inform you that we have held a meeting speaking with the students and club representatives about a pre-arranged 3.75% increase in our student professional fee. The students are in full support of the increase knowing it will be used to support the administrative functions and operations within the College of Art & Architecture. In addition, the professional fee provides outstanding services and opportunities directly to students which enhances their academic experience at the University of Idaho. We appreciate everything that the College of Art & Architecture provides to its students.

Sincerely,

A handwritten signature in black ink, appearing to read "Amber Korvales", written over a horizontal line.

Amber Korvales
SCAA President

University of Idaho

College of Business and Economics

TO: John Wiencek, Provost and Executive Vice President
 FROM: Marc Chopin, Dean, College of Business and Economics
 DATE: February 22, 2019
 SUBJECT: Executive MBA Program Fee Request

Executive MBA Program

875 Perimeter Drive MS 3161
 Moscow, Idaho 83844-3161

Phone: 208-885-0555
 Fax: 208-885-5580
 emba@uidaho.edu
 www.uidaho.edu/emba

The Executive MBA program (Idaho EMBA) continues its best practice of program enhancements to ensure a high-quality, nationally competitive learning experience. In 2018, we implemented several stakeholder-centered program enhancements, including moving to an every other year delivery model, admitting a new student cohort in even-numbered years beginning in August 2018. Content delivery was restructured by moving to five 5-hour sessions for the monthly face-to-face sessions which allows class to end earlier on Saturday. This change makes our program more attractive to individuals outside the Coeur d'Alene region in high-potential markets. By restructuring the program delivery and proactively managing costs, we are able to make a smaller, incremental fee increase every other year while achieving our goal of delivering an attractive, competitive program in the region.

I am writing to request a fee increase of \$3,800 (8.6%) for the Idaho EMBA program from the current fee of \$44,100 to \$47,900 for the next cohort of students entering. This request will not affect any students currently enrolled in the program. Our every other year delivery format requires that we submit a request in order to communicate to current EMBA candidates the actual cost of the program in 2020.

This request will enable us to continue our best practice of stakeholder-centered, high-value graduate education and defray increasing program delivery costs, including:

- retaining and recruiting qualified faculty to teach and staff to provide administrative support for students and sponsors
- actively recruiting qualified students and supportive sponsoring organizations
- delivering high-impact engagement experiences with statewide and regional business leaders through the Inside the C-Suite Executive Speaker Series
- meeting student and sponsor expectations for executive coaching, skills-based training, relevant course materials, and quality catering during the 10-hour class days

The Idaho EMBA enjoys a reputation for being high quality and it continues to be the only face-to-face Executive MBA program within 250 miles of Coeur d'Alene. The cohort-based, monthly schedule allows highly motivated business professionals to earn their MBA in 22 months while continuing to work full time. Our student's age, work experience, and management experience align with the national averages as detailed by the Executive MBA Council. The list of organizations sponsoring their high potential employees in the Idaho EMBA program, and the industries they represent, continues to grow.

In benchmarking the Idaho EMBA program with regional MBA and EMBA competition, our fee is significantly lower, in fact it is one of lowest priced EMBA programs in the country. The unique structure of Executive MBA programs, and the accompanying high expectations of both students and sponsoring organizations, require a higher price point to deliver. Maintenance and growth of the Idaho EMBA program requires investment. An overall fee of \$47,900 aligns with the cost of delivering and growing the program and is essential to remaining competitive with regional and national MBA and EMBA programs.

Please let me know if you have questions. Thank you for your consideration.



OFFICE OF THE DEAN
College of Natural Resources
Perimeter Drive MS1138
Moscow, ID 83844-1138

29 January 2019

Re: College of Natural Resources/McCall Field Campus Environmental Education and Science
Communication Graduate Certificate Program Fee

Dear Members of the Board,

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

The purpose of this memo is to request an 8% increase in the self-support program fee for school year 2019-20 from the current rate of \$8,141 per semester, to \$8,792 per semester. This requested 8% increase is in line with the SBOE approved overall UI graduate tuition and fee rate increase approved in April, 2018. Specifically, this requested increase:

- 1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
- 2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
- 3) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2019.

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

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

Sincerely,

A handwritten signature in blue ink, appearing to read "Dr. Becker", with a stylized flourish at the end.

Dennis Becker, PhD
Dean, College of Natural Resources



OFFICE OF THE DEAN
College of Natural Resources
Perimeter Drive MS1138
Moscow, ID 83844-1138

29 January 2019

Re: College of Natural Resources/McCall Field Campus Environmental Education and Science
Communication Masters of Natural Resources (MNR) Program Fee

Dear Members of the Board,

In 2017, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful Master of Natural Resources (MNR) program at the McCall Field Campus, home of the award-winning McCall Outdoor Science School (MOSS). The program culminates in an MNR with special emphasis on Environmental Education and Science Communication.

The purpose of this memo is to request an 8% increase in the self-support program fee for school year 2019 – 2020 from the current rate of \$10,298 per semester, to \$11,122 per semester. **This requested 8% increase is in line with the SBOE approved overall UI graduate tuition and fee rate increase approved in April 2018.** Specifically, this requested increase:

- 1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
- 2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
- 3) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2019.

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

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

Sincerely,

A handwritten signature in blue ink, appearing to read "DR. N" with a stylized flourish extending to the right.

Dennis Becker, PhD
Dean, College of Natural Resources

BOISE STATE UNIVERSITY

FY 2020 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Attachment 1
- Attachments:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2020 Attachment 2
 - Potential T&F Revenue Changes for FY 2020 Attachment 3
 - Expenses Covered by Tuition and Fee Increase for FY 2020 Attachment 4
 - Tuition and Fee Increases to Cover Unfunded Expenses for FY 2020 Attachment 5
 - 4-year History: Board Approved T&F plus FY 2020 Requested T&F Attachment 6
 - Chart: Cost of Attending College vs. Per Capita Income Attachment 7
 - Chart: Cost to Deliver College Attachment 8
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Attachment 9
 - Chart: Institution Comparison to Peers Attachment 10

**Boise State University
FY2020 Student Tuition and Fee Request**

The Fee Hearing Process

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

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

Tuition/Fee Request Overview

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

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

For full-time students, defined as student enrolling in 11 or more credits for AY20, Boise State University recommends an annual rate tuition and fee rate of \$8,068, or an additional \$374 a year. This requested increase includes a \$273.56 increase in tuition, a \$12.54 increase in the student technology fee, a \$30 increase in the facilities fee, and a \$57.90 increase in student activity fees. Part-time rates are proposed at \$367 per credit hour which is an increase of \$17 per credit hour. A breakdown of the individual increases to full and part-time tuition, facilities fees, technology fees and activity fees are included in the attachment.

Boise State continually engages in program prioritization activities that result in both the more effective use of resources as well as the reallocation of funds. As part of the FY20 annual budget process, all departments submitted updates identifying how they are making more effective use of their existing resources. In addition, from July through December of FY20, 1,200 budget transfers were made which reflect the volume of reallocations that occur throughout Boise State's budgets on an ongoing basis.

Self-Support Programs and Online Fee Programs

All self-support and online programs are required to cover the 3 percent CEC approved by the legislature.

Graduate Certificate in Conflict Management

The Conflict Management Certificate Program is asking to increase their current fee of \$369 by 9.5% to \$404. Currently graduate credits are only \$19 more than undergraduate credits in the same program. The additional revenue will allow the program to keep pace with additional staff costs.

Adult Gerontology Nurse Practitioner (AGNP)

The AGNP program began admitting students in 2014 and the program has required supplement funding to fully cover indirect costs. The program requests increasing the fee from \$750 per credit to \$890, an 18.67% increase. By increasing tuition, the program will become fully self-sufficient.

EdTech Masters and Grad Certificate and PhD Program

EdTech requests increases to their graduate programs to cover rising personnel costs and to maintain program quality and support. The program seeks to increase the current \$464 per credit hour fee for Master's programs and graduate certificates by \$14 and to increase the current \$581 per credit hour fee for the PhD program by \$18. The 3.02% and 3.10% increases reflect the rising costs of instruction, especially as related to technology education. In addition, the programs request that their fees shift from self-support to online program fee and their program shifts from local funds to appropriated.

Graduate Certificate in Healthcare Simulation

The Graduate Certificate in Healthcare Simulation requests an increase in fee per credit from \$600 to \$675, a 12.5% increase. This increase will offset the rising cost of salaries.

Organizational Performance and Workplace Learning

The current fee for the OPWL program last increased in 2016, and before that, in 2007. Each time the program has requested an 8%-18% increase, rather than smaller annual increases, in order to keep up with the rising cost of recruiting and delivering online education in a competitive market. A comprehensive review of similar programs in Idaho shows that even with the increase, Boise State's cost per credit is less expensive than the in-state competition. The program is considering lessening its credit requirements to reduce the total cost of the degree in the near future. The program is requesting an 11.1% increase from \$450 per credit to \$500. This increase is necessary for the program to continue to be self-sufficient and allow future increases to remain small.

Certificate in Design Ethnography

The Design Ethnography program is proposing to reduce the per credit rate from \$497 to \$350 (29.6% decrease) to match other online program fee undergraduate programs at Boise State. The current rate has led students interested in the certificate program to enroll in the regular tuition and fee offering for the program to avoid paying higher online program fees.

Master of Accountancy

The Masters of Accountancy (MSA) Program requests a 10% increase in per credit fee from \$450 to \$495 in FY20. The increase would mitigate projected losses and bring the program closer to tuition rates charged by other AACSB Business Schools in the country while remaining far below the average fee. The program did not request an increase in FY19.

BOISE STATE UNIVERSITY

ATTACHMENT 2

Changes to Student Fees for FY 2020 Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:	Bd Appv	FY19 Fees	FY20 Initial Notice	Requested		
				FY20 Fees	Change	% Chg.
Full-time Fees:						
1 Tuition	**	\$5,258.80	\$5,532.26	\$5,532.36	\$273.56	5.2%
2 Technology Fee	**	\$244.60	\$257.14	\$257.14	12.54	5.1%
3 Facilities Fees	**	\$1,359.60	\$1,389.60	\$1,389.60	30.00	2.2%
4 Student Activity Fees	**	\$831.00	\$902.46	\$888.90	57.90	7.0%
5 Total Full-time Fees		\$7,694.00	\$8,081.46	\$8,068.00	\$374.00	4.9%
6	**					
7						
Part-time Credit Hour Fees:						
8 Education Fee	**	\$239.31	\$251.74	\$251.75	\$12.44	5.2%
9 Technology Fee	**	\$11.12	11.69	\$11.69	0.57	5.1%
10 Facilities Fees	**	\$61.80	63.16	\$63.16	1.36	2.2%
11 Student Activity Fees	**	\$37.77	41.02	\$40.40	2.63	7.0%
12 Total Part-time Cr Hr Fees:		\$350.00	\$367.61	\$367.00	\$17.00	4.9%
13						
14						
Summer Fees: (eff. Summer 2020)						
15 Education Fee	**	\$187.91	\$197.68	\$199.08	\$11.17	5.9%
16 Technology Fee	**	\$8.90	8.90	\$8.90	0.00	0.0%
17 Facilities Fees	**	\$49.44	49.44	\$49.44	0.00	0.0%
18 Student Activity Fees	**	\$33.75	36.45	\$35.58	1.83	5.4%
19 Total Summer Fees:		\$280.00	\$292.47	\$293.00	\$13.00	4.6%
20						
21						
Other Student Fees:						
22 Graduate Fees:						
23 Full-time Grad/Prof	**	\$1,500.00	\$1,578.00	\$1,578.00	\$78.00	5.2%
24 Part-time Graduate/Hour	**	\$98.00	\$103.10	\$103.00	\$5.00	5.1%
25 Nonresident Tuition:						
26 Nonres Tuition - full time	**	\$16,082.00	\$16,918.26	\$16,920.00	\$838.00	5.2%
27 Nonres Fees - part-time	**	\$339.00	\$356.63	\$357.00	\$18.00	5.3%
28 Nonres Fees - summer	**	\$35.00	\$35.00	\$35.00		
29 Professional Fee:						
30 Undergrad. Nursing	**	\$1,356.00		\$1,356.00	\$0.00	0.0%
31 Engineering Prog. (pch upper divisor	**	\$35.00		\$35.00	\$0.00	0.0%
32 Self-Support Program Fees:						
33 Bachelor Business / Accountancy: Twin Falls		\$297.00		\$297.00	\$0.00	0.0%
34 Executive MBA		\$1,245.00		\$1,245.00	\$0.00	0.0%
35 MBA Online		\$750.00		\$750.00	\$0.00	0.0%
36 Bachelor of Criminal Justice: Twin Falls		\$275.00		\$275.00	\$0.00	0.0%
37 Master of Social Work: Twin Falls & N.I.		\$400.00		\$400.00	\$0.00	0.0%
38 Bachelor of Social Work: Twin Falls		\$275.00		\$275.00	\$0.00	0.0%
39 Graduate Certificate in Conflict Mgmt.		\$369.00		\$404.00	\$35.00	9.5%
40 Doctor of Nurse Practice (DNP)		\$750.00		\$750.00	\$0.00	0.0%
41 Adult Gerontology Nurse Practitioner (AGNP)		\$750.00		\$890.00	\$140.00	18.7%
42 B.S. in Nursing (RN to BSN)		\$350.00		\$350.00	\$0.00	0.0%
43 B.S. Respiratory Care (R.R.T. to B.S.)		\$300.00		\$300.00	\$0.00	0.0%
44 M.Ed., Specialist in Exec. Ed. Leadership		\$420.00		\$420.00	\$0.00	0.0%
45 Math Consulting Teacher Endorsement Cert.		\$225.00		\$225.00	\$0.00	0.0%
46 M.A. in Education, Literacy		\$375.00		\$375.00	\$0.00	0.0%
47 M.A. in Education, Bilingual / ENL Education		\$375.00		\$375.00	\$0.00	0.0%
48 Master of Athletic Leadership		\$378.00		\$378.00	\$0.00	0.0%
49 Master of Bilingual Ed/ESL: Canyon Cty		\$329.00		\$329.00	\$0.00	0.0%
50 Online Program Fees						
51 BS Imaging Sciences	**	\$395.00		\$395.00	\$0.00	0.0%
52 Grad. Cert. in Healthcare Simulation	**	\$600.00		\$675.00	\$75.00	12.5%
53 Master of Social Work Online	**	\$495.00		\$495.00	\$0.00	0.0%
54 Org. Perf. & Workplace Learn	**	\$450.00		\$500.00	\$50.00	11.1%
55 Cert. in Design Ethnography	**	\$497.00		\$350.00	(\$147.00)	-29.6%
56 BAS / MDS	**	\$350.00		\$350.00	\$0.00	0.0%
57 B.B.A. Management	**	\$350.00		\$350.00	\$0.00	0.0%
58 Bachelor of Public Health	**	\$350.00		\$350.00	\$0.00	0.0%
59 Bachelor of Public Relations	**	\$350.00		\$350.00	\$0.00	0.0%
60 Online Degree Pathway	**	\$350.00		\$350.00	\$0.00	0.0%
61 Master of Accountancy	**	\$450.00		\$495.00	\$45.00	10.0%
62 EdTech Masters and Grad Certificate	**	\$464.00		\$478.00	\$14.00	3.0%
63 EdTech PhD	**	\$581.00		\$599.00	\$18.00	3.1%
64 Master of Respiratory Care	**	\$500.00		\$500.00	\$0.00	0.0%
65 Master in Genetic Counseling	**	\$982.00		\$982.00	\$0.00	0.0%
66 Other Fees:						
67 Western Undergrad Exchange	**	\$3,846.00	\$4,040.74	\$4,034.00	\$188.00	4.9%
68 Tuition over 16 hours (AY18 over 15 hours)	**	\$239.00		\$252.00	\$13.00	5.4%
69 In-service Fees/Cr Hr - Undergrad	**	\$122.00		\$129.00	\$7.00	5.7%
70 In-service Fees/Cr Hr - Grad	**	\$160.00		\$170.00	\$10.00	6.3%
71 New Student Orientation Fee	**	\$175.00		\$175.00	\$0.00	0.0%
72						
73						
74						

BOISE STATE UNIVERSITY

ATTACHMENT 3

Potential Student Fee Revenue Changes for FY 2020 Due to Enrollment and Fee Changes

Student Fees:	Projected HC/SCH Count		Potential Revenue Generated					
	FY19	FY20	Changes due to Count		Fee Changes		Total Rev Chge	
			Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Full-time Fees:		0.0%						
1 Tuition (Unrestricted)	12,126	12,126	\$0		\$3,317,200		\$3,317,200	
2 Technology Fee	12,126	12,126		-		152,100		152,100
3 Facilities Fees	12,126	12,126		-		363,800		363,800
4 Student Activity Fees	12,126	12,126		-		702,100		702,100
5 Total Full-time Fees			-	-	3,317,200	1,218,000	3,317,200	1,218,000
6								
7								
Part-time Credit Hour Fees:		0.0%						
8 Education Fee	40,678	40,678	\$0		\$506,000		\$506,000	
9 Technology Fee	40,678	40,678		-		23,300		23,300
10 Facilities Fees	40,678	40,678		-		55,300		55,300
11 Student Activity Fees	40,678	40,678		-		106,900		106,900
12 Total Part-time Cr Hr Fees:			-	-	506,000	185,500	506,000	185,500
13								
14								
Summer Fees:								
15 Education Fee	26,096	27,140	\$196,100		\$303,200		\$499,300	
16 Technology Fee	26,096	27,140		9,300		-		9,300
17 Facilities Fees	26,096	27,140		51,600		-		51,600
18 Student Activity Fees	26,096	27,140		35,200		49,700		84,900
19 Total Summer Fees:			196,100	96,100	303,200	49,700	499,300	145,800
20								
21								
Other Student Fees:								
22 Graduate Fees:								
23 Full-time Grad/Prof	692	692	\$0		\$54,000		\$54,000	
24 Part-time Graduate/Hour	7,341	7,341	-		36,700		36,700	
25 Nonresident Tuition:								
26 Nonres Tuition - full-time	1,153	1,153	-		966,200		966,200	
27 Nonres Fees - part-time	4,123	4,123	-		74,200		74,200	
28 Nonres Fees - summer	7,250	7,250	-		-		-	
29 Professional Fees:								
30 Undergrad. Nursing	288	288		-		-		-
31 Eng. p/ch U.D. (Civil,Elec,Mech,Mate	9,520	9,520		-		-		-
32 Self-Support Program Fees:								
33 Bachelor Business / Accountancy: T	199	199		-		-		-
34 Executive MBA	900	900		-		-		-
35 MBA Online	4,191	4,191		-		-		-
36 Bachelor of Criminal Justice: Twin F	207	207		-		-		-
37 Master of Social Work: Twin Falls &	907	907		-		-		-
38 Bachelor of Social Work: Twin Falls	347	347		-		-		-
39 Graduate Certificate in Conflict Mgm	365	365		-		12,800		12,800
40 Doctor of Nurse Practice (DNP)	273	273		-		-		-
41 Adult Gerontology Nurse Practitioner	803	803		-		112,400		112,400
42 B.S. in Nursing (RN to BSN)	8,853	8,853		-		-		-
43 B.S. Respiratory Care (R.R.T. to B.S	4,228	4,228		-		-		-
44 M.Ed., Specialist in Exec. Ed. Leade	351	351		-		-		-
45 Math Consulting Teacher Endorsemen	478	478		-		-		-
46 M.A. in Education, Literacy	345	345		-		-		-
47 M.A. in Education, Bilingual / ENL Et	685	685		-		-		-
48 Master of Athletic Leadership	426	426		-		-		-
49 Master of Bilingual Ed/ESL: Canyon	685	685		-		-		-
50 Online Program Fees								
51 BS Imaging Sciences	1,167	1,754	231,900		-		231,900	
52 Grad. Cert. in Healthcare Simulation	135	168	19,800		12,600		32,400	
53 Master of Social Work Online	8,683	9,435	372,200		-		372,200	
54 Org. Perf. & Workplace Learn	1,932	1,983	23,000		99,200		122,200	
55 Cert. in Design Ethnography	34	30	(2,000)		(4,400)		(6,400)	
56 BAS / MDS	2,264	3,252	345,800		-		345,800	
57 B.B.A. Management	3,314	3,949	222,300		-		222,300	
58 Bachelor of Public Health	533	1,637	386,400		-		386,400	
59 Bachelor of Public Relations	0	491	171,900		-		171,900	
60 Online Degree Pathway	0	2,750	962,500		-		962,500	
61 Master of Accountancy	1,400	790	(274,500)		35,600		(238,900)	
62 EdTech Masters and Grad Certificat	3,046	3,046	-		42,600		42,600	
63 EdTech PhD	849	849	-		15,300		15,300	
64 Master of Respiratory Care	190	613	211,500		-		211,500	
65 Master in Genetic Counseling	0	271	266,100		-		266,100	
66 Other Fees:								
67 Western Undergrad Exchge	1,925	1,925	-		361,900		361,900	
68 Tuition over 16 hours (AY18 over 15	2,681	2,681	-		34,900		34,900	
69 In-service Fees/Cr Hr - Undergrad			-				-	
70 In-service Fees/Cr Hr - Grad	950	950	-		9,500		9,500	
71 New Student Orientation Fee	4,200	4,200		-		-	-	
72 Total Other Student Fees			\$2,936,900	-	\$1,738,300	125,200	\$4,675,200	125,200
73 Total Additional Student Fee Revenue			3,133,000	96,100	5,864,700	1,578,400	8,997,700	1,674,500
74 Total Additional Student Fee Revenue Excl Online/SelfSupp			\$196,100	\$96,100	\$5,663,800	\$1,453,200	\$5,859,900	\$1,549,300
75								

Boise State University
FY20 Comparative Scenarios for Tuition

	Assumes Flat Enrollment		Includes Changes in Enrollment	PROPOSED Includes Changes in Enrollment
	COVERS: Benefits/CEC/ Comp Sched Chg	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions, Other	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions, Other
Total Tuition Need:				
Health Insurance	\$0	\$0	\$0	\$0
Variable Benefits	\$40,500	\$40,500	\$40,500	\$40,500
CEC: Regular Employees	\$2,132,500	\$2,132,500	\$2,132,500	\$2,132,500
CEC: Group/Temporary	\$183,800	\$183,800	\$183,800	\$183,800
Compensation Schedule Changes	\$4,200	\$4,200	\$4,200	\$4,200
GTA Fee Waiver	\$367,900	\$367,900	\$367,900	\$367,900
Faculty Promotions		\$461,000	\$461,000	\$461,000
Occupancy Costs Shortfall			\$683,700	\$683,700
Health Insurance (Boise State plan for GTAs only)			\$90,854	\$90,854
General Inflation			\$1,168,500	\$1,168,500
Library Inflation			\$237,500	\$237,500
Boise Police Contract Cost Increases			\$50,000	\$50,000
Existing Recurring Commitments Funded with One-Time Funds			\$4,811,530	\$233,846
Total Calculated Tuition Need	\$2,728,900	\$3,189,900	\$10,231,984	\$5,654,300
Cost Savings and Changes to FY 2019 Enrollment Applied Toward Tuition Increases Note A				
Cost savings generated through Program Prioritization	\$0	\$0	\$0	\$0
Cost savings generated through strategies included in Huron report	\$0	\$0	\$0	\$0
TOTAL Cost Savings and FY 2019 Enrollment Applied Toward Tuition Increases	\$0	\$0	\$0	\$0
Total Net Tuition Requested	\$2,728,900	\$3,189,900	\$10,231,984	\$5,654,300
Total Tuition/Fee Rate Increases				Proposed Rates
FT Undergraduate Resident	3.02%	3.30%	9.10%	4.86%
FT Graduate	2.93%	3.20%	9.10%	5.20%
FT Non-Resident	3.01%	3.32%	9.10%	5.21%
PT Undergraduate Resident	2.86%	3.14%	9.10%	4.86%
PT Graduate	3.06%	3.06%	9.10%	5.10%
PT Non-Resident	3.24%	3.83%	9.10%	5.31%

Note A: Describe in your Fee Narrative the amount and where you have applied cost savings from Program Prioritization and strategies from the Huron report either in reducing the need for tuition increases (amount shown in this worksheet) or elsewhere in your institution.

Boise State University FY20 Tuition and Fee Scenarios

		FT			FT			FT			FT				
		Resident	FT	FT	Resident	FT	FT	Non-Resident	FT	FT	Graduate	FT	FT		
		Tuition	Tuition	Tuition	Tuition and Fee	Tuition and Fee	Tuition and Fee	Fee	Non-Resident	Non-Resident	Fee	Graduate	Graduate		
		Revenue	% Increase	Rate	% Increase	Rate	\$ Increase	% Increase	Fee	\$ Increase	% Increase	Fee	\$ Increase		
Current Scenario			\$	5,258.80		7,694.00			16,082.00			1,500.00			
	1	\$	2,173,000	2.0%	5,364.36	105.56	2.7%	7,900.00	206.00	3.0%	16,566.00	484.00	2.7%	1,540.00	40.00
	2		2,361,000	2.2%	5,376.36	117.56	2.8%	7,912.00	218.00	3.0%	16,566.00	484.00	2.8%	1,542.00	42.00
	3		2,728,900	2.5%	5,392.36	133.56	3.0%	7,928.00	234.00	3.0%	16,566.00	484.00	2.9%	1,544.00	44.00
	4		3,189,900	2.9%	5,412.36	153.56	3.3%	7,948.00	254.00	3.3%	16,614.00	532.00	3.2%	1,548.00	48.00
	5		3,873,600	3.6%	5,448.36	189.56	3.8%	7,984.00	290.00	4.0%	16,726.00	644.00	3.8%	1,558.00	58.00
	6		3,964,454	3.7%	5,452.36	193.56	3.8%	7,988.00	294.00	4.0%	16,726.00	644.00	3.8%	1,558.00	58.00
	7		5,132,954	4.8%	5,512.36	253.56	4.6%	8,048.00	354.00	4.5%	16,806.00	724.00	4.7%	1,570.00	70.00
	8		5,370,454	5.0%	5,520.36	261.56	4.7%	8,056.00	362.00	5.0%	16,888.00	806.00	4.9%	1,574.00	74.00
	9		5,420,454	5.1%	5,528.36	269.56	4.8%	8,064.00	370.00	5.0%	16,888.00	806.00	5.0%	1,576.00	76.00
10	\$	5,654,300	5.2%	5,532.36	273.56	4.9%	8,068.00	374.00	5.2%	16,920.00	838.00	5.2%	1,578.00	78.00	
Other			3.0%	5,420.36	161.56	3.4%	7,956.00	262.00	3.5%	16,646.00	564.00	3.5%	1,552.00	52.00	
Other			3.2%	5,428.36	169.56	3.5%	7,964.00	270.00	3.5%	16,646.00	564.00	3.5%	1,552.00	52.00	
Other		3.9%	5,464.36	205.56	4.0%	8,000.00	306.00	4.0%	16,726.00	644.00	4.0%	1,560.00	60.00		
Other			4.6%	5,504.36	245.56	4.5%	8,040.00	346.00	4.5%	16,806.00	724.00	4.5%	1,568.00	68.00	
Other		5.4%	5,544.36	285.56	5.0%	8,080.00	374.00	5.2%	16,920.00	838.00	5.2%	1,578.00	78.00		

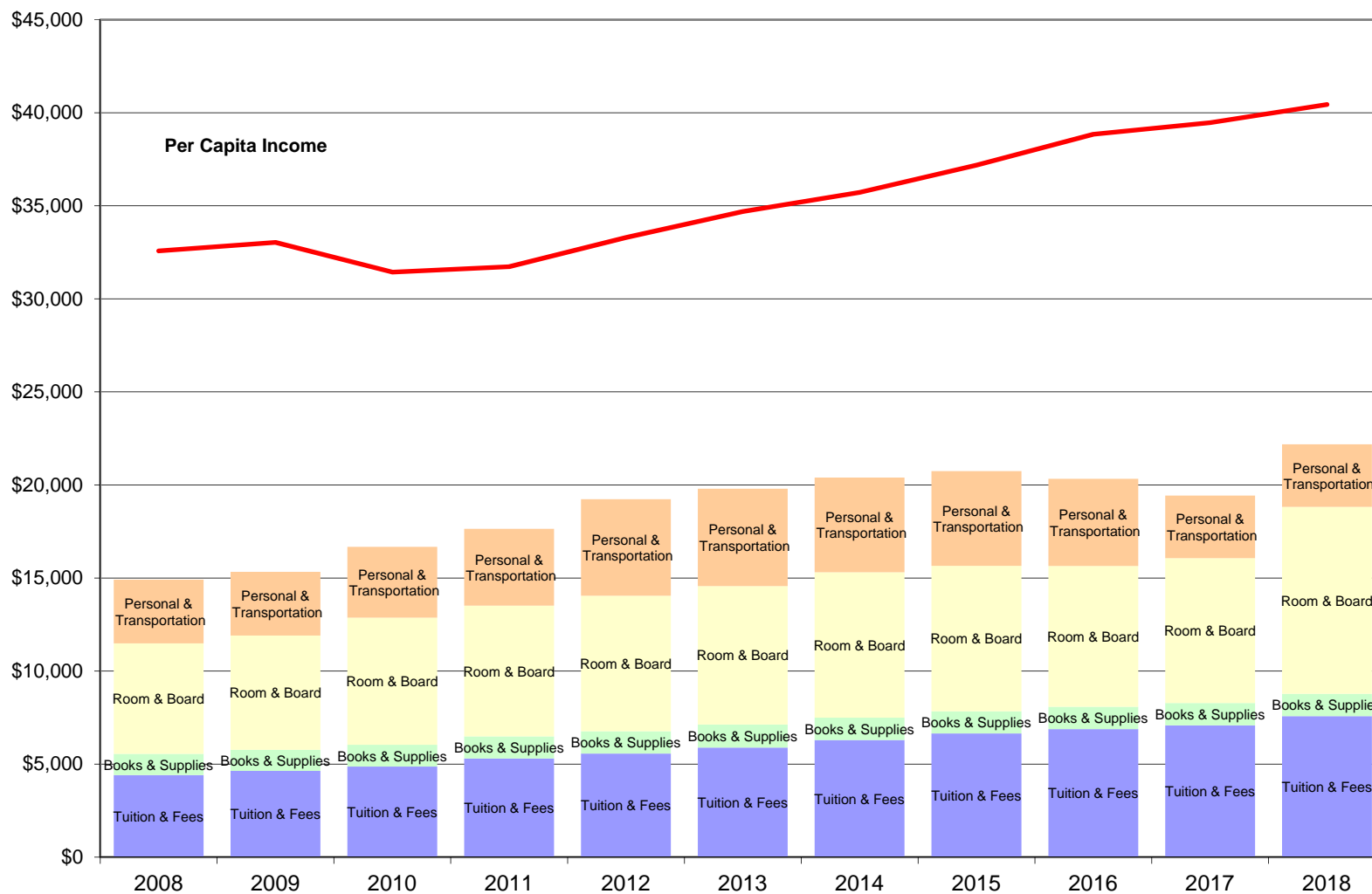
	Needs Amount	Cumulative	
1 =	\$ 2,173,000	\$ 2,173,000	Variable Benefits + CEC: Regular Employees
2 =	188,000	2,361,000	Above + CEC: Group Employees+Compensation Schedule Change
3 =	367,900	2,728,900	Above + GTA Fee Waiver
4 =	461,000	3,189,900	Above + Faculty Promotions
5=	683,700	3,873,600	Above + Occupancy Costs
6=	90,854	3,964,454	Above + Health Insurance (GTAs only)
7=	1,168,500	5,132,954	Above + General Inflation
8=	237,500	5,370,454	Above + Library Inflation
9=	50,000	5,420,454	Above + Boise Police Contract
10=	233,846	5,654,300	Above + Existing Commitments

BOISE STATE UNIVERSITY

4-year History of Board Approved Fees plus FY20 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

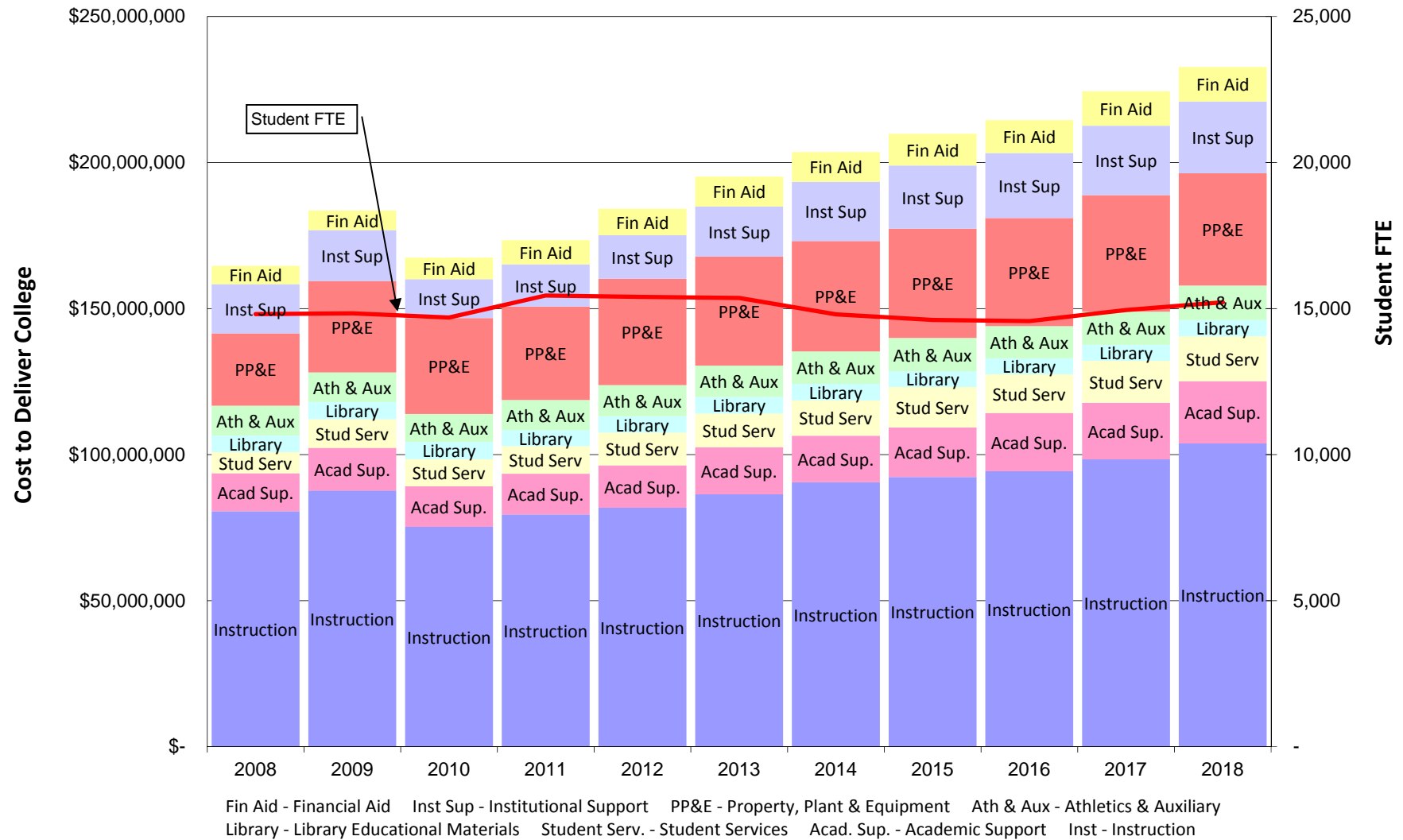
Student Fees:		FY 2016	FY 2017	FY 2018	FY 2019	Request FY 2020	5-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$4,766.20	\$4,872.26	\$5,042.78	\$5,258.80	\$5,532.36	\$766.16	16.1%
3	Technology Fee	217.68	230.60	230.60	244.60	257.14	39.46	18.1%
4	Facilities Fees	1,123.58	1,206.60	1,264.60	1,359.60	1,389.60	266.02	23.7%
5	Student Activity Fees	766.54	770.54	788.02	831.00	888.90	122.36	16.0%
6	Total Full-time Fees	\$6,874.00	\$7,080.00	\$7,326.00	\$7,694.00	\$8,068.00	\$1,194.00	17.4%
7	Percentage Increase	3.5%	3.0%	3.5%	5.0%	4.9%		
8								
9	Part-time Credit Hour Fees							
10	Education Fee	\$176.83	\$199.52	\$205.29	\$239.31	\$251.75	\$74.92	42.4%
11	Technology Fee	9.65	9.61	9.61	11.12	11.69	2.04	0.0%
12	Facilities Fees	49.60	52.19	52.69	61.80	63.16	13.56	0.0%
13	Student Activity Fees	36.92	35.68	37.41	37.77	40.40	3.48	9.4%
14	Total Part-time Cr Hr Fees	\$273.00	\$297.00	\$305.00	\$350.00	\$367.00	\$94.00	34.4%
15								
16	Summer Fees							
17	Education Fee	\$186.83	\$199.65	\$205.29	\$187.91	\$199.08	\$12.25	6.6%
18	Technology Fee	9.65	9.61	9.61	8.90	8.90	(0.75)	-7.8%
19	Facilities Fees	48.40	52.19	52.69	49.44	49.44	1.04	2.1%
20	Student Activity Fees	24.12	35.55	37.41	33.75	35.58	11.46	47.5%
21	Total Summer Fees	\$269.00	\$297.00	\$305.00	\$280.00	\$293.00	\$24.00	8.9%
22								
23	Other Student Fees							
24	Graduate Fees:							
25	Full-time Grad/Prof	\$1,290.00	\$1,360.00	\$1,428.00	\$1,500.00	\$1,578.00	\$288.00	22.3%
26	Part-time Graduate/Hour	\$85.00	\$85.00	\$85.00	\$98.00	\$103.00	\$18.00	21.2%
27	Nonresident Tuition:							
28	Nonres Tuition - Full Time	\$14,050.00	\$14,450.00	\$15,316.00	\$16,082.00	\$16,920.00	\$2,870.00	20.4%
29	Nonres Tuition - Part Time	\$250.00	\$270.00	\$295.00	\$339.00	\$357.00	\$107.00	42.8%
30	Professional Fees:							
31	Undergrad. Nursing	\$850.00	\$850.00	\$850.00	\$1,356.00	\$1,356.00	\$506.00	59.5%
32	Engineering Prog. (pch upper division)	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00	\$0.00	0.0%
33	Self-Support Program Fees:							
34	Bachelor Business / Accountancy: Twin Fal	\$297.00	\$297.00	\$297.00	\$297.00	\$297.00	\$0.00	0.0%
35	Executive MBA	\$1,215.00	\$1,215.00	\$1,215.00	\$1,245.00	\$1,245.00	\$30.00	2.5%
36	MBA Online	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$0.00	0.0%
37	Bachelor of Criminal Justice: Twin Falls	\$275.00	\$275.00	\$275.00	\$275.00	\$275.00	\$0.00	0.0%
38	Master of Social Work: Twin Falls & N.I.	\$380.00	\$380.00	\$400.00	\$400.00	\$400.00	\$20.00	5.3%
39	Bachelor of Social Work: Twin Falls	\$275.00	\$275.00	\$275.00	\$275.00	\$275.00	\$0.00	0.0%
40	Graduate Certificate in Conflict Mgmt.	\$341.00	\$369.00	\$369.00	\$369.00	\$369.00	\$28.00	8.2%
41	Doctor of Nurse Practice (DNP)	\$600.00	\$750.00	\$750.00	\$750.00	\$750.00	\$150.00	25.0%
42	Adult Gerontology Nurse Practitioner (AGNI	\$600.00	\$750.00	\$750.00	\$750.00	\$750.00	\$150.00	25.0%
43	B.S. in Nursing (RN to BSN)	\$335.00	\$335.00	\$335.00	\$350.00	\$350.00	\$15.00	4.5%
44	B.S. Respiratory Care (R.R.T. to B.S.)	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$0.00	0.0%
45	M.Ed., Specialist in Exec. Ed. Leadership	\$420.00	\$420.00	\$420.00	\$420.00	\$420.00	\$0.00	0.0%
46	Math Consulting Teacher Endorsement Cer	\$225.00	\$225.00	\$225.00	\$225.00	\$225.00	\$0.00	0.0%
47	M.A. in Education, Literacy	\$375.00	\$375.00	\$375.00	\$375.00	\$375.00	\$0.00	0.0%
48	M.A. in Education, Bilingual / ENL Eduction	\$375.00	\$375.00	\$375.00	\$375.00	\$375.00	\$0.00	0.0%
49	Master of Athletic Leadership	\$340.00	\$340.00	\$360.00	\$378.00	\$378.00	\$38.00	11.2%
50	Master of Bilingual Ed/ESL: Canyon Cty	\$329.00	\$329.00	\$329.00	\$329.00	\$329.00	\$0.00	0.0%
51	Online Program Fees							
52	Bachelor of Science in Imaging Science	\$395.00	\$395.00	\$395.00	\$395.00	\$395.00	New	New
53	Grad. Certificate in Healthcare Simulation	\$600.00	\$600.00	\$600.00	\$600.00	\$675.00	New	New
54	Master of Social Work Online	\$450.00	\$450.00	\$450.00	\$495.00	\$495.00	New	New
55	Org. Perf. & Workplace Learn	NA	\$450.00	\$450.00	\$450.00	\$500.00	New	New
56	Cert. in Design Ethnography	NA	\$497.00	\$497.00	\$497.00	\$350.00	New	New
57	B.A., Multi-disciplinary Studies	NA	\$327.00	\$340.00	\$350.00	\$350.00	New	New
58	B.B.A. Management	NA	NA	\$335.00	\$350.00	\$350.00	New	New
59	Bachelor of Public Health	NA	NA	\$344.00	\$350.00	\$350.00	New	New
60	Bachelor of Public Relations	NA	NA	\$344.00	\$350.00	\$350.00	New	New
61	Online Degree Pathway	NA	NA	NA	NA	\$350.00	New	New
62	M.S. Accountancy	NA	\$450.00	\$450.00	\$450.00	\$495.00	New	New
63	EdTech Masters and Grad Certificates	\$379.33	\$436.23	\$450.00	\$464.00	\$478.00	\$98.67	26.0%
64	EdTech PhD	\$476.00	\$547.40	\$564.00	\$581.00	\$599.00	\$123.00	25.8%
65	Master of Respiratory Care	NA	NA	\$500.00	\$500.00	\$500.00	New	New
66	Master of Genetic Counseling	NA	NA	NA	NA	\$982.00	New	New
67	Other Fees:							
68	Western Undergrad Exchge	\$3,438.00	\$3,540.00	\$3,662.00	\$3,846.00	\$4,034.00	\$596.00	17.3%
69	Tuition over 16 hours (AY18 over 15 hours)	\$184.00	\$200.00	\$205.00	\$239.00	\$252.00	\$68.00	37.0%
70	In-service Fees/Cr Hr - Undergrad	\$106.00	\$110.00	\$114.00	\$122.00	\$129.00	\$23.00	21.7%
71	In-service Fees/Cr Hr - Grad	\$132.00	\$138.00	\$143.00	\$160.00	\$162.00	\$30.00	22.7%
72	New Student Orientation Fee	\$175.00	\$175.00	\$175.00	\$175.00	\$175.00	\$0.00	0.0%

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

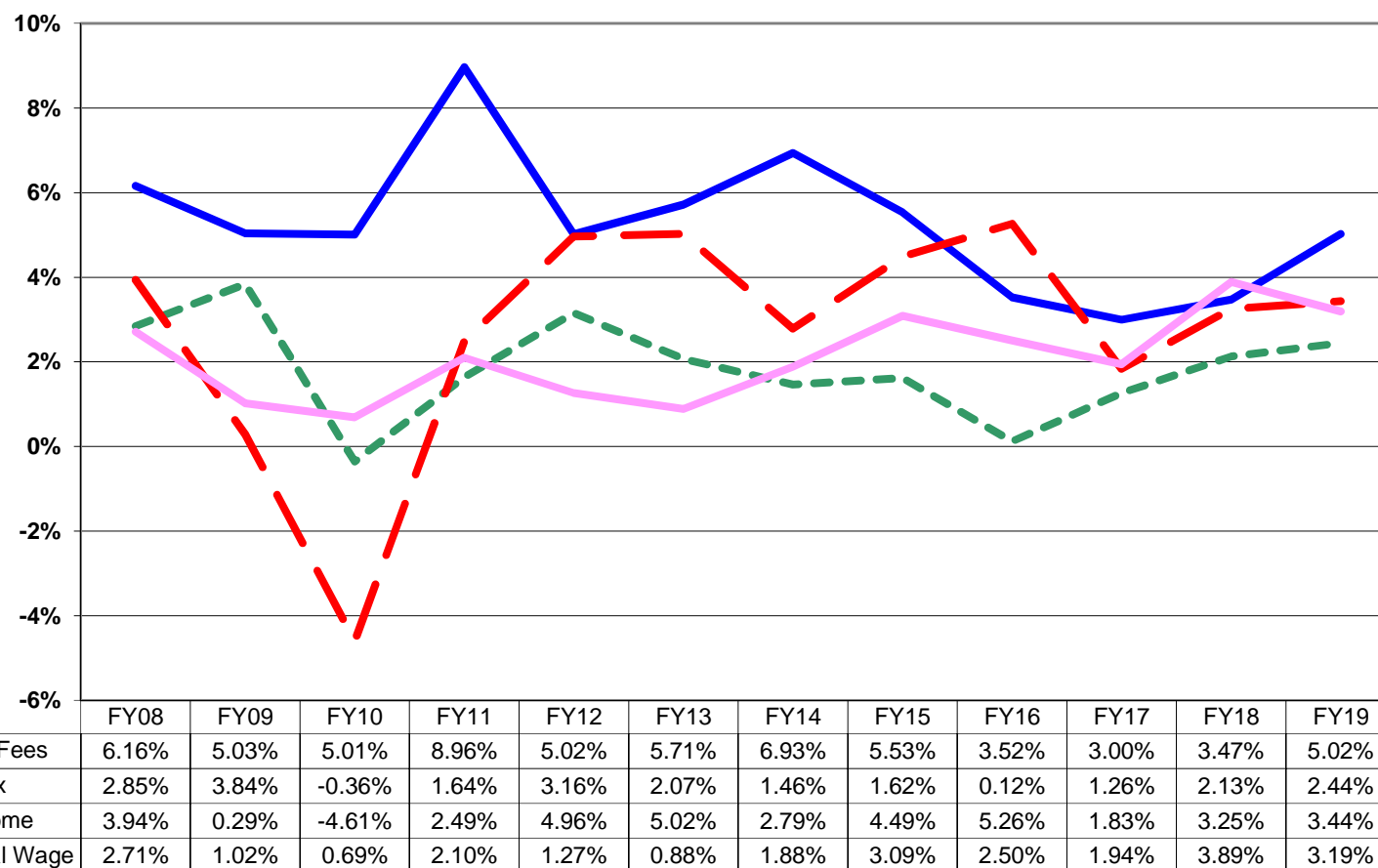


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

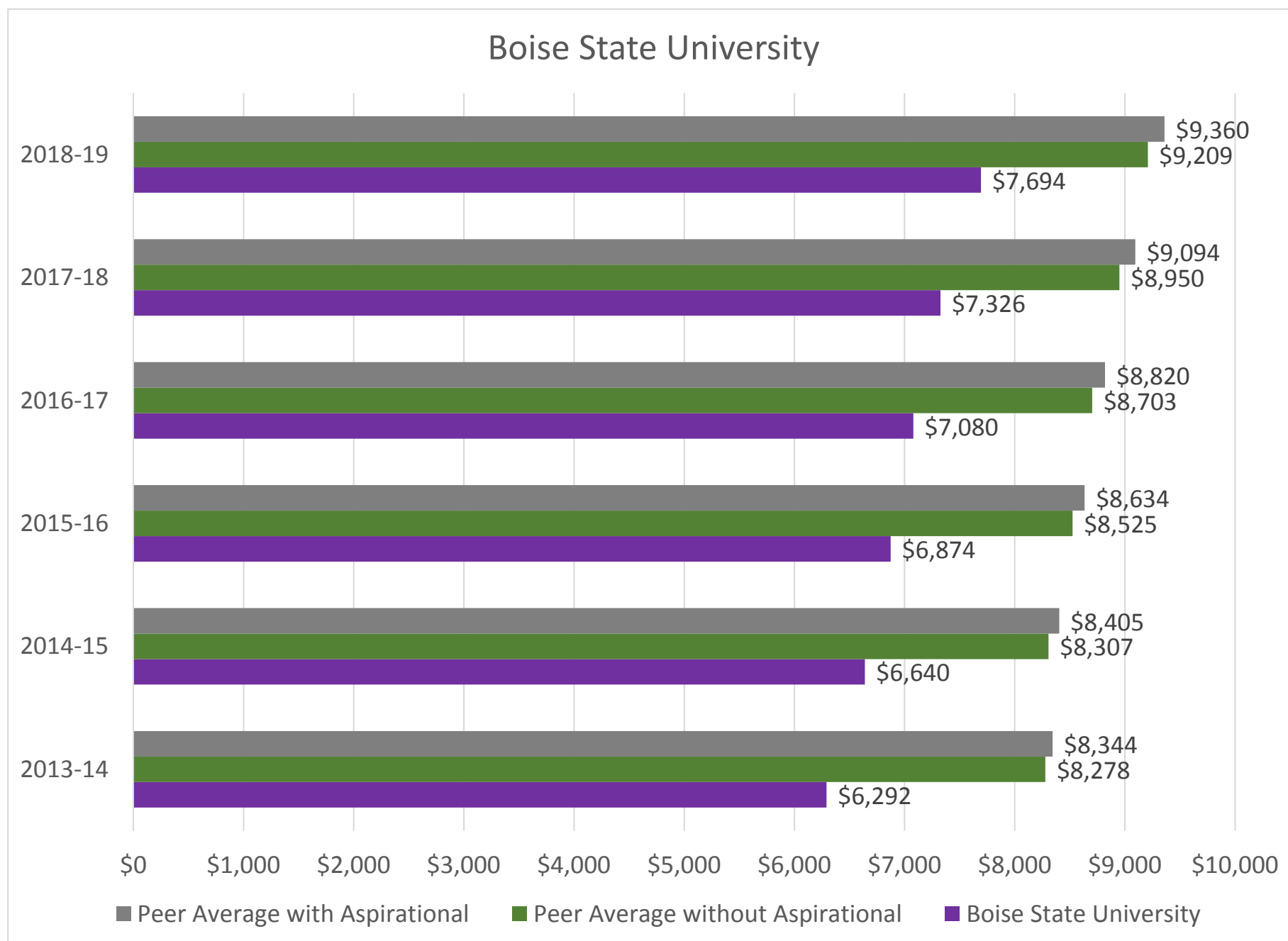
Cost to Deliver College Boise State University



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



Source: Bureau of Economic Analysis, U.S. Department of Commerce
 Division of Financial Management Economic Forecast, January 2019



IDAHO STATE UNIVERSITY

FY 2020 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Attachment 1
- Attachments:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2020 Attachment 2
 - Potential (T&F) Revenue Changes for FY 2020 Attachment 3
 - Expenses Covered by Tuition and Fee Increase for FY 2020 Attachment 4
 - Tuition and Fee Increases to Cover Unfunded Expenses for FY 2020 Attachment 5
 - 4-year History: Board Approved T&F plus FY 2020 Requested T&F Attachment 6
 - Chart: Cost of Attending College vs. Per Capita Income Attachment 7
 - Chart: Cost to Deliver College Attachment 8
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Attachment 9
 - Chart: Institution Comparison to Peers Attachment 10

**Idaho State University
FY2020 Student Tuition and Fee Request**

Proposed Changes to Student Fees

Public hearings to seek testimony on the proposed tuition and fee increases, as published in the Bengal student newspaper, were held at the Idaho Falls, Meridian, Twin Falls, and Pocatello campuses February 27th and 28th, 2019. Members of the University's Administrative Council were present to answer questions.

The attached worksheet, which estimates potential tuition and fee revenue changes for FY20, is predicated on the fee rates contained in the ISU Notice of Intent to Adopt Student Fee and Rate Increases issued on February 13, 2019.

General Education Fees

As with previous years, student fee revenue is a necessary component of the University's total revenue required for ongoing operations. The proposed increase in annual undergraduate full-time tuition is \$283.04, or 5.0%. Total annual undergraduate full-time tuition and fees, including technology, facilities, and activity fees, is proposed at \$7,872.00 annually compared to the current year's annual rate of \$7,420.00. The proposed increase in the part-time per credit hour undergraduate tuition is \$16.14, or 5.1%. Total part-time per credit hour undergraduate tuition and fees, including technology, facilities, and activity fees, is proposed at \$402.00 per credit hour compared to the current year's credit hour rate of \$372.00. An itemization of individual increases to State Board approved tuition and fees are specified in the attachment.

The anticipated revenue will be used to fund compensation costs, academic rank and tenure promotions, graduate and teaching assistants, maintaining a classified employee minimum hourly rate that is 3% above the federal poverty rate for a family of three, investments in Athletics, and institutional priorities in relation to our strategic plan. Although the University's current financial situation could argue for a higher increase, the institution has limited its tuition and fee request for tuition price competitive and sensitivity reasons.

Facilities Fee

The University is requesting an \$80.00 increase to the annual full-time facility fee and adding a \$10.00 part-time facility fee. The last increase to the University's facility fee occurred in FY13. The University has not had a facility fee for part-time tuition and fees. The University is making a strong commitment toward improving the campus physical environment. The proposed increases to the facility fees will help preserve taxpayers and student investment in buildings, prevent building system failures that could cause interruption, deliver services while sustaining a safe and healthful environment, and help buildings and infrastructure function and operate efficiently.

Technology Fee

The University is requesting a \$10.00 increase to the annual full-time technology fee and a \$0.37 increase to the part-time technology fee. The last increase to the University's technology fee occurred in FY10. Fee revenue will be used to fund increasing costs and requirements for campus technology enhancements such as increased bandwidth and wireless capabilities, security, software, and other technological advancements to support student success.

Student Activity Fees

Student participation is paramount to our budget cycle, particularly in relation to student activity fees. The Student Activity Fee Advisory Board (SAFAB) began meeting in December to review proposals and presentations for student activity fees. A proposal was developed and presented to the Administrative Council on January 24th.

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

Additionally, the SAFAB is recommending an increase to the Intercollegiate Athletics activity fee to provide resources in support of increased student engagement, equitable opportunities for men and women across sports, and elevated recruitment of student-athletes. Athletics has received only three activity fee increases over the last eleven years. Cost drivers to operate Athletics have increased steadily each year due to inflation. These factors have made it difficult to maintain the minimum amount of funding needed to be competitive in athletics, a major marketing and engagement tool of successful universities. As a result, the University is proposing an increase above the level set forth in Board Policy V.X.3.c., Intercollegiate Athletics, limiting the rate of increase for the student athletic activity fee to no more than the rate of change of the total student activity fees. Again, the requested level was approved by the SAFAB and is supported by the student government leadership.

ISU Athletics is committed to work hard and partner with all constituents, students, State leadership, the local community, corporate sponsors, alumni, and donors, to increase funding. Increased expectations in marketing, operations, and team performance have led to increased ticket revenue. A significantly increased fundraising effort is resulting in more private support for athletics, and, importantly, for academic units and scholarships. The proposed student activity fee increase represents meaningful, predictable, and sustainable support for the athletics department.

The SAFAB is also recommending an increase for student counseling and testing. The proposed increase is in response to the need for more comprehensive support for mental health services on campus. As the University's enrollment has declined, utilization of counseling and testing services has significantly increased. Notably, the Counseling and Testing Service department has seen an increase of 10.2% in the number of students seeking their services, and an increase of 51.5% in the number of students coming to the counseling center for emergency crisis appointments.

Mental health problems impair academic functioning and contribute to students' failure to progress, in addition to threatening the lives and well-being of students. Engaging students in the services of university counseling centers has been repeatedly demonstrated to improve student health. Students receiving support from their university counseling centers are retained by their institutions at a higher rate than other students. The University seeks to continue to respond to this ever-increasing need with the proposed student counseling and testing activity fee that will support an additional licensed provider and increased programming for clinical assessment, treatment, and engagement.

In addition to providing high quality and innovative programs that support students throughout their university experience, the Student Unions and Involvement division is proposing, with support from the SAFAB, an increase to the activity fee to not only support increased compensations costs, but also for implementation of Campus Labs. Campus Labs empowers higher education institutions to strategically use data to more precisely predict retention, discover innovative tools for student engagement, and unlock actionable insights to drive institution-wide effectiveness. Campus Labs will help to revitalize the student life system, increase community and student engagement and participation, support event management and inclusive environments, and provide leadership development opportunities to enhance the overall student experience while promoting student learning and success.

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

Professional Fees

Pharmacy

The College of Pharmacy is proposing a professional fee increase of 1.9% for resident students and a 1.4% increase for non-resident students. The proposed

\$105.00 per semester increase in the Pharmacy professional fee for both resident and non-resident students will be used to cover the anticipated increase in compensation costs. The Pharmacy program will continue to remain competitive with the proposed fee increase.

Physical Therapy

Physical Therapy is proposing a 1.5% increase in professional fees for resident students and a 1.7% increase for non-resident students. This increase will cover the anticipated increase in compensation costs as well as increased costs associated with additional video instruction managers required for program delivery. The Physical Therapy program will continue to remain the most affordable option for resident students among peer institutions.

Occupational Therapy

Occupational Therapy is proposing a 2.5% increase in professional fees for resident students and a 2.3% increase for non-resident students. This increase will cover the anticipated increase in compensation costs as well as costs associated with increased stipends and the transition of a part-time faculty position to a full-time clinical faculty position. Additionally, the increase will help develop fiscal resources to support the transition of the Master of Occupational Therapy degree to the Doctor of Occupational Therapy degree during the next five years, the doctorate now being the preferred professional credential. The Occupational Therapy program will continue to remain competitive compared to regional programs.

Physician Assistant (PA)

The Department of Physician Assistant Studies is proposing a 1.8% increase in professional fees for resident students and a 1.8% increase for non-resident students. The proposed increase in professional fees will cover the anticipated increase in compensation costs. The Physician Assistant program continues to remain one of the least expensive compared to peer institutions.

Communication Science Disorders (CSD)

The Department of CSD has four professional programs with the following proposed professional fee increases:

1. Speech Language Pathology MS – 2.9% increase (\$2.00)
2. Speech Language Pathology Online Pre-Professional – 2.3% increase (\$6.00)
3. Speech Language Pathology Online MS – 1.0% increase (\$5.00)
4. Audiology AuD – 4.4% increase (\$3.00)

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

Dental Hygiene

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

1. Dental Hygiene BS – 3.5% increase (\$40.00)
2. Dental Hygiene MS – Didactic – 1.3% increase (\$2.00)
3. Dental Hygiene MS – Thesis – 1.1% increase (\$3.00)

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

The proposed increases to the Dental Hygiene MS – Didactic and the Dental Hygiene MS – Thesis programs will help fund the anticipated increase in compensation costs as well as travel expenses required to support graduate faculty attending professional meetings and trainings. The Dental Hygiene MS programs will continue to remain financially competitive.

Nursing

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

1. Nursing BSN – 3.2% increase (\$30.00)
2. Nursing MSN – 4.8% increase (\$54.00)
3. Nursing PhD – 4.3% increase (\$49.00)
4. Nursing DNP – 4.8% increase (\$97.00)

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

Radiographic Science

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

Medical Lab Science (MLS)

The Medical Laboratory Sciences program is proposing a 0.7% professional fee increase. The MLS program requires students to attend and present at a professional conference for the American Society of Clinical Laboratory Scientists (ASCLS). The program covers the registration fees for the students at the ASCLS membership rate. However, this requires students to pay the annual membership fee in order to qualify for the membership rates for the conference. As attendance is required for all MLS students, the professional fee increase will be used to cover the annual membership fee for students. The Medical Laboratory Sciences program will continue to remain financially competitive.

Dietetics

The Department of Dietetics is proposing a 3.4% professional fee increase. The department is also requesting adding the professional fee to the summer semester. This will result in the per semester fee to be reduced, but to be charged over three sessions (Fall, Spring, and Summer) instead of only two sessions (Fall and Spring). The proposed increase will fund the anticipated increase in compensation costs. The Dietetic program will continue to remain financially competitive.

Idaho Dental Education Program (IDEP)

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

Online Program Fees**Master of Arts in Spanish**

At the December 2018 State Board of Education meeting, the University requested and received approval to create an online, Master of Arts in Spanish program. The program will be a wholly online program and will provide high school teachers of Spanish the opportunity to attain the qualifications and language skill level required to participate effectively in dual enrollment language programs. The program will also support Spanish-speaking students learning English as a second language, comply with continuing education and promotion requirements, and be better able to act in accordance with Every Student Succeeds Act (ESSA). The online program fee was requested and approved at \$330 per credit hour, and is in lieu of resident or non-resident tuition.

Self-Support Academic Program Fees**Diagnostic Medical Sonography Certificate**

At the February 2019 State Board of Education meeting, the University requested and received approval to create a self-support, undergraduate certificate in Diagnostic Medical Sonography. The certificate program aims to meet the needs of students who want to become diagnostic medical sonographers (commonly

known as ultrasound technologists). The program is in direct response to industry needs and requests by Portneuf Medical Center and ISU's Family Medicine Residency program. The program is directly focused on registered radiologic technologists who want to specialize in sonography. Specialization requires additional didactic and clinical training above and beyond that of radiological science programs. The program size is limited by the availability of clinical sites. A self-support program fee was requested and approved at \$277.09 per credit hour, and is in lieu of resident or non-resident tuition.

IDAHO STATE UNIVERSITY

ATTACHMENT 2

Changes to Student Fees for FY 2020 Annual Full-Time Fees and Part-Time Credit Hours Fees

	Bd	FY19	FY20	Requested		
Student Fees:	Apprv	Fees	Initial Notice	FY20 Fees	Change	% Chg.
Full-time Fees:						
1 Tuition	**	\$5,645.00	\$5,928.04	\$5,928.04	\$283.04	5.0%
2 Technology Fee	**	166.80	176.80	176.80	10.00	6.0%
3 Facilities Fees	**	510.00	590.00	590.00	80.00	15.7%
4 Student Activity Fees	**	1,098.20	1,177.16	1,177.16	78.96	7.2%
5 Total Full-time Fees		\$7,420.00	\$7,872.00	\$7,872.00	\$452.00	6.1%
Part-time Credit Hour Fees:						
6 Education Fee	**	\$318.89	\$334.83	\$335.03	\$16.14	5.1%
7 Technology Fee	**	6.15	6.52	6.52	0.37	6.0%
8 Facilities Fees	**	0.00	10.00	10.00	10.00	0.0%
9 Student Activity Fees	**	46.96	50.45	50.45	3.49	7.4%
10 Total Part-time Cr Hr Fees:		\$372.00	\$401.80	\$402.00	\$30.00	8.1%
Other Student Fees:						
11 Graduate Fees:						
12 Full-time Tuition	**	\$6,209.00	\$6,440.04	\$6,520.00	\$311.00	5.0%
13 Full-time Grad Fee	**	\$1,392.00	\$1,462.00	\$1,462.00	\$70.00	5.0%
14 Full-time Technology Fee	**	\$166.80	\$176.80	\$176.80	\$10.00	6.0%
15 Full-time Facilities Fee	**	\$510.00	\$590.00	\$590.00	\$80.00	15.7%
16 Full-time Student Activity Fees	**	\$1,098.20	\$1,177.16	\$1,177.16	\$78.96	7.2%
17 Total Graduate Full-time Fees		\$9,376.00	\$9,846.00	\$9,925.96	\$549.96	5.9%
18 Part-time Graduate Fees:						
19 Part-time Tuition	**	\$346.89	\$353.03	\$364.00	\$17.11	4.9%
20 Part-time Grad Fee	**	\$70.00	\$73.50	\$74.00	\$4.00	5.7%
21 Part-time Technology Fee	**	\$6.15	\$6.52	\$6.52	\$0.37	6.0%
22 Part-time Facilities Fee	**	\$0.00	\$10.00	\$10.00	\$10.00	0.0%
23 Part-time Student Activity Fees	**	\$46.96	\$50.45	\$50.45	\$3.49	7.4%
24 Total Graduate Part-time Cr Hr Fees		\$470.00	\$493.50	\$504.97	\$34.97	7.4%
25 Nonresident Tuition:						
26 Full-time Nonres Tuition	**	\$15,520.00	\$16,296.00	\$16,296.00	\$776.00	5.0%
27 Part-time Nonres Tuition	**	252.00	264.60	265.00	13.00	5.2%
28 Professional Fees:						
29 PharmD - Resident	**	\$11,156.00	\$11,366.00	\$11,366.00	\$210.00	1.9%
30 PharmD - Nonres	**	\$15,362.00	\$15,572.00	\$15,572.00	\$210.00	1.4%
31 Phys Therapy - Resident	**	\$4,500.00	\$4,566.00	\$4,566.00	\$66.00	1.5%
32 Phys Therapy - Nonres	**	\$9,720.00	\$9,885.00	\$9,885.00	\$165.00	1.7%
33 Occu Therapy - Resident	**	\$3,585.00	\$3,675.00	\$3,675.00	\$90.00	2.5%
34 Occu Therapy - Nonres	**	\$7,986.00	\$8,166.00	\$8,166.00	\$180.00	2.3%
35 Physician Assistant - Resident	**	\$20,565.00	\$21,000.00	\$20,940.00	\$375.00	1.8%
36 Physician Assistant - Nonres	**	\$20,625.00	\$21,000.00	\$21,000.00	\$375.00	1.8%
37 Nursing-BSN	**	\$1,870.00	\$1,930.00	\$1,930.00	\$60.00	3.2%
38 Nursing-MSN	**	\$2,268.00	\$2,376.00	\$2,376.00	\$108.00	4.8%
39 Nursing-PhD	**	\$2,268.00	\$2,366.00	\$2,366.00	\$98.00	4.3%
40 Nursing-DNP	**	\$4,074.00	\$4,268.00	\$4,268.00	\$194.00	4.8%
41 Speech Language Path MS (Cr Hr)	**	\$68.00	\$70.00	\$70.00	\$2.00	2.9%
42 Speech Language Online PreProf (C	**	\$262.00	\$268.00	\$268.00	\$6.00	2.3%
43 Speech Language Online MS (Cr Hr)	**	\$490.00	\$495.00	\$495.00	\$5.00	1.0%
44 Audiology AuD (Cr Hr)	**	\$68.00	\$71.00	\$71.00	\$3.00	4.4%
45 Dental Hygiene BS (Junior/Senior)	**	\$2,266.00	\$2,346.00	\$2,346.00	\$80.00	3.5%
46 Dental Hygiene MS-Didactic (Cr Hr)	**	\$155.00	\$157.00	\$157.00	\$2.00	1.3%
47 Dental Hygiene MS-Clinical (Cr Hr)	**	\$349.00	\$349.00	\$349.00	\$0.00	0.0%
48 Dental Hygiene MS-Thesis (Cr Hr)	**	\$268.00	\$271.00	\$271.00	\$3.00	1.1%
49 Counseling-Graduate	**	\$1,110.00	\$1,110.00	\$1,110.00	\$0.00	0.0%
50 Radiographic Science	**	\$850.00	\$870.00	\$870.00	\$20.00	2.4%
51 Clinical Lab Science	**	\$1,436.00	\$1,446.00	\$1,446.00	\$10.00	0.7%
52 Paramedic Science	**	\$1,468.00	\$1,468.00	\$1,468.00	\$0.00	0.0%
53 (Note A) Dietetics	**	\$2,900.00	\$3,000.00	\$3,000.00	\$100.00	3.4%
54 Social Work BA	**	\$250.00	\$250.00	\$250.00	\$0.00	0.0%
55 Social Work MS	**	\$400.00	\$400.00	\$400.00	\$0.00	0.0%
56 Athletic Training MS	**	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.0%
57 Idaho Dental Education (IDEP)	**	\$29,311.00	\$30,190.00	\$30,190.00	\$879.00	3.0%
58 Other Fees:						
59 Western Undergrad Exchge	**	\$3,710.00	\$3,936.00	\$3,936.00	\$226.00	6.1%
60 In-service Fees/Cr Hr - Undergrad	**	\$122.00	\$129.00	\$129.00	\$7.00	5.7%
61 In-service Fees/Cr Hr - Grad	**	\$160.00	\$170.00	\$170.00	\$10.00	6.3%
62 OPF - Community Paramedic Certific	**	\$3,300.00	\$3,300.00	\$3,300.00	\$0.00	0.0%
63 OPF - Spanish MA (Cr Hr)	**	\$0.00	\$330.00	\$330.00	\$330.00	0.0%
64 SSPF - Diagnostic Medical Sonography Cert	**	\$0.00	\$277.09	\$277.09	\$277.09	0.0%
65 New Student Orientation Fee	**	\$100.00	\$100.00	\$100.00	\$0.00	0.0%

Note A: Beginning in the 2019-2020 academic year, this professional fee will now be charged for 3 sessions per year (Fall, Spring, Summer) compared to being charged for 2 sessions per year (Fall, Spring). The net increase over 3 sessions compared to 2 sessions is \$100.00 or 3.4% (\$3,000 vs. \$2,900). The overall net increase to professional fees meets the competitive test.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2019.
Summer session fees are at the Part-time fee rate - effective Summer 2020.

IDAHO STATE UNIVERSITY

ATTACHMENT 3

Potential Student Fee Revenue Changes for FY 2020 Due to Enrollment and Fee Changes

Student Fees:	Projected		Potential Revenue Generated					
	HC/SCH Count		Changes due to Count		Fee Changes		Total Rev Chge	
	FY19	FY20	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Full-time Fees:		-5.1%						
1 Tuition	5,947	5,645	(\$1,704,800)		\$1,597,800		(\$107,000)	
2 Technology Fee	5,947	5,645		(50,400)		56,500		\$6,100
3 Facilities Fees	5,947	5,645		(154,000)		451,600		\$297,600
4 Student Activity Fees	5,947	5,645		(331,700)		445,700		\$114,000
5 Total Full-time Fees			(\$1,704,800)	(\$536,100)	\$1,597,800	\$953,800	(107,000)	417,700
Part-time Credit Hour Fees:		-23.8%						
8 Tuition	30,870	23,520	(\$2,343,800)		\$379,600		(\$1,964,200)	
9 Technology Fee	30,870	23,520		(45,200)		8,700		(\$36,500)
10 Facilities Fees	30,870	23,520		0		235,200		\$235,200
11 Student Activity Fees	30,870	23,520		(345,200)		82,100		(\$263,100)
12 Total Part-time Cr Hr Fees:			(\$2,343,800)	(\$390,400)	\$379,600	\$326,000	(1,964,200)	(64,400)
Other Student Fees:								
16 Graduate Fees:								
17 Full-time Tuition	935	957	\$136,600		\$297,600		434,200	\$0
18 Full-time Grad Fee	935	957	\$30,600		\$67,000		97,600	\$0
19 Full-time Technology Fee	935	957		\$3,700		\$9,600		\$13,300
20 Full-time Facilities Fee	935	957		\$11,200		\$76,600		\$87,800
21 Full-time Student Activity Fees	935	957		\$24,200		\$75,600		\$99,800
22 Total Graduate Full-time Fees			\$167,200	\$39,100	\$364,600	\$161,800	531,800	200,900
23								
24 Part-time Tuition	6,078	6,004	(25,700)		102,700		77,000	\$0
25 Part-time Grad Fee	6,078	6,004	(5,200)		24,000		18,800	\$0
26 Part-time Technology Fee	6,078	6,004		(500)		2,200		\$1,700
27 Part-time Facilities Fee	6,078	6,004		0		60,000		\$60,000
28 Part-time Student Activity Fees	6,078	6,004		(3,500)		21,000		\$17,500
29 Total Graduate Part-time Cr Hr Fees			(\$30,900)	(\$4,000)	\$126,700	\$83,200	95,800	79,200
30 Nonresident Tuition:								
31 Full-time Nonres Tuition	771	244	(4,089,500)		\$94,700		(3,994,800)	\$0
32 Part-time Nonres Tuition	1,176	678	(125,500)		8,800		(116,700)	\$0
33 Professional Fees:								
34 PharmD - Resident	273	275		22,300		57,800	-	\$80,100
35 PharmD - Nonres	61	89		430,100		18,700	-	\$448,800
36 Phys Therapy - Resident	36	52		72,000		3,400	-	\$75,400
37 Phys Therapy - Nonres	8	15		68,000		2,500	-	\$70,500
38 Occu Therapy - Resident	24	28		14,300		2,500	-	\$16,800
39 Occu Therapy - Nonres	5	7		16,000		1,300	-	\$17,300
40 Physician Assistant - Resident	71	86		308,500		32,300	-	\$340,800
41 Physician Assistant - Nonres	44	27		(350,600)		10,100	-	(\$340,500)
42 Nursing-BSN	204	192		(22,400)		11,500	-	(\$10,900)
43 Nursing-MSN	5	4		(2,300)		400	-	(\$1,900)
44 Nursing-PhD	14	7		(15,900)		700	-	(\$15,200)
45 Nursing-DNP	53	57		16,300		11,100	-	\$27,400
46 Speech Language Path MS (Cr Hr)	1,723	1,816		6,300		3,600	-	\$9,900
47 Speech Language Online PreProf (C	1,609	1,716		28,000		10,300	-	\$38,300
48 Speech Language Online MS (Cr Hr	780	882		50,000		4,400	-	\$54,400
49 Audiology AuD (Cr Hr)	874	808		(4,500)		2,400	-	(\$2,100)
50 Dental Hygiene BS (Junior/Senior)	55	64		20,400		5,100	-	\$25,500
51 Dental Hygiene MS-Didactic (Cr Hr)	87	74		(2,000)		100	-	(\$1,900)
52 Dental Hygiene MS-Clinical (Cr Hr)	0	0		0		0	-	\$0
53 Dental Hygiene MS-Thesis (Cr Hr)	42	39		(800)		100	-	(\$700)
54 Counseling-Graduate	75	67		(8,900)		0	-	(\$8,900)
55 Radiographic Science	44	45		900		900	-	\$1,800
56 Clinical Lab Science	54	55		1,400		600	-	\$2,000
57 Paramedic Science	27	2		(36,700)		0	-	(\$36,700)
58 Dietetics	18	17		(2,900)		1,700	-	(\$1,200)
59 Social Work BA	49	42		(1,800)		0	-	(\$1,800)
60 Social Work MS	25	29		1,600		0	-	\$1,600
61 Athletic Training MS	15	15		0		0	-	\$0
62 Idaho Dental Education (IDEP)	8	8		0		7,000	-	\$7,000
63 Other Fees:								
64 Western Undergrad Exchge	147	138	(33,400)		31,200		(2,200)	\$0
65 In-service Fees/Cr Hr - Undergrad	0	0	0		0		-	\$0
66 In-service Fees/Cr Hr - Grad	273	763	78,400		7,600		86,000	\$0
67 OPF - Community Paramedic Certifi	16	8		(26,400)		0	-	(\$26,400)
68 OPF - Spanish MA (Cr Hr)	0	24		0		7,900	-	\$7,900
69 SSPF - Diagnostic Medical Sonogra	0	78		0		21,600	-	\$21,600
70 New Student Orientation Fee	2,150	2,188		3,800		0	-	\$3,800
71 Total Other Student Fees			(\$4,033,700)	\$619,800	\$633,600	\$463,000	(\$3,400,100)	\$1,082,800
72 Total Additional Student Fee Revenue			(\$8,082,300)	(\$306,700)	\$2,611,000	\$1,742,800	(\$5,471,300)	\$1,436,100

The schedule of "Potential Student Fee Revenue Changes for FY 20" is a calculation of the potential revenue to be derived from the fee increases being proposed as well as the impact of the change in the number of students paying (net of waivers and discounts, refunds, etc.) those individual fees. The numbers of student payments is reflected in the "HC/SCH Count" columns. FY19 is the current year base budget while FY20 is a reflection of the anticipated FY19 actual and FY20 projection.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2019.
Summer session fees are at the Part-time fee rate - effective Summer 2020.

Idaho State University
FY20 Comparative Scenarios for Tuition

	Assumes Flat Enrollment	Includes Changes in Enrollment	PROPOSED Includes Changes in Enrollment
	COVERS: Benefits/CEC/ Comp Sched Chg	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions, Other
Total Tuition Need:			
Health Insurance	\$0	\$0	\$0
Variable Benefits	(\$11,600)	(\$11,600)	(\$11,600)
CEC: Regular Employees - General Education Appropriation	\$821,900	\$821,900	\$821,900
CEC: Group/Temporary - General Education Appropriation	\$213,000	\$213,000	\$213,000
Compensation Schedule Changes	\$170,000	\$170,000	\$170,000
GTA Fee Waiver	\$86,500	\$86,500	\$86,500
Faculty Tenure & Promotion		\$225,000	\$225,000
Inflation Adjustments			\$666,200
Replacement Capital (one-time expense)			\$2,754,200
Enrollment Changes			\$8,085,200
CEC: Regular Employees - Non General Education Appropriation	\$885,600	\$885,600	\$885,600
CEC: Group/Temporary - Non General Education Appropriation	\$412,000	\$412,000	\$412,000
Other Ongoing Investments Needed			\$0
Total Calculated Tuition Need	\$2,577,400	\$2,802,400	\$14,308,000
Cost Savings Note A			
Cost savings generated through Program Prioritization	\$0	\$0	\$0
Cost savings generated through strategies included in Huron report	\$0	\$0	\$0
TOTAL Cost Savings	\$0	\$0	\$0
Total Net Tuition Requested	\$2,577,400	\$2,802,400	\$14,308,000
Total Tuition/Fee Rate Increases			
FT Undergraduate Resident	6.1%	6.4%	23.6%
FT Graduate	5.8%	6.2%	24.5%
FT Non-Resident	5.4%	5.7%	26.6%
PT Undergraduate Resident	8.0%	8.4%	27.7%
PT Graduate	7.4%	7.7%	27.8%
PT Non-Resident	6.8%	7.2%	27.8%

Note A: Describe in your Fee Narrative the amount and where you have applied cost savings from Program Prioritization and strategies from the Huron report either in reducing the need for tuition increases

Idaho State University

Estimated Revenue Rate Changes		Resident Tuition Increase	Resident Full-Time		Resident Full-Time			Current: \$ 5,645.00 \$ 1,775.00 \$ 7,420.00 \$ 15,520.00 \$ 22,940.00					\$ 318.89 \$ 53.11 \$ 372.00 \$ 252.00 \$ 624.00					\$ 1,956.00 \$ 98.00							
			Tuition and Fees Increase	Non-resident Tuition Increase	Resident Tuition Increase	Tuition and Fees Increase	Non-resident Tuition Increase	Tuition	Fees	FULL-TIME Total Res	NR	Total NR	Tuition	Fees	PART-TIME Total Res	NR	Total NR	PT	NR	GRAD TUITION FEE FT	PT	Additive Fee Portion FT	PT	Total Graduate Tuition and Fees FT	PT
1	\$ 1,043,500	2.0%	3.8%	2.0%	\$ 113.04	\$ 282.00	\$ 310.00	\$ 5,758.04	\$ 1,943.96	\$ 7,702.00	\$ 15,830.00	\$ 23,532.00	\$ 325.03	\$ 66.97	\$ 392.00	\$ 257.00	\$ 649.00	1.9%	2.0%	\$ 1,994.96	\$ 99.97	2.0%	2.0%	2.0%	1.9%
2	1,211,100	2.3%	4.0%	2.3%	131.04	300.00	357.00	5,776.04	1,943.96	7,720.00	15,877.00	23,597.00	326.03	66.97	393.00	258.00	651.00	2.2%	2.4%	\$ 1,999.96	\$ 100.97	2.2%	3.0%	2.3%	2.4%
3	1,742,400	2.3%	4.0%	5.0%	131.04	300.00	776.00	5,776.04	1,943.96	7,720.00	16,296.00	24,016.00	335.03	66.97	402.00	265.00	667.00	5.1%	5.2%	\$ 2,205.96	\$ 102.97	12.8%	5.1%	5.0%	5.1%
4	1,315,900	2.5%	4.2%	2.5%	141.04	310.00	388.00	5,786.04	1,943.96	7,730.00	15,908.00	23,638.00	327.03	66.97	394.00	258.00	652.00	2.6%	2.4%	\$ 2,004.96	\$ 100.97	2.5%	3.0%	2.5%	2.7%
5	1,525,200	2.9%	4.5%	2.9%	166.04	335.00	450.00	5,811.04	1,943.96	7,755.00	15,970.00	23,725.00	328.03	66.97	395.00	259.00	654.00	2.9%	2.8%	\$ 2,009.96	\$ 100.97	2.8%	3.0%	2.9%	2.9%
6	2,165,300	3.6%	5.0%	5.0%	205.04	374.00	776.00	5,850.04	1,943.96	7,794.00	16,296.00	24,090.00	335.03	66.97	402.00	265.00	667.00	5.1%	5.2%	\$ 2,131.96	\$ 102.97	9.0%	5.1%	5.0%	5.1%
7	2,411,800	4.6%	5.8%	4.6%	261.04	430.00	714.00	5,906.04	1,943.96	7,850.00	16,234.00	24,084.00	334.03	66.97	401.00	264.00	665.00	4.7%	4.8%	\$ 2,044.96	\$ 101.97	4.5%	4.1%	4.6%	4.6%
8	\$ 2,611,000	5.0%	6.1%	5.0%	\$ 283.04	\$ 452.00	\$ 776.00	\$ 5,928.04	\$ 1,943.96	\$ 7,872.00	\$ 16,296.00	\$ 24,168.00	\$ 335.03	\$ 66.97	\$ 402.00	\$ 265.00	\$ 667.00	5.1%	5.2%	\$ 2,053.96	\$ 102.97	5.0%	5.1%	5.0%	5.1%

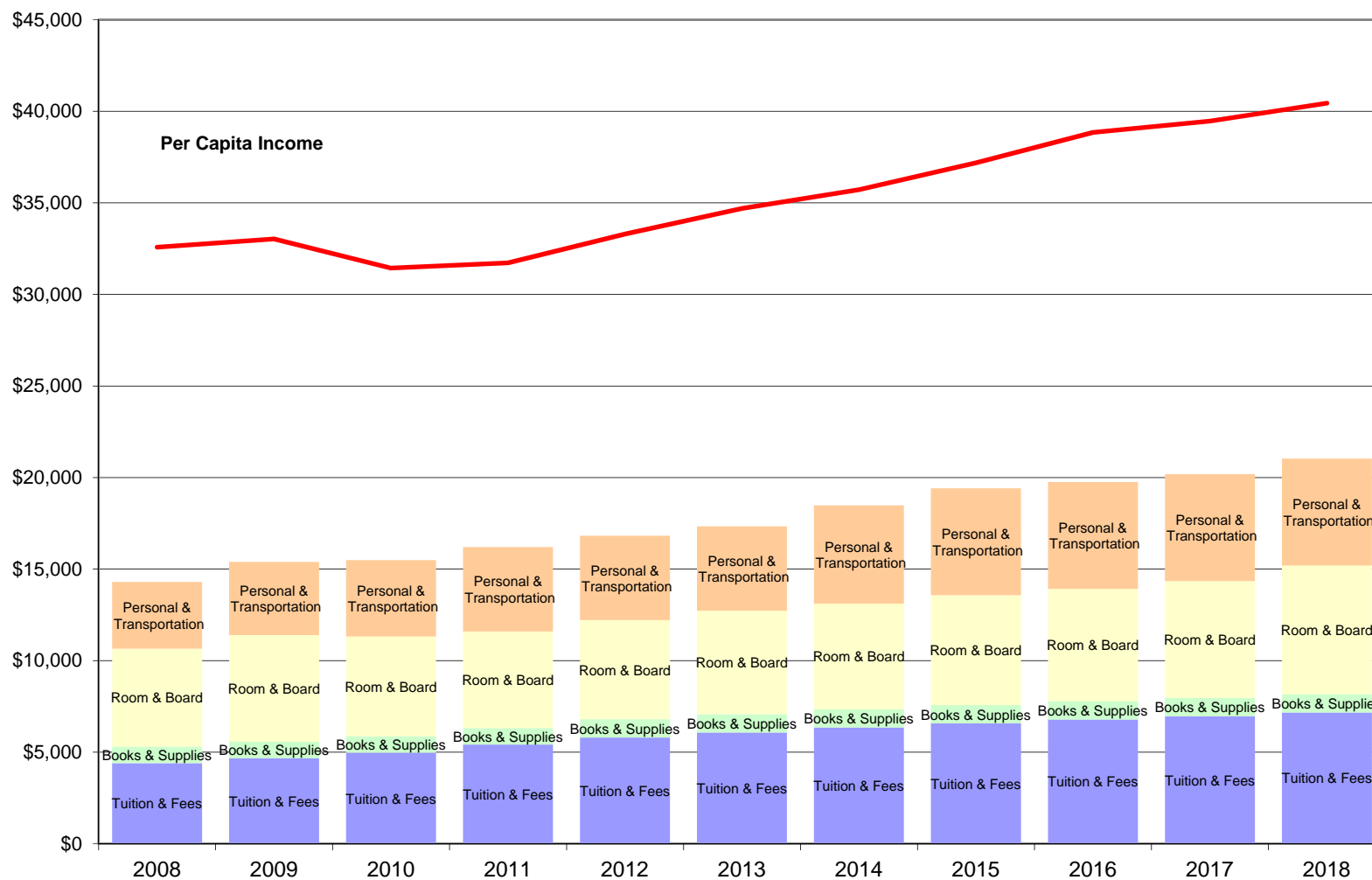
	Needs Amount	Cumulative	
1 =	\$ 1,023,300	\$ 1,023,300	Variable Benefits + CEC: Regular, Group/Temp Employees
2 =	170,000	1,193,300	Variable Benefits + CEC: Regular, Group/Temp Employees + Compensation Schedule Changes
3 =		1,742,400	Board requested 4% Full-Time Resident Undergraduate Tuition and Fee Increase Scenario
4 =	86,500	1,279,800	Variable Benefits + CEC: Regular, Group/Temp Employees + Compensation Schedule Changes + GTA Fee Waiver
5 =	225,000	1,504,800	Variable Benefits + CEC: Regular, Group/Temp Employees + Compensation Schedule Changes + GTA Fee Waiver + Faculty Tenure & Promotion
6 =		2,165,300	Board requested 5% Full-Time Resident Undergraduate Tuition and Fee Increase Scenario
7 =	885,600	2,390,400	Variable Benefits + CEC: Regular, Group/Temp Employees + Compensation Schedule Changes + GTA Fee Waiver + Faculty Tenure & Promotion + CEC: Regular Employees - Non Gen Ed Approp
8 =	215,300	2,605,700	Full Request: Variable Benefits + CEC: Regular, Group/Temp Employees + Compensation Schedule Changes + GTA Fee Waiver + Faculty Tenure & Promotion + CEC: Regular Employees - Non Gen Ed Approp + CEC: Group/Temp - Non Gen Ed Approp

IDAHO STATE UNIVERSITY

4-year History of Board Approved Fees plus FY20 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

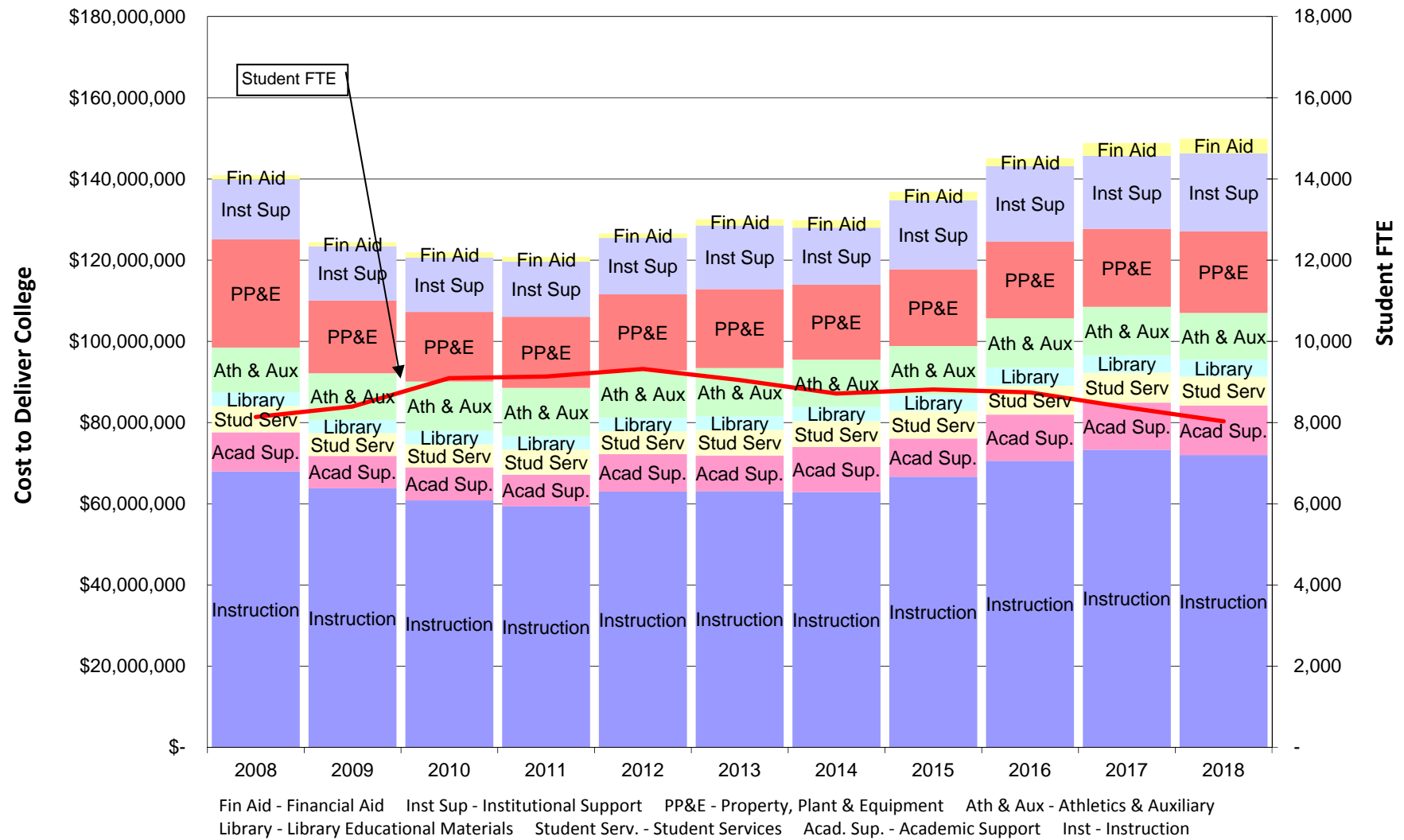
Student Fees:		FY 2016	FY 2017	FY 2018	FY 2019	Request FY 2020	5-Year Increase	% Increase
1 Full-time Fees								
2 Tuition (Unrestricted)		\$5,105.06	\$5,242.64	\$5,424.60	\$5,645.00	\$5,928.04	\$822.98	16.12%
3 Technology Fee		166.80	166.80	166.80	166.80	176.80	10.00	6.00%
4 Facilities Fees		510.00	510.00	510.00	510.00	590.00	80.00	15.69%
5 Student Activity Fees		1,002.14	1,036.56	1,064.60	1,098.20	1,177.16	175.02	17.46%
6 Total Full-time Fees		\$6,784.00	\$6,956.00	\$7,166.00	\$7,420.00	\$7,872.00	\$1,088.00	16.04%
7 Percentage Increase		3.3%	2.5%	3.0%	3.5%	6.1%		
8								
9 Part-time Credit Hour Fees								
10 Education Fee		\$290.00	\$297.53	\$307.33	\$318.89	\$335.03	\$45.03	15.53%
11 Technology Fee		6.15	6.15	6.15	6.15	6.52	0.37	0.00%
12 Facilities Fees		0.00	0.00	0.00	0.00	10.00	10.00	0.00%
13 Student Activity Fees		42.85	44.32	45.52	46.96	50.45	7.60	17.74%
14 Total Part-time Cr Hr Fees		\$339.00	\$348.00	\$359.00	\$372.00	\$402.00	\$63.00	18.58%
15								
16 Other Student Fees								
17 Graduate Fees:								
18 Full-time Grad/Prof		\$1,226.00	\$1,263.00	\$1,326.00	\$1,392.00	\$1,462.00	\$236.00	19.25%
19 Part-time Graduate/Hour		\$62.00	\$64.00	\$67.00	\$70.00	\$74.00	\$12.00	19.35%
20 Nonresident Tuition:								
21 Nonres Tuition		\$13,398.00	\$14,068.00	\$14,776.00	\$15,520.00	\$16,296.00	\$2,898.00	21.63%
22 Part-time Nonres Tuition		\$217.00	\$228.00	\$240.00	\$252.00	\$265.00	\$48.00	22.12%
23 Professional Fees:								
24 PharmD - Resident		\$10,030.00	\$10,330.00	\$10,734.00	\$11,156.00	\$11,366.00	\$1,336.00	13.32%
25 PharmD - Nonres		\$14,940.00	\$14,940.00	\$14,940.00	\$15,362.00	\$15,572.00	\$632.00	4.23%
26 Phys Therapy - Resident		\$3,172.00	\$3,630.00	\$4,320.00	\$4,500.00	\$4,566.00	\$1,394.00	43.95%
27 Phys Therapy - Nonres		\$8,640.00	\$8,640.00	\$9,720.00	\$9,720.00	\$9,885.00	\$1,245.00	14.41%
28 Occu Therapy - Resident		\$2,720.00	\$2,818.00	\$3,384.00	\$3,585.00	\$3,675.00	\$955.00	35.11%
29 Occu Therapy - Nonres		\$6,850.00	\$7,098.00	\$7,986.00	\$7,986.00	\$8,166.00	\$1,316.00	19.21%
30 Physician Assistant - Res		\$19,815.00	\$20,115.00	\$20,340.00	\$20,565.00	\$20,940.00	\$1,125.00	5.68%
31 Physician Assistant - Nonres		\$20,625.00	\$20,625.00	\$20,625.00	\$20,625.00	\$21,000.00	\$375.00	1.82%
32 Nursing-BSN		\$1,780.00	\$1,780.00	\$1,780.00	\$1,870.00	\$1,930.00	\$150.00	8.43%
33 Nursing-MSN		\$2,160.00	\$2,160.00	\$2,160.00	\$2,268.00	\$2,376.00	\$216.00	10.00%
34 Nursing-PhD		\$2,170.00	\$2,170.00	\$2,170.00	\$2,268.00	\$2,366.00	\$196.00	9.03%
35 Nursing-DNP		\$3,880.00	\$3,880.00	\$3,880.00	\$4,074.00	\$4,268.00	\$388.00	New
36 Speech Language Path MS (Cr Hr)		\$60.00	\$60.00	\$65.00	\$68.00	\$70.00	\$10.00	16.67%
37 Speech Language Online PreProf (Cr		\$210.00	\$245.00	\$255.00	\$262.00	\$268.00	\$58.00	27.62%
38 Speech Language Online MS (Cr Hr)		\$435.00	\$470.00	\$480.00	\$490.00	\$495.00	\$60.00	13.79%
39 Audiology AuD (Cr Hr)		\$55.00	\$60.00	\$65.00	\$68.00	\$71.00	\$16.00	29.09%
40 Dental Hygiene BS (Junior/Senior)		\$720.00	\$2,090.00	\$2,180.00	\$2,266.00	\$2,346.00	\$1,626.00	225.83%
41 Dental Hygiene MS-Didactic (Cr Hr)		\$105.00	\$143.00	\$150.00	\$155.00	\$157.00	\$52.00	49.52%
42 Dental Hygiene MS-Clinical (Cr Hr)		\$349.00	\$349.00	\$349.00	\$349.00	\$349.00	\$0.00	0.00%
43 Dental Hygiene MS-Thesis (Cr Hr)		\$210.00	\$250.00	\$260.00	\$268.00	\$271.00	\$61.00	29.05%
44 Counseling-Graduate		\$990.00	\$990.00	\$1,098.00	\$1,110.00	\$1,110.00	\$120.00	12.12%
45 Radiographic Science		\$830.00	\$830.00	\$830.00	\$850.00	\$870.00	\$40.00	4.82%
46 Clinical Lab Science		\$970.00	\$1,420.00	\$1,420.00	\$1,436.00	\$1,446.00	\$476.00	49.07%
47 Paramedic Science		\$1,370.00	\$1,412.00	\$1,468.00	\$1,468.00	\$1,468.00	\$98.00	7.15%
48 Dietetics (currently a class fee)		\$2,900.00	\$2,900.00	\$2,900.00	\$2,900.00	\$3,000.00	\$100.00	3.45%
49 Social Work BA		\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$0.00	0.00%
50 Social Work MS		NA	NA	\$400.00	\$400.00	\$400.00	New	New
51 Athletic Training		\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.00%
52 Idaho Dental Education (IDEP)		\$25,705.00	\$26,476.00	\$27,260.00	\$29,311.00	\$30,190.00	\$4,485.00	17.45%
53 Other Fees:								
54 Western Undergrad Exchge		\$3,392.00	\$3,478.00	\$3,583.00	\$3,710.00	\$3,936.00	\$544.00	16.04%
55 In-service Fees/Cr Hr - Undergrad		\$106.00	\$110.00	\$114.00	\$122.00	\$129.00	\$23.00	21.70%
56 In-service Fees/Cr Hr - Grad		\$132.00	\$138.00	\$143.00	\$160.00	\$162.00	\$30.00	22.73%
57 OPF - Community Paramedic Certific		NA	\$1,100.00	\$1,100.00	\$3,300.00	\$3,300.00	New	New
58 OPF - Spanish MA (Cr Hr)		NA	NA	NA	NA	\$330.00	New	New
59 SSPF - Diagnostic Med Sonography		NA	NA	NA	NA	\$277.09	New	New
58 New Student Orientation Fee		\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$0.00	0.00%

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

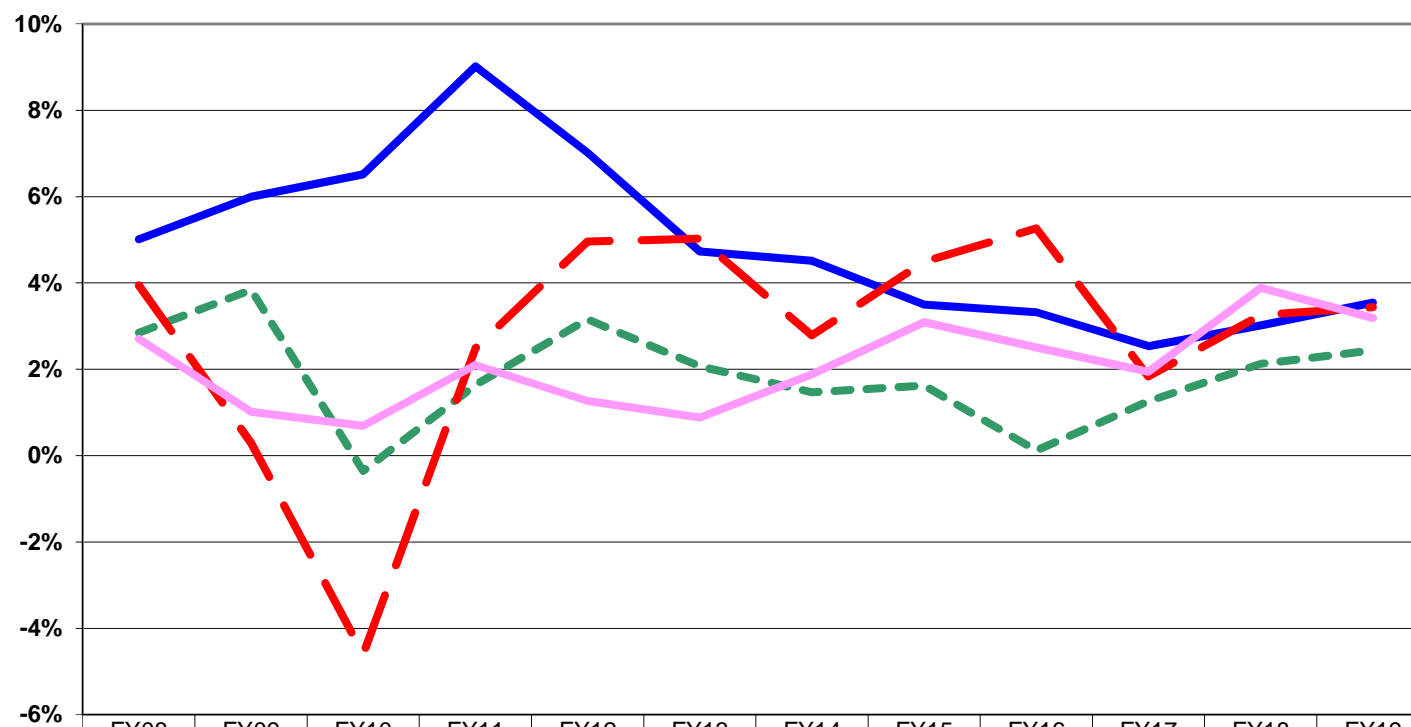


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

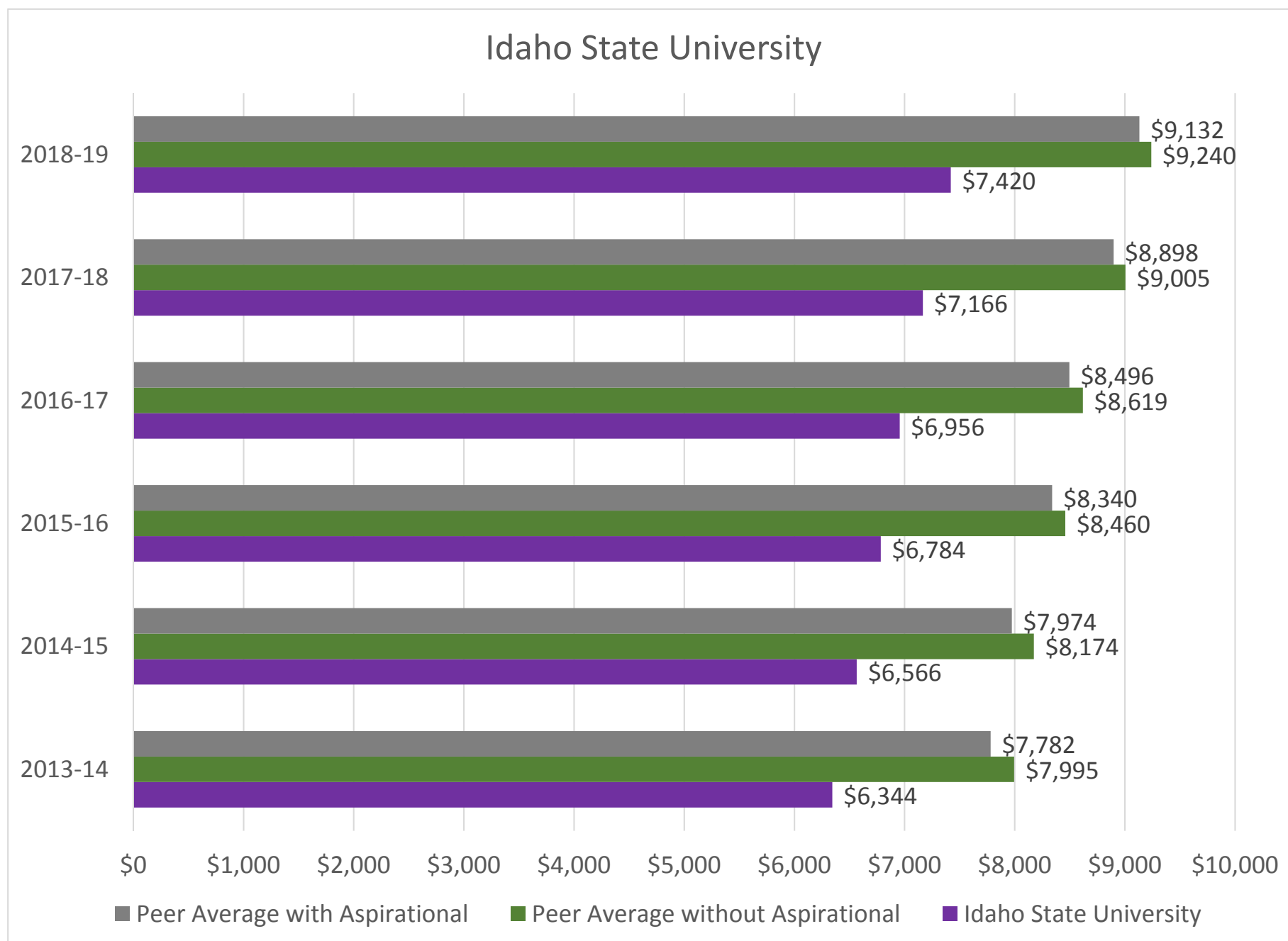
Cost to Deliver College Idaho State University



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



Source: Bureau of Economic Analysis, U.S. Department of Commerce
 Division of Financial Management Economic Forecast, January 2019



LEWIS-CLARK STATE COLLEGE

FY 2020 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Attachment 1
- Attachments:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2020 Attachment 2
 - Potential T&F Revenue Changes for FY 2020..... Attachment 3
 - Expenses Covered by Tuition and Fee Increase for FY 2020 Attachment 4
 - Tuition and Fee Increases to Cover Unfunded Expenses for FY 2020 Attachment 5
 - 4-year History: Board Approved T&F plus FY 2020 Requested T&F Attachment 6
 - Chart: Cost of Attending College vs. Per Capita Income Attachment 7
 - Chart: Cost to Deliver College..... Attachment 8
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Attachment 9
 - Chart: Institution Comparison to Peers Attachment 10

**Lewis-Clark State College
FY2020 Student Tuition and Fee Request**

Proposed Changes to Student Fees

Lewis-Clark State College requests State Board approval to increase tuition and fees by 5.5% for FY20 to meet institutional needs. The estimated \$817,700 in tuition revenue represents \$347,900 for changes in employee compensation, \$148,584 for faculty promotions, \$125,600 for existing institutional scholarships, and a net of \$195,600 for funding and enrollment changes. The \$125,800 in fee revenue represents increases in the strategic facility fee, technology fee, and summer school operations. The Associated Students of LCSC requested an increase in facility fees (see facility fees detail below) and LCSC's administration supports this request.

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

Resident Full-Time Tuition & Fees

- A 5.5% increase in full-time tuition/fees which includes an annual \$324 (5.9%) in tuition, \$6 (4.6%) in technology fees, and \$34 (21.9%) in facilities fees for a total increase of \$364 per year. The proposed FY20 full-time tuition is \$6,982 per year versus the prior year fee of \$6,618.

Part-Time Tuition & Fees

- A 5.3% increase in the part-time (per credit hour) fee which includes \$14 (4.7%) in tuition, \$1 (13.8%) in technology fees, and \$3 (60%) in facilities fees for a total increase of \$18 per credit hour. The proposed FY20 part-time fee is \$356 versus the prior year fee of \$338.
- A 5.3% increase in the summer (per credit hour) fee or \$13.00 (5.9%) in tuition, \$3 (60%) facilities fee, \$1.00 (0.9%) for the Summer School Operations activity fee, and \$1 (13.8%) in technology fees for a total increase of \$18 per credit hour. The proposed FY20 summer fee is \$356 versus the prior year fee of \$338.

Fees Detail

Facilities Fee

The \$17 per semester Strategic Facility fee increase will provide funds for planning and developing a general use facility (e.g., a recreation/wellness center). When sufficient funding has been accrued, student interests and needs will be assessed to determine the specific facility to be planned and developed.

Activity Fees

The College is supporting the students' request to combine three student fees (newspaper, radio station, & student literary publication) into a single fee called Student Media. The net difference in full-time Activity fees from these adjustments is \$0. The summer term \$1.00 per credit hour increase in the Summer School Operations activity fee will support ongoing operational costs.

Technology Fee

The technology fee funds student computer labs, a pay for print system, and the campus enterprise resource planning system. The requested \$3 per semester (\$6 per year) increase for full-time students and \$1 per credit hour for part-time students will provide the revenue necessary for the rising cost of technology and software maintenance contracts.

Non-Resident Tuition

- A \$378 (3.0%) increase in non-resident tuition per year. The proposed FY20 non-resident tuition is \$12,996 per year versus the prior year fee of \$12,618.
 - This increase combined with the additional resident full-time tuition will bring the total FY20 full-time non-resident tuition and fee package to \$19,978 (3.9% increase) versus the prior year at \$19,236.
- A \$116 (3.0%) increase in Asotin County non-resident tuition per year. The proposed FY20 Asotin County non-resident tuition is \$3,990 per year versus the prior year fee of \$3,874.
 - This increase combined with the additional resident full-time tuition will bring the total FY20 full-time Asotin County non-resident tuition and fee package to \$10,972 (4.6% increase) versus the prior year at \$10,492.

The non-resident tuition increase is intentionally lower than the resident increase. In comparison to other four-year non-resident undergraduate baccalaureate institutions within the Western Interstate Commission for Higher Education (WICHE) system, LCSC's non-resident rate is 107% of the average rate (source: WICHE Publication, Tuition and Fees in Public Higher Education in the West, 2018-2019).

LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2020 Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:	Bd Appv	FY19 Fees	FY20 Initial Notice	Requested		
				FY20 Fees	Change	% Chg.
Full-time Fees:						
Tuition	**	\$5,502.00	\$5,826.00	\$5,826.00	\$324.00	5.9%
Technology Fee	**	130.00	136.00	136.00	6.00	4.6%
Facilities Fees	**	155.00	189.00	189.00	34.00	21.9%
Student Activity Fees (Note A)	**	831.00	831.00	831.00	0.00	0.0%
Total Full-time Fees		<u>\$6,618.00</u>	<u>\$6,982.00</u>	<u>\$6,982.00</u>	<u>\$364.00</u>	<u>5.5%</u>
Part-time Credit Hour Fees:						
Tuition	**	\$294.75	\$308.75	\$308.75	\$14.00	4.7%
Technology Fee	**	7.25	8.25	8.25	1.00	13.8%
Facilities Fees	**	5.00	8.00	8.00	3.00	60.0%
Student Activity Fees (Note A)	**	31.00	31.00	31.00	0.00	0.0%
Total Part-time Cr Hr Fees		<u>\$338.00</u>	<u>\$356.00</u>	<u>\$356.00</u>	<u>\$18.00</u>	<u>5.3%</u>
Summer Fees: (eff. Summer 2018)						
Tuition	**	\$219.25	\$232.25	\$232.25	\$13.00	5.9%
Technology Fee	**	7.25	8.25	8.25	1.00	13.8%
Facilities Fees	**	5.00	8.00	8.00	3.00	60.0%
Student Activity Fees (Note A)	**	106.50	107.50	107.50	1.00	0.9%
Total Summer Cr Hr Fees		<u>\$338.00</u>	<u>\$356.00</u>	<u>\$356.00</u>	<u>\$18.00</u>	<u>5.3%</u>
Other Student Fees:						
Nonresident Tuition:						
Nonres Tuition	**	\$12,618.00	\$12,996.00	\$12,996.00	\$378.00	3.0%
Nonres Tuition-Asotin County	**	\$3,874.00	\$3,990.00	\$3,990.00	\$116.00	3.0%
Professional Fees:						
None						
Other Fees:						
Western Undergrad Exchge	**	\$3,310.00	\$3,491.00	\$3,491.00	\$181.00	5.5%
In-service Fees/Cr Hr - Undergrad	**	\$122.00	\$129.00	\$129.00	\$7.00	5.7%
Overload (20 cr. or more)	**	\$338.00	\$356.00	\$356.00	\$18.00	5.3%
High School Student on Campus/Online Credit Hour Fees (25% of part-time credit hour fee)						
Idaho High School Student	**	\$85.00	\$89.00	\$89.00	\$4.00	4.7%
Washington High School Student	**	\$85.00	\$89.00	\$89.00	\$4.00	4.7%
WA In-High School Credit Hour Fees	**	\$85.00	\$89.00	\$89.00	\$4.00	4.7%
<u>Change to Fees:</u>						
The addition of a reduced fee for on campus/online high school students and Washington In-High school is to align with current practice. Prior interpretations of fee reduction authority necessitates this request to ensure conformity with policy.						
Full- & part-time fees are effective Fall Semester 2019. Summer fees are effective Summer 2020.						

LEWIS-CLARK STATE COLLEGE

Potential Student Fee Revenue Changes for FY 2020
Due to Enrollment and Fee Changes

Student Fees:	Projected		Potential Revenue Generated					
	HC/SCH Count		Changes due to Count		Fee Changes		Total Rev Chge	
	FY19	FY20	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Full-time Fees:		-1.7%						
Tuition	2,004	1,970	(\$187,100)		\$638,100		\$451,000	
Technology Fee	2,004	1,970		(4,400)		11,800		\$7,400
Facilities Fees	2,004	1,970		(5,300)		67,000		\$61,700
Student Activity Fees	2,004	1,970		(28,300)		0		(\$28,300)
Total Full-time Fees			(\$187,100)	(\$38,000)	\$638,100	\$78,800	451,000	40,800
Part-time Credit Hour Fees:		-13.5%						
Tuition	10,827	9,368	(\$430,000)		\$131,200		(\$298,800)	
Technology Fee	10,827	9,368		(10,600)		9,400		(\$1,200)
Facilities Fees	10,827	9,368		(7,300)		28,100		\$20,800
Student Activity Fees	10,827	9,368		(45,200)		0		(\$45,200)
Total Part-time Cr Hr Fees:			(\$430,000)	(\$63,100)	\$131,200	\$37,500	(298,800)	(25,600)
Summer Credit Hour Fees:		0.0%						
Tuition	1,662	1,894	\$50,900		\$24,600		\$75,500	
Technology Fee	1,662	1,894		1,700		1,900		\$3,600
Facilities Fees	1,662	1,894		1,200		5,700		\$6,900
Student Activity Fees	1,662	1,894		24,700		1,900		\$26,600
Total Summer Cr Hr Fees			\$50,900	\$27,600	\$24,600	\$9,500	\$75,500	\$37,100
Other Student Fees:								
Nonresident Tuition:		-2%						
Nonres Tuition	85	84	(\$18,900)		\$31,600		\$12,700	
Nonres Tuition-Asotin County	84	80	(17,400)		9,200		(\$8,200)	
Professional Fees:		-5%						
None								
Other Fees:		28%						
Western Undergrad Exchge	27	35	24,800		6,200		\$31,000	
In-service Fees/Cr Hr - Undergrad	149	149	0		1,000		\$1,000	
Overload (20 cr. or more)	74	69	(1,700)		1,200		(\$500)	
Total Other Student Fees			(\$13,200)	\$0	\$49,200	\$0	\$36,000	\$0
Total Additional Student Fee Revenue			(\$579,400)	(\$73,500)	\$843,100	\$125,800	\$263,700	\$52,300

Change to Fees:

An increase in student technology fee to support the campus' enterprise resource planning system.

The increase in the facility fee is to provide funds for planning and developing a general use facility (e.g., a recreation/wellness center).

When sufficient funding has been accrued, student interests and needs will be assessed to determine the specific facility

to be planned and developed.

Full- & part-time fees are effective Fall Semester 2019. Summer fees are effective Summer 2020.

Lewis-Clark State College
FY20 Comparative Scenarios for Tuition

	Assumes Flat Enrollment	Includes Changes in Enrollment	PROPOSED Includes Changes in Enrollment
	COVERS: Benefits/CEC/ Comp Sched Chg	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions, Other
Total Tuition Need:			
Health Insurance			\$0
Variable Benefits	(\$5,800)	(\$5,800)	(\$5,800)
CEC: Regular Employees	\$353,700	\$353,700	\$353,700
CEC: Group/Temporary (GTAs only)			\$0
Compensation Schedule Changes			\$0
Faculty Promotions		\$148,584	\$148,584
Est. Enrollment Decline			\$579,400
Replacement Capital (one-time expense)			\$0
Scholarships			\$125,600
Total Calculated Tuition Need	\$347,900	\$496,484	\$1,201,484
Cost Savings and Changes to FY 2020 Enrollment Applied Toward Tuition Increases Note A			
Cost savings generated through Program Prioritization			(\$142,900)
Cost savings generated through strategies included in Huron report			\$0
Endowment Increase			(\$240,900)
TOTAL Cost Savings and FY 2020 Enrollment Applied Toward Tuition Increases	\$0	\$0	(\$383,800)
Total Net Tuition Requested	\$347,900	\$496,484	\$817,684
Total Tuition/Fee Rate Increases			Proposed Rates
FT Undergraduate Resident	2.6%	3.3%	5.5%
FT Graduate			
FT Non-Resident	2.5%	3.0%	3.0%
PT Undergraduate Resident	3.3%	4.1%	5.3%
PT Graduate			
PT Non-Resident	3.3%	4.1%	5.3%

Note A: Describe in your Fee Narrative the amount and where you have applied cost savings from Program Prioritization and strategies from the Huron report either in reducing the need for tuition increases (amount shown in this worksheet) or elsewhere in your institution.

LCSC is directing a portion of new revenue (Endowment \$240,900) and savings from program prioritization (\$142,900) towards the est. enrollment decline (\$579,400) for a remaining \$195,600 requested as a tuition increase.

The scholarships are existing commitments funded with one-time funds.

Lewis-Clark State College FY20 Proposal

Tuition & Fee Matrix

Scenario	Estimated Revenue Changes	Resident Tuition Increase	Resident Full-Time		Part-Time CR Tuition Increase	Part-Time CR Tuition & Fee Increase	Current:	Resident Full-Time				Non-Resident Full-Time		Part-Time Credit Hour		
			Tuition and Fees Increase	Non-resident Tuition Increase				Tuition Rate	Fees Rate	Tuition & Fees Rate	Tuition Only Increase	NR	Tuition Increase	Tuition	Tuition & Fees Rate	Tuition Only Increase
								\$ 5,502.00	\$ 1,116.00	\$ 6,618.00		\$ 12,618.00		\$ 294.75	\$ 338.00	
1	\$ 84,800	0.50%	1.1%	1.1%	0.50%	1.5%		\$ 5,531.00	\$ 1,156.00	\$ 6,688.00	\$ 29.00	\$ 12,752.00	\$ 134.00	\$ 296.00	\$ 343.00	\$ 1.25
2	\$ 162,700	1.00%	1.5%	1.5%	1.00%	2.1%		\$ 5,558.00	\$ 1,156.00	\$ 6,714.00	\$ 56.00	\$ 12,802.00	\$ 184.00	\$ 298.00	\$ 345.00	\$ 3.25
3	\$ 233,500	1.50%	1.9%	1.9%	1.50%	2.4%		\$ 5,586.00	\$ 1,156.00	\$ 6,742.00	\$ 84.00	\$ 12,854.00	\$ 236.00	\$ 299.00	\$ 346.00	\$ 4.25
4	\$ 309,400	2.00%	2.3%	2.3%	2.00%	3.0%		\$ 5,612.00	\$ 1,156.00	\$ 6,768.00	\$ 110.00	\$ 12,904.00	\$ 286.00	\$ 301.00	\$ 348.00	\$ 6.25
5	\$ 322,500	2.10%	2.4%	2.4%	2.10%	3.0%		\$ 5,618.00	\$ 1,156.00	\$ 6,774.00	\$ 116.00	\$ 12,916.00	\$ 298.00	\$ 301.00	\$ 348.00	\$ 6.25
6	\$ 359,800	2.34%	2.6%	2.5%	2.34%	3.3%		\$ 5,631.00	\$ 1,156.00	\$ 6,788.00	\$ 129.00	\$ 12,934.00	\$ 316.00	\$ 302.00	\$ 349.00	\$ 7.25
7	\$ 456,900	3.00%	3.1%	3.0%	3.00%	3.8%		\$ 5,667.00	\$ 1,156.00	\$ 6,824.00	\$ 165.00	\$ 12,996.00	\$ 378.00	\$ 304.00	\$ 351.00	\$ 9.25
8	\$ 484,700	3.25%	3.3%	3.0%	3.25%	3.8%		\$ 5,681.00	\$ 1,156.00	\$ 6,838.00	\$ 179.00	\$ 12,996.00	\$ 378.00	\$ 304.00	\$ 351.00	\$ 9.25
9	\$ 498,100	3.29%	3.3%	3.0%	3.34%	4.1%		\$ 5,683.00	\$ 1,156.00	\$ 6,838.00	\$ 181.00	\$ 12,996.00	\$ 378.00	\$ 305.00	\$ 352.00	\$ 10.25
10	\$ 524,000	3.50%	3.5%	3.0%	3.50%	4.1%		\$ 5,696.00	\$ 1,156.00	\$ 6,852.00	\$ 194.00	\$ 12,996.00	\$ 378.00	\$ 305.00	\$ 352.00	\$ 10.25
11	\$ 557,200	3.75%	3.7%	3.0%	3.75%	4.4%		\$ 5,708.00	\$ 1,156.00	\$ 6,864.00	\$ 206.00	\$ 12,996.00	\$ 378.00	\$ 306.00	\$ 353.00	\$ 11.25
12	\$ 608,400	4.10%	4.0%	3.0%	4.10%	4.7%		\$ 5,729.00	\$ 1,156.00	\$ 6,886.00	\$ 227.00	\$ 12,996.00	\$ 378.00	\$ 307.00	\$ 354.00	\$ 12.25
13	\$ 624,300	4.25%	4.2%	3.0%	4.25%	4.7%		\$ 5,737.00	\$ 1,156.00	\$ 6,894.00	\$ 235.00	\$ 12,996.00	\$ 378.00	\$ 307.00	\$ 354.00	\$ 12.25
14	\$ 661,600	4.50%	4.4%	3.0%	4.50%	5.0%		\$ 5,751.00	\$ 1,156.00	\$ 6,908.00	\$ 249.00	\$ 12,996.00	\$ 378.00	\$ 308.00	\$ 355.00	\$ 13.25
15	\$ 671,500	4.60%	4.4%	3.0%	4.60%	5.0%		\$ 5,756.00	\$ 1,156.00	\$ 6,912.00	\$ 254.00	\$ 12,996.00	\$ 378.00	\$ 308.00	\$ 355.00	\$ 13.25
16	\$ 690,500	4.70%	4.5%	3.0%	4.75%	5.3%		\$ 5,762.00	\$ 1,156.00	\$ 6,918.00	\$ 260.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
17	\$ 698,500	4.80%	4.6%	3.0%	4.75%	5.3%		\$ 5,766.00	\$ 1,156.00	\$ 6,922.00	\$ 264.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
18	\$ 710,400	4.90%	4.7%	3.0%	4.75%	5.3%		\$ 5,772.00	\$ 1,156.00	\$ 6,928.00	\$ 270.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
19	\$ 722,300	5.00%	4.8%	3.0%	4.75%	5.3%		\$ 5,778.00	\$ 1,156.00	\$ 6,934.00	\$ 276.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
20	\$ 732,200	5.10%	4.9%	3.0%	4.75%	5.3%		\$ 5,783.00	\$ 1,156.00	\$ 6,940.00	\$ 281.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
21	\$ 742,200	5.20%	4.9%	3.0%	4.75%	5.3%		\$ 5,788.00	\$ 1,156.00	\$ 6,944.00	\$ 286.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
22	\$ 754,100	5.30%	5.0%	3.0%	4.75%	5.3%		\$ 5,794.00	\$ 1,156.00	\$ 6,950.00	\$ 292.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
23	\$ 764,000	5.40%	5.1%	3.0%	4.75%	5.3%		\$ 5,799.00	\$ 1,156.00	\$ 6,956.00	\$ 297.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
24	\$ 776,000	5.50%	5.2%	3.0%	4.75%	5.3%		\$ 5,805.00	\$ 1,156.00	\$ 6,962.00	\$ 303.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
25	\$ 785,900	5.60%	5.3%	3.0%	4.75%	5.3%		\$ 5,810.00	\$ 1,156.00	\$ 6,966.00	\$ 308.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
26	\$ 797,800	5.70%	5.3%	3.0%	4.75%	5.3%		\$ 5,816.00	\$ 1,156.00	\$ 6,972.00	\$ 314.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
27	\$ 807,800	5.80%	5.4%	3.0%	4.75%	5.3%		\$ 5,821.00	\$ 1,156.00	\$ 6,978.00	\$ 319.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
28	\$ 817,700	5.90%	5.5%	3.0%	4.75%	5.3%		\$ 5,826.00	\$ 1,156.00	\$ 6,982.00	\$ 324.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00

Cumulative

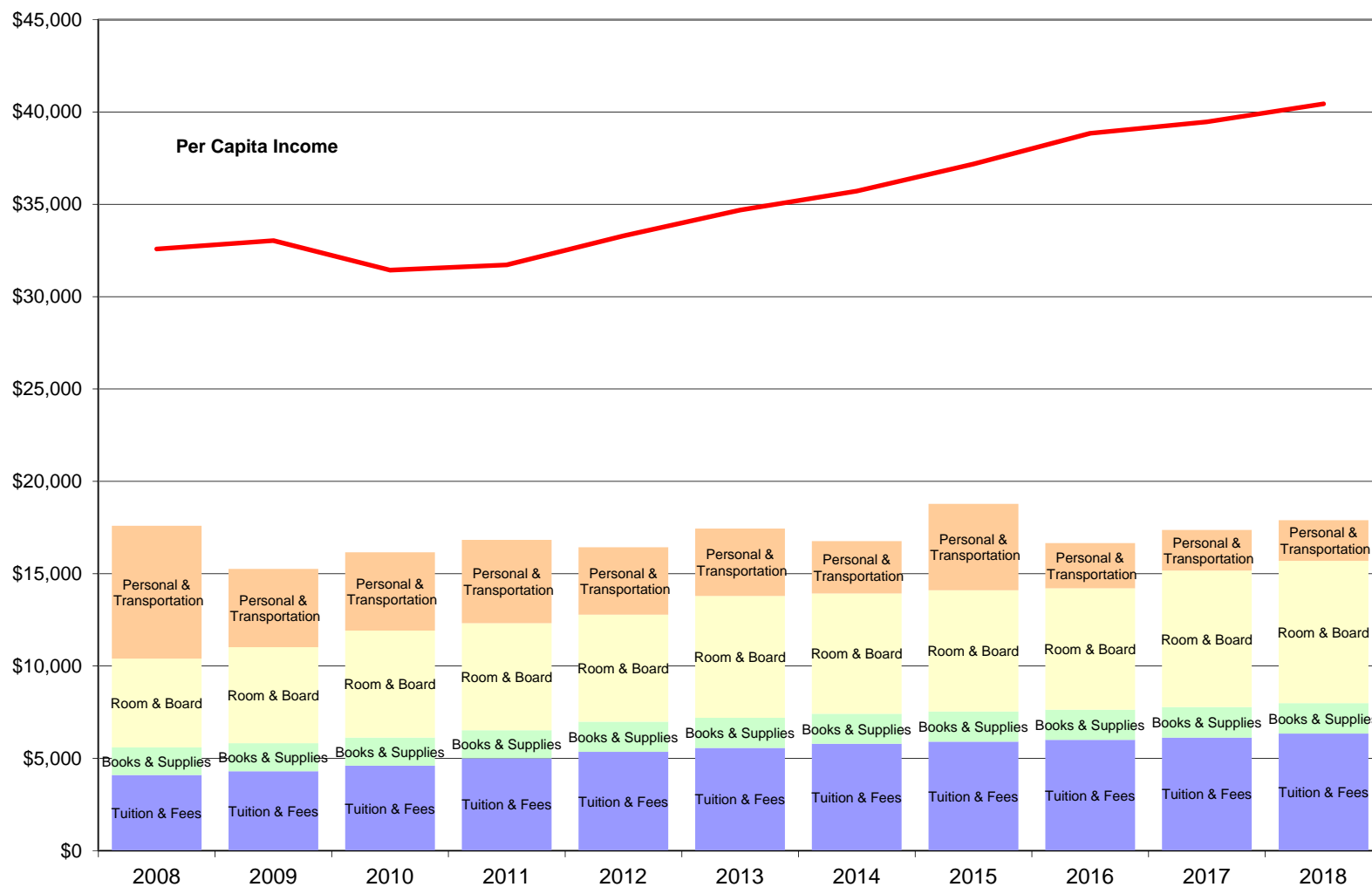
Scenario	Needs Amount	Covers the following
Line 6	\$ 347,900	Variable Benefits + CEC: Regular Employees
Line 9	\$ 496,484	Variable Benefits + CEC: Regular Employees + Faculty Promotions
Line 28	\$ 817,684	Variable Benefits + CEC: Regular Employees + Faculty Promotions + Enrollment Decline + Scholarships

LEWIS-CLARK STATE COLLEGE

4-year History of Board Approved Fees plus FY20 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

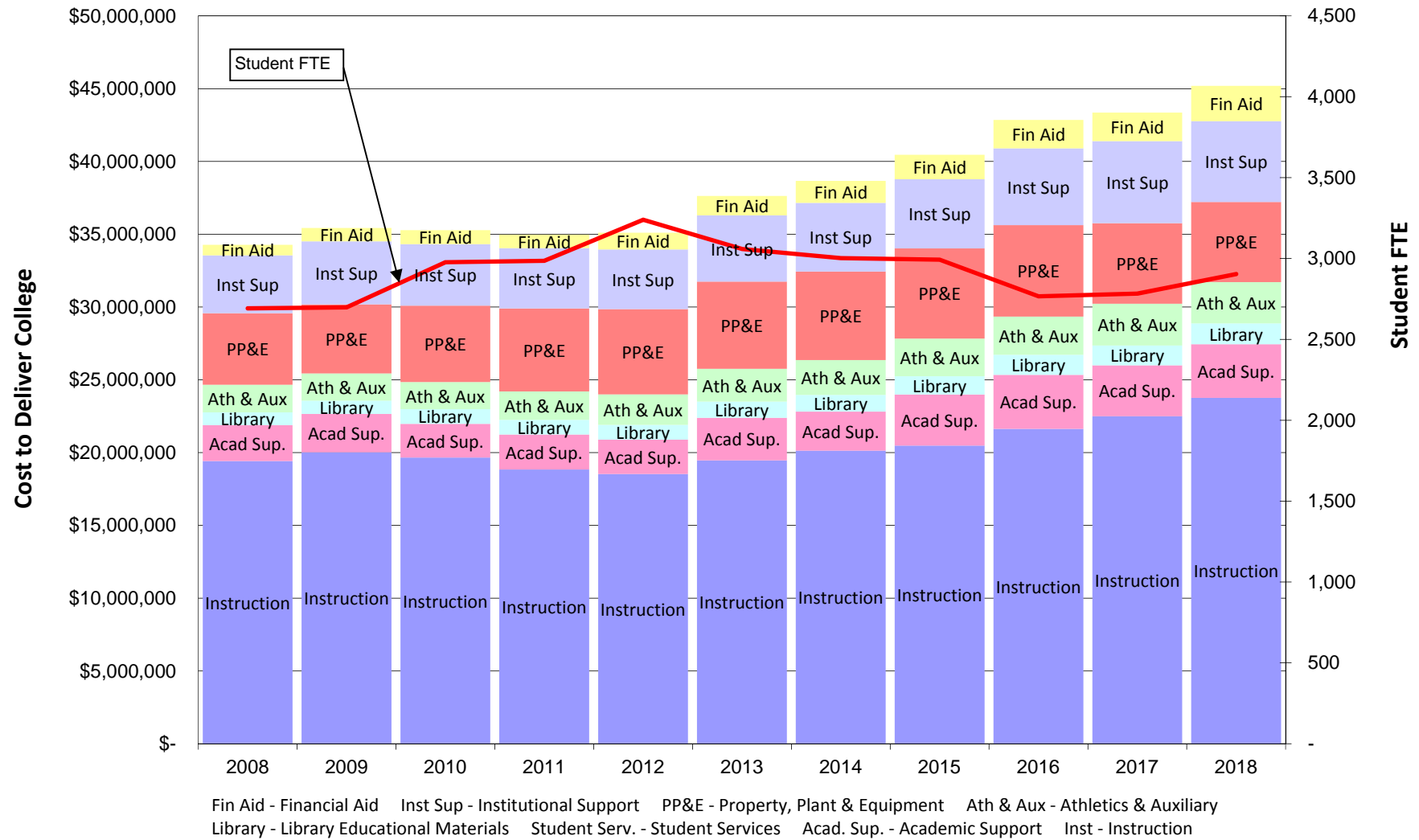
Student Fees:		FY 2016	FY 2017	FY 2018	FY 2019	Request FY 2020	5-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$ 4,776.00	\$ 5,100.00	\$ 5,278.00	\$ 5,502.00	\$ 5,826.00	\$ 1,050.00	22.0%
3	Technology Fee	70.00	70.00	70.00	130.00	136.00	66.00	94.3%
4	Facilities Fees	468.00	155.00	155.00	155.00	189.00	(279.00)	-59.6%
5	Student Activity Fees	686.00	795.00	831.00	831.00	831.00	145.00	21.1%
6	Total Full-time Fees	<u>\$ 6,000.00</u>	<u>\$ 6,120.00</u>	<u>\$ 6,334.00</u>	<u>\$ 6,618.00</u>	<u>\$ 6,982.00</u>	<u>\$ 982.00</u>	<u>16.4%</u>
7	Percentage Increase	1.7%	2.0%	3.5%	4.5%	5.5%		
8								
9	Part-time Credit Hour Fees							
10	Education Fee	\$ 262.00	\$ 272.75	\$ 283.75	\$ 294.75	\$ 308.75	\$ 46.75	17.8%
11	Technology Fee	4.25	4.25	4.25	7.25	8.25	4.00	94.1%
12	Facilities Fees	13.75	5.00	5.00	5.00	8.00	(5.75)	-41.8%
13	Student Activity Fees	27.00	31.00	31.00	31.00	31.00	4.00	14.8%
14	Total Part-time Cr Hr Fees	<u>\$ 307.00</u>	<u>\$ 313.00</u>	<u>\$ 324.00</u>	<u>\$ 338.00</u>	<u>\$ 356.00</u>	<u>\$ 49.00</u>	<u>16.0%</u>
15								
16	Summer Credit Hour Fees							
17	Education Fee	\$ 210.10	\$ 199.75	\$ 210.75	\$ 219.25	\$ 232.25	\$ 22.15	10.5%
18	Technology Fee	4.25	4.25	4.25	7.25	8.25	4.00	94.1%
19	Facilities Fees	13.75	5.00	5.00	5.00	8.00	(5.75)	-41.8%
20	Student Activity Fees	78.90	104.00	104.00	106.50	107.50	28.60	36.2%
21	Total Summer Cr Hr Fees	<u>\$ 307.00</u>	<u>\$ 313.00</u>	<u>\$ 324.00</u>	<u>\$ 338.00</u>	<u>\$ 356.00</u>	<u>\$ 49.00</u>	<u>16.0%</u>
22								
23	Other Student Fees							
24	Nonresident Tuition:							
25	Nonres Tuition	\$ 11,000.00	\$ 11,500.00	\$ 12,076.00	\$ 12,618.00	\$ 12,996.00	\$ 1,996.00	18.1%
26	Nonres Tuition-Asotin County	\$ 3,380.00	\$ 3,532.00	\$ 3,708.00	\$ 3,874.00	\$ 3,990.00	\$ 610.00	18.0%
27	Other Fees:							
28	Western Undergrad Exchge	\$ 3,000.00	\$ 3,060.00	\$ 3,167.00	\$ 3,310.00	\$ 3,491.00	\$ 491.00	16.4%
29	In-service Fees/Cr Hr - Undergrad	\$ 106.00	\$ 110.00	\$ 114.00	\$ 122.00	\$ 129.00	\$ 23.00	21.7%
30	Overload (20 cr. or more)	\$ 307.00	\$ 313.00	\$ 324.00	\$ 338.00	\$ 356.00	\$ 49.00	16.0%

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

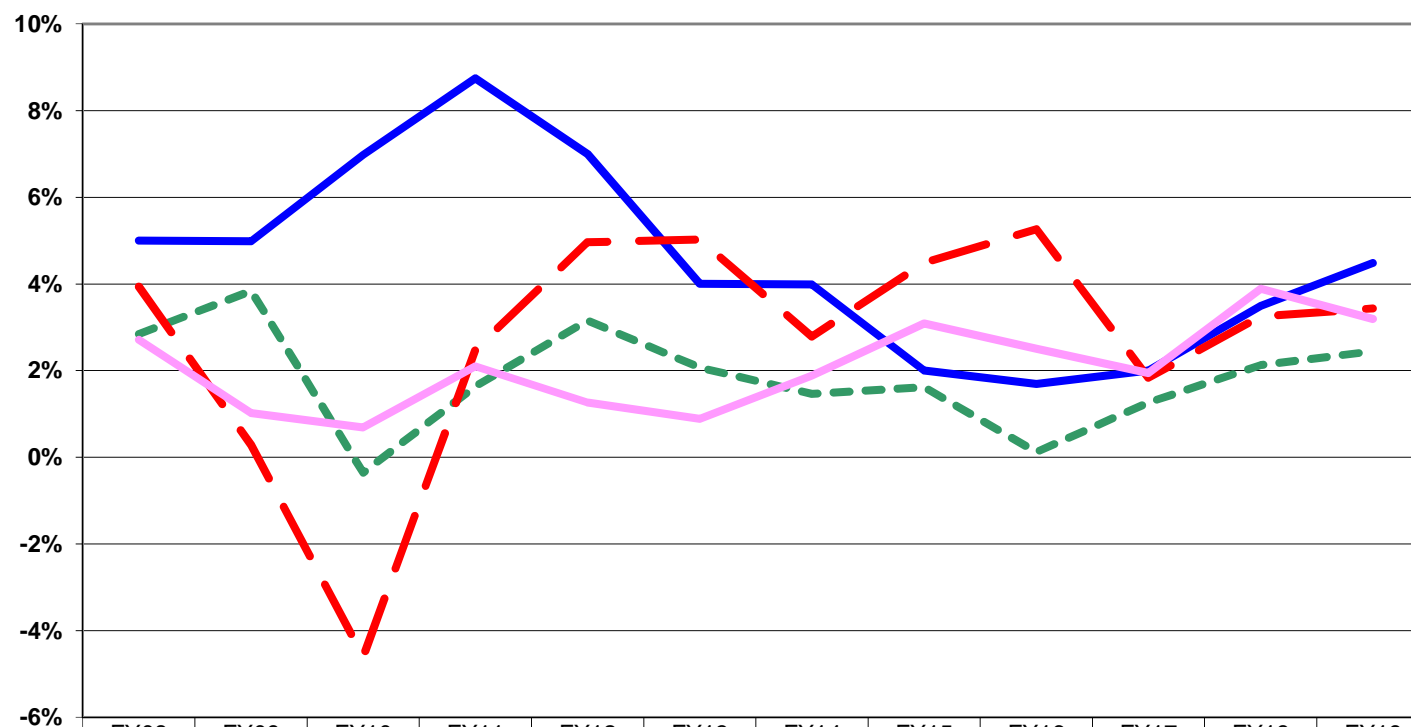


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College Lewis-Clark State College

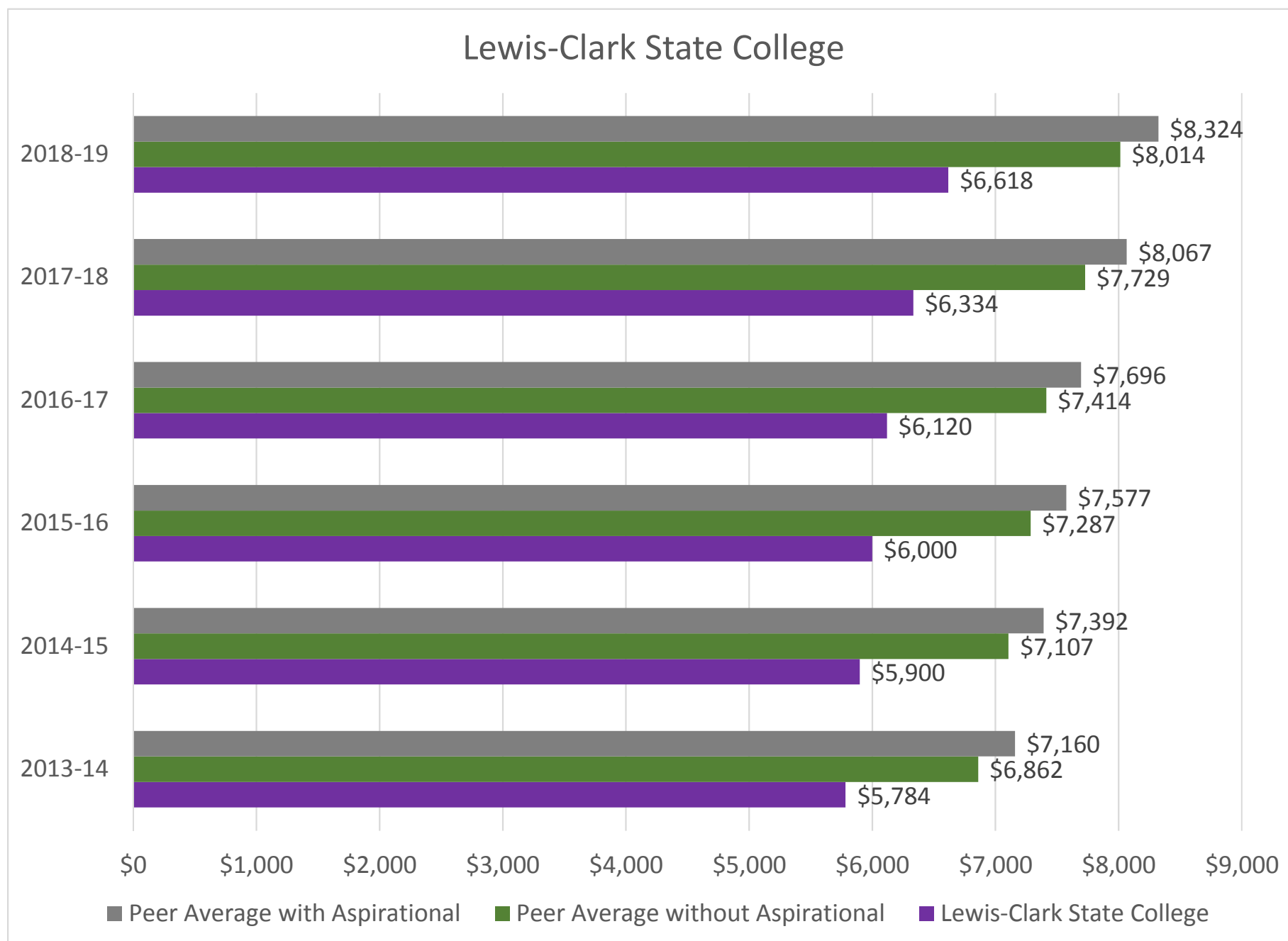


Lewis-Clark State College
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Resident Tuition and Fees	5.00%	4.99%	6.98%	8.75%	7.00%	4.00%	3.99%	2.01%	1.69%	2.00%	3.50%	4.48%
Consumer Price Index	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%	2.44%
Idaho Per Capita Income	3.94%	0.29%	-4.61%	2.49%	4.96%	5.02%	2.79%	4.49%	5.26%	1.83%	3.25%	3.44%
Idaho Average Annual Wage	2.71%	1.02%	0.69%	2.10%	1.27%	0.88%	1.88%	3.09%	2.50%	1.94%	3.89%	3.19%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2019



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SUBJECT

Institution and Agency Strategic Plan

REFERENCE

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.
June 2018	The Board approved the annual updates to the institution, agency, and special/health program strategic plans.
December 2018	The Board discussed potential amendments to the State K-20 Education Strategic Plan.
February 2019	The Board approved the State K-20 Education Strategic Plan.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goals 1 through 4: 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:

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1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educational interest of its students and its principal programs leading to recognized degrees.
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." These new system-wide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game

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Changers. The system-wide performance measures are required to be reported consistently across institutions. While each institution is required to include the system-wide performance measures in their strategic plans, 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 of the measures in 2017.

The 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

Remediation Reform

- 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

Guided Pathways

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

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

All of the strategic plans are required to be in alignment with the Board's system-wide strategic plans; these include the Board's overarching K-20 education strategic plan (approved at the February Board meeting), the Science, Technology, Engineering and Math (STEM) Education Strategic Plan, the Higher Education Research Strategic Plan, and the Idaho Indian Education Strategic Plan.

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Additionally, Executive Order 2017-02 requires updates on the adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security Critical Security Controls (CIS Controls) to be included in each institution's and agency's strategic plan. The institutions and agencies have the option of embedding this into their strategic plans or providing it as an addendum to the strategic plan. This is the second year of the cybersecurity requirements. Some institutions were not prepared to include this update for the April Board meeting and will include it in their submittal for the June Board meeting. Special programs that are embedded within an institution use the institution's cybersecurity plans to meet this requirement.

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

- Attachment 01 - K-20 Strategic Plan
- Attachment 02 - Institution System-wide Performance Measure Summary

Institutions

- Attachment 03 – University of Idaho
- Attachment 04 – Boise State University
- Attachment 05 – Idaho State University
- Attachment 06 – Lewis-Clark State College

Community Colleges

- Attachment 07 – College of Eastern Idaho
- Attachment 08 – College of Southern Idaho
- Attachment 09 – College of Western Idaho
- Attachment 10 – North Idaho College

Agencies

- Attachment 11 – Idaho Division of Career Technical Education
- Attachment 12 – Idaho Division of Vocational Rehabilitation
- Attachment 13 – Idaho Public Television
- Attachment 14 – State Department of Education/Public Schools

Special and Health Programs

- Attachment 15 - TechHelp
- Attachment 16 - Small Business Development Center
- Attachment 17 - Family Medicine Residency of Idaho (Boise)
- 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 to look at the mid and long term goals for public education in the state and provide direction to the institutions and agencies on what that course should be. Additionally, the process allows the Board to identify how progress will be measured by the institutions and agencies. The institution and agency strategic plans are also intended to drive the annual budgeting and budget request process. The strategic plans in conjunction with the three-year program plans the Board reviews and approves at the regular August Board meeting allow the Board to view the system at a policy level to assure the system is on course or make adjustments as needed. The purpose of the strategic planning work session is to engage the institutions in a discussion around their strategic goals and objectives, how these goals and objectives work together as part of a system and whether or not they are helping to make progress in accomplishing Idaho's education vision and mission.

As part of this year's review of the strategic plans the Planning, Policy and Governmental Affairs Committee would like to focus work on understanding the institution and agency plan alignment with the K-20 education strategic plan, how the goals and objectives will impact or move the needle on the Board's educational attainment goals, and how the plans promote greater educational system alignment and coordination. Additional focus from the committee is on the institutions and agencies having measurable goals and objectives and performance measure benchmarks that are "stretch" performance targets and are not based on status quo growth. The community college strategic plans are approved by their local boards of trustees prior to being provided to the Board, due to the shared governance structure of the community colleges, any feedback or requests for changes would need to go back the community college Boards of Trustees.

With the implementation of the strategic plan template the institutions, agencies, and special/health programs resulted in closer compliance with the statutory and Board policy strategic planning requirements allowing the focus to be on the goals, objectives and performance measures rather than issues around missing components. This will allow the Board to focus on the quality and direction of the

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strategic plans rather than the completeness of the plans. The institutions and agencies were requested to submit their plans showing the amendments that are being made from the previously Board approved strategic plans. Lewis-Clark State College's strategic plan is a substantial rewrite of the previous version and as such is not in a redlined format. Their plan should be considered a new strategic plan. Idaho State University Family Medicine Residency program is still in, the process of updating their strategic plan and will provide the plan for the Board's consideration at the June Board meeting. Board staff will work with the institutions to incorporate any changes that may arise from the discussion with the Board for consideration by the Board at the June 2019 Regular Board meeting.

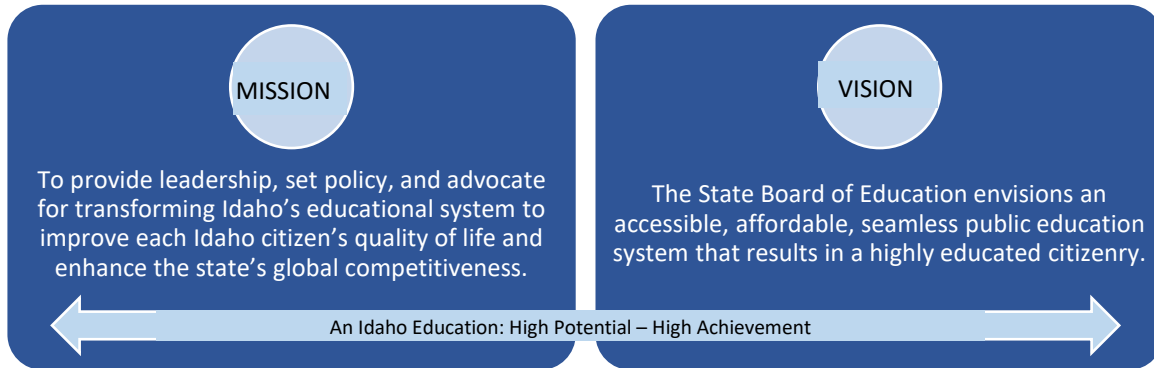
For the June Regular Board meeting clean versions of the plans will be provided for the Board's consideration of approval.

BOARD ACTION

This item is for informational purposes only.



Idaho K-20 Public Education - 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.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS –

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT –

Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS –

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.



FY2020-2025
Idaho K-20 Public Education - Strategic Plan

MISSION STATEMENT

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

VISION STATEMENT

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

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

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities.

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Objective B: School Readiness – Explore opportunities to enhance school readiness.

GOAL 3: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.



FY2020-2025
Idaho K-20 Public Education - Strategic Plan

PERFORMANCE MEASURES:

G1: Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

I. Development of a single K-20 data dashboard and timeline for implementation.

Benchmark: Completed by FY2018

G1: Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

I. Percent of Idaho community college transfers who graduate from four year institutions.

Benchmark: 25% or more (by 2024)

II. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.

Benchmark: 2 year – less than 55% (by 2024)

4 year – less than 20% (by 2024)

G2: Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

I. Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3).

Benchmark: TBD

II. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).

Benchmark: TBD

III. High School Cohort Graduation rate.

Benchmark: 95% or more (by 2024)

IV. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks (broken out by subject).

Benchmark: SAT – 60% or more (by FY2024)
ACT – 60% or more (by FY2024)

V. Percent of high school graduates who participated in one or more advanced opportunities.

Benchmark: 80% or more (by FY2024)

VI. Percent of dual credit students who graduate high school with an Associate's Degree.

Benchmark: 3% or more (by FY2024)

VII. Percent of high school graduates who enroll in a postsecondary institution:

Within 12 months of high school graduation.

Benchmark: 60% or more (by FY2024)

Within 36 months of high school graduation.

Benchmark: 80% or more (by FY2024)

G2: Objective B: School Readiness – Explore opportunities to enhance school readiness.

I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.

Benchmark: TBD

II. Number of students participating in early readiness opportunities facilitated by the state.

Benchmark: TBD

G3: Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

VIII. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

Benchmark: 60% or more (by 2025)

IX. Total number of certificates/degrees produced, by institution per year:

- a) Certificates
- b) Associate degrees
- c) Baccalaureate degrees

X. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)

Benchmark: 2 year - 75% or more (by 2020)

4 year - 85% or more (by 2020)

- XI. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).
Benchmark: 50% or more (2yr/4yr) (by 2024)**

G3: Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through.

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.
Benchmark: 50% or more (by 2025)**
- II. Percent of new degree-seeking freshmen completing a gateway math course within two years.
Benchmark: 60% or more (by 2025)**
- III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.
Benchmark: Transfer Students: 69/138 or less (by 2020)
Benchmark: non-transfer students: 69/138 or less (by 2020)**

G3: Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

- I. Annual number of state-funded scholarships awarded and total dollar amount.
Benchmark: 3,000 or more, \$16M or more (by FY2024)**
- II. Proportion of postsecondary graduates with student loan debt.
Benchmark: 50% or less (by FY2024)**
- III. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).
Benchmark: 60% or more (by 2025)**
- IV. Percent cost of attendance (to the student)
Benchmark: 96% (or less) of average cost of peer institutions (by FY2024)**
- V. Average net cost to attend public institution.
Benchmark: 4 year - 90% or less of peers (using IPEDS calculation) (by FY2024)**
- VI. Expense per student FTE**

Benchmark: \$20,000 or less (by FY2024)

VII. Number of degrees produced

Benchmark: 15,000 or more (by FY2025)

G4: Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

I. Percentage of students participating in internships.

Benchmark: 10% or more (by 2024)

II. Percentage of undergraduate students participating in undergraduate research.

Benchmark: Varies by institution (by 2024)

III. Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).

Benchmark: 1:0.25 or more (by 2024)

IV. Increase in postsecondary programs tied to workforce needs.

Benchmark: 10 or more (by 2024)

G4: Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

I. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.

Benchmark: 8 graduates at any one time (annual – FY19)

II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.

Benchmark: 60% or more (by 2024)

III. Percentage of Family Medicine Residency graduates practicing in Idaho.

Benchmark: 60% or more (by 2024)

IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho.

Benchmark: 50% or more (annual – FY19)

V. Medical related postsecondary programs (other than nursing).

Benchmark: 100 or more (by 2024)

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

**Postsecondary Institution
System-wide Performance Measures
October 2017** (amended 2018 – removed one measure)

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 one academic year or more
 - b) Associate degrees
 - c) Baccalaureate degrees
- IV. Number of unduplicated graduates, broken out by:
 - a) Certificates of one academic year or more
 - b) Associate degrees
 - c) Baccalaureate degrees

Remediation Reform

- V. Percent of undergraduate, degree-seeking students who took a remedial course and completed 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

Guided Pathways

- VII. Percent of first-time, full-time freshmen graduating within 100% of time

**WORK SESSION
APRIL 17, 2019**

ATTACHMENT 2

University of Idaho

I. Percentage of students completing 30 or more credits per academic year.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
7,740	7,493	7,400	7,284	40%⁴
3,284	3,120	3,174	3,089	
42.4%	41.6%	42.9%	42.4%	

II. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS).

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
57.3%	55.8	54.5%	59.3%	60%⁴
Cohort 2008-09	Cohort 2009-10	Cohort 2010-11	Cohort 2012-13	

III. Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Bachelors: 2,017	Bachelors: 1,865	Bachelors: 1,852	Bachelors: 1,798	2,000⁴

IV. Number of UG unduplicated degree/certificate graduates.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Bachelors: 1,765	Bachelors: 1,687	Bachelors: 1,651	Bachelors: 1,570	2000⁴

V. 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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Math 50%	Math 54%	Math 48%	Math 59%	Math 56%⁴
ENGL 66%	ENGL 72%	ENGL 70%	ENGL 69%	

VI. Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
70.9%	68.9%	69.7%	64.5%	74%⁴

* Course meeting the Math general education requirement.

VII. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
29.1%	29.7%	30.1	34.1	34%⁴
Cohort 2008-09	Cohort 2009-10	Cohort 2010-11	Cohort 2012-13	

**WORK SESSION
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ATTACHMENT 2

Boise State University

I. Progress indicated by credits per year	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>% of undergraduate degree seeking students with 30 or more credits per year	28.4%	28.3%	27.5%	Available July 2019	30%	32%
II. 6-year graduation rate	Fall 2010 cohort	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Target ("Benchmark")	
					Fall 2014 cohort	Fall 2018 cohort
> % of first-time, full-time freshmen who graduated	38.7%	43.4%	45.8%	Available Sept. 2019	48.0%	54.0%
-Resident, Pell-Eligible only	29.3%	30.4%	34.3%		38.0%	46.0%
-Resident, Not Pell-Eligible only	34.2%	43.5%	41.4%		45.0%	51.0%
-Non-Resident, Pell-Eligible only	45.6%	44.4%	54.7%		57.0%	61.0%
-Non-Resident, Not Pell-Eligible only	58.4%	60.7%	64.0%		65.5%	68.5%
>% of full-time transfers who graduated	51.0%	58.3%	57.5%		58.0%	62.0%
III. Degrees and Certificates Awarded	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Undergraduate Certificate	127	226	248	Available Sept. 2019	300	400
>Associate	145	116	119		150	150
>Baccalaureate	3,174	3,317	3,373		3,700	4,275
>Graduate Certificate	178	220	248		270	320
>Master's	670	776	917		950	975
>Education Specialist	10	15	16		23	33
>Doctoral	18	36	32		40	50
IV. Unduplicated number of graduates (distinct by award level)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Undergraduate Certificate	127	200	248	Available Sept. 2019	300	400
>Associate	141	114	118		150	150
>Baccalaureate	2,998	3,141	3,196		3,500	4,050
>(SBOE target for baccalaureate graduates)	(2,843)	(2,986)	(3,130)		(3,416)	
>Graduate Certificate	173	212	241		270	320
>Master's	670	776	917		950	975
>Education Specialist	10	15	16		23	33
>Doctoral	18	36	32		40	50
Total Distinct Graduates	3,916	4,173	4,393		4,800	5,600
V. Success in credit-bearing course (gateway) after remedial course	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>English	65%	64%	Available	Available	70%	74%
>Mathematics	47%	40%	July 2019	July 2020	50%	50%
VI. Gateway math success of new degree-seeking freshmen	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Target ("Benchmark")	
					Fall 2018 Cohort	Fall 2022 Cohort
>% completed within two years	84.40%	87.79%	88.65%	Available Sept. 2019	89%	90%

VII. 4-year graduation rate	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Target ("Benchmark")	
					Fall 2016 cohort	Fall 2017 cohort
> % of first-time, full-time freshmen who graduated	21.1%	25.5%	28.7%	Available Sept. 2019	33%	41%
-Resident, Pell-Eligible only	10.9%	12.2%	15.3%		20%	33%
-Resident, Not Pell-Eligible only	18.7%	22.9%	24.5%		29%	38%
-Non-Resident, Pell-Eligible only	29.2%	31.4%	34.0%		39%	48%
-Non-Resident, Not Pell-Eligible only	36.9%	42.7%	46.4%		49%	53%
>% of full-time transfers who graduated	47.0%	47.5%	49.7%		51%	53%

**WORK SESSION
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ATTACHMENT 2

Idaho State University

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
30%	31%	31%	Not Avail.	50% or more

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
28%	29%	32%	Not Avail.	50% or more

- III. Total number of certificates/degrees produced, broken out by:

- a) Total number of certificates of at least one academic year

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
207	200	286	Not Avail.	315

- b) Total number of associate degrees

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
378	419	472	Not Avail.	519

- c) Total number of baccalaureate degrees

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
1,277	1,249	1,166	Not Avail.	1,224

- IV. Number of unduplicated graduates broken out by:

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2018)	Benchmark
182	179	266	Not Avail.	292

- b) Total number unduplicated graduates (associate degrees)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
358	402	472	Not Avail.	519

- c) Total number unduplicated graduates (baccalaureate degrees)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
1,196	1,167	1,131	Not Avail.	1,187

- V. 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 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
28%*	Not Avail.	Not Avail.	Not Avail.	TBD

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

**WORK SESSION
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ATTACHMENT 2

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
34%	35%	34%	Not Avail.	40%

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
11%	13%	14%	Not Avail.	20%

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ATTACHMENT 2

Lewis-Clark State College

I. Performance Measure: 30 to Finish

30+ credits per AY	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
%	26%	23%	25%	38%	Available Summer '19	
Benchmark	New Benchmarking Method				31%	38%

II. Performance Measures: Graduation Rate - 150% normative time to degree attainment

First-Time Full-Time Cohorts	Degree Attained w/in 150% Time	FY15 (2008 Cohort)	FY16 (2009 Cohort)	FY17 (2010 Cohort)	FY18 (2011 Cohort)	FY 19 (2012 Cohort)	FY 20 (2013 Cohort)	FY 23 (2016 Cohort)
Entered as Bacc.- Seeking	Bacc.	23%	21%	27%	23%	33%		
	Benchmark: +1% annually	New Benchmark Methodology				24%	25%	29%
	Achievement	No Prior Benchmark				MET		
All First- Time, Full- Time Students	Bacc., Assoc, & Certificates	27%	30%	30%	28%	38%		
	Benchmark: +1% annually	New Benchmark Methodology				29%	30%	34%
	Achievement	No Prior Benchmark				MET		

III. Performance Measure: Certificates and Degrees

Certificates & Degrees	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Certificates	25	22	18	21	Available Summer '19	
Benchmark: Maintain	New Benchmark Methodology				21	21
Associates	202	351	414	425	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				430	455
Baccalaureates	544	541	528	587	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				594	620

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ATTACHMENT 2

IV. Performance Measures: Graduates

Graduates	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Certificates	17	18	14	20	Available Summer '19	
Benchmark: Maintain	New Benchmark Methodology				20	20
Associates	152	248	300	410	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				415	433
Baccalaureates	544	541	528	573	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				580	606

V. Performance Measure: Remediation

Remediation	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
%	13%	16%	21%	19% ³⁵	Not yet available	
Benchmark	New Benchmarking Method				20%	25%

VI. Performance Measure: Math Pathways

Math Pathways	FY15 (Fall 2014- Su 2016)	FY16 (Fall 2015- Su 2017)	FY17 (Fall 2016- Su 2018)	FY18 (Fall 2017- Su 2019)	FY 19 (Fall 2018- Su 2020)	FY 23 (Fall 2022- Su 2024)
%	30%	50%	48%	52% ³⁷	Not yet available	
Benchmark:	New Benchmarking Method				53%	58%

VII. Performance Measure: Graduation Rate - 100% normative time to degree attainment

100% Baccalaureate Grad Rate	FY15 (2010 Cohort)	FY16 (2011 Cohort)	FY17 (2012 Cohort)	FY18 (2013 Cohort)	FY 19 (2014 Cohort)	FY 20 (2015 Cohort)	FY 23 (2016 Cohort)
First-Time, Full-Time, Cohort	New	10%	18%	21%	18%		
Benchmark: +1% annually	New Benchmark Methodology				22%	23%	27%
Achieveme					NOT MET		

**WORK SESSION
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ATTACHMENT 2

College of Eastern Idaho

Timely Degree Completion

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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Percentage	9%	13%	12%	8%	>10%

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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Grad Rate %150 IPEDS	57%	56%	53%	54%	>60%

- III. Total number of certificates/degrees produced, broken out by:

- a) Certificates of at least one academic year
b) Associate degrees

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Certificates	120	120	109	120	>120
Associate Degrees	97	118	121	93	>130

- IV. Number of unduplicated graduates, broken out by:

- a) Certificates of at least one academic year
b) Associate degrees

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Completers of Certificates	120	120	109	120	>120
Completers of Degrees	97	117	121	93	>130

Remediation Reform

- 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 2015	FY 2016	FY 2017	FY 2018	Benchmark
Students	47%	47%	40%	28%	>45%

Math Pathways

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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Students	26%	30%	29%	24%	>31%

Guided Pathways

- VII. Percent of first-time, full-time freshmen graduating within 100% of time

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
FTFT Completers 100%	40%	30%	37%	46%	>40%

**WORK SESSION
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ATTACHMENT 2

College of Southern Idaho

I. Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
8% (473/6,188)	8% (453/5,621)	8% (436/5,161)	10% (472/4,618)	11%

Benchmark: 11% (by FY2020)

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
20% (191/976) Fall 2012 Cohort	22% (181/843) Fall 2013 Cohort	27% (178/672) Fall 2014 Cohort	27% (161/606) Fall 2015 Cohort	28%

Benchmark: 28%¹⁹ (by FY2020)

III. Number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
179 Certificates 845 Degrees	192 Certificates 919 Degrees	151 Certificates 817 Degrees	154 Certificates 800 Degrees	None

Benchmark: NA

IV. Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
176 Certificates 763 Degrees	189 Certificates 853 Degrees	148 Certificates 774 Degrees	152 Certificates 736 Degrees	None

Benchmark: NA

V. A) Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
20% (238/1,200)	24% (260/1,078)	32% (261/829)	33% (271/835)	35%

Benchmark: 35% (by FY2020)

V. B) Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
33% (138/415)	51% (168/331)	72% (232/324)	70% (215/309)	72%

Benchmark: 72% (by FY2020)

VI. Percentage of first time degree seeking students completing a gateway math course within two years of enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
27% (648/2,420)	27% (567/2,097)	29% (561/1,937)	37% (614/1,795)	40%

Benchmark: 40% (by FY2020)

VII. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
9% (83/976) Fall 2012 Cohort	10% (84/843) Fall 2013 Cohort	13% (88/672) Fall 2014 Cohort	15% (88/606) Fall 2015 Cohort	16%

Benchmark: 16%²⁰ (by FY2020)

**WORK SESSION
APRIL 17, 2019**

ATTACHMENT 2

College of Western Idaho

I. Percentage of students completing 30 or more credits per academic year

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3%	3%	4%	3%	4%	>=7%

*Note: Prior reports calculated students completing 30 or more credits ever at the institution. Updated in FY18 to reflect students completing 30 or more credits *per academic year*.

II. 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)	FY18 (2017-2018)	Benchmark
Fall Cohort 2010 10%	Fall Cohort 2011 9%	Fall Cohort 2012 11%	Fall Cohort 2013 13%	Fall Cohort 2014 12%	>=16%

III. Number of degrees/certificates produced annually (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Degrees					
895	895	996	979	984	>=1,000
Certificates of at least 1 year					
110	191	229	240	402	>=300

IV. Number of unduplicated graduates (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Degrees					
822	824	910	893	891	>=975
Certificates of at least 1 year					
95	161	226	240	337	>=275

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
English: 44% Math: 15%	English: 68% Math: 14%	English: 70% Math: 10%	English: 70% Math: 17%	English: 67% Math: 22%	English: 72% Math: >=25%

VI. 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)	FY18 (2017-2018)	Benchmark
27%	28%	28%	22%	24%	>=25%

VII. 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)	FY18 (2017-2018)	Benchmark
Fall Cohort 2010 4%	Fall Cohort 2011 3%	Fall Cohort 2012 6%	Fall Cohort 2013 3%	Fall Cohort 2014 6%	>=5%

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North Idaho College

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *Statewide Performance Measure. Source: NIC Trends. [CCM 195]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
5.8% (341/5871)	6.8% (374/5483)	7.2% (361/5042)	7.1% (331/4687)	New Benchmark currently under development

- II. Percent of first-time, full-time, freshmen graduating within 150% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 196]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
22% (187/832) Fall 12 Cohort NIC Rank 47%	25% (185/752) Fall 13 Cohort NIC Rank 50%	23% (151/653) Fall 14 Cohort RNIC Rank 54%	27% (169/625) Fall 15 Cohort Rank not yet available	Rank of 60% against IPEDS comparator institutions

- III. Total number of certificates/degrees produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 193]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
a) 38 b) 251 c) 676 Total Awards: 965	a) 29 b) 306 c) 746 Total Awards: 1081	a) 31 b) 473 c) 690 Total Awards: 1194	a) 45 b) 610 c) 687 Total Awards: 1342	New Benchmark currently under development

- IV. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 194]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
a) 35 b) 234 c) 661 Total overall unduplicated count: 898	a) 28 b) 288 c) 729 Total overall unduplicated count: 969	a) 20 b) 449 c) 674 Total overall unduplicated count: 905	a) 32 b) 569 c) 656 Total overall unduplicated count: 911	New Benchmark currently under development

- 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. *Statewide Performance Measure. Source: NIC Trends. [CCM 203/204]*

Math

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3.6% (41/1130) 13-14 Cohort	8.2% (90/1095) 14-15 Cohort	13.0% (137/1054) 15-16 Cohort	22.6% (304/1344) 16-17 Cohort	New Benchmark currently under development

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English

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16.7% (73/436) 13-14 Cohort	30.0% (137/457) 14-15 Cohort	50.9% (244/479) 15-16 Cohort	60.9% (361/593) 16-17 Cohort	New Benchmark currently under development

- VI. Percent of first-time, full-time freshmen graduating within 100% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 199]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16% (130/832) Fall 12 Cohort	16% (119/752) Fall 13 Cohort	15% (97/653) Fall 14 Cohort	17% (105/625) Fall 15 Cohort	Rank of 60% against IPEDS comparator institutions
NIC Rank 47%	NIC Rank 50%	RNIC Rank 62%	Rank not yet available	

- VII. Percent of new degree-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends. [CCM 198]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
22.1% (432/1952) 12-13 Cohort	24.1% (426/1771) 13-14 Cohort	27.8% (431/1549) 14-15 Cohort	27.1% (427/1575) 15-16 Cohort	New Benchmark currently under development



University of Idaho Strategic Plan and Process

2019⁸ - 2023

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted March^y 2019⁷ for 2019⁸ - 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 (\$ ~~thousand~~~~million~~)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY178 (20176-20187)	Benchmark
95,594 97	97,493 95	102,000 96	109,000 102	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.*

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Performance Measures:

I. Terminal degrees in given field (PhD, MFA, etc.)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
275 290	279 275	236 279	230 285 236	300

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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
66 65	70 66	102 70	92 70 102	72 ²

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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
575 (UG) & 574 (GR) 1,149 Total 489 (UG) & 488 (GR) 977 Total	697 (UG) & 463 (GR) 1,160 Total 575 (UG) & 574 (GR) 1149 Total	598 (UG) & 597 (GR) 1,195 Total 697 (UG) & 463 (GR) 1160 Total	765 598 (UG) & 500 597 (GR) 1,265 1195 Total	610 (UG) & 609 (GR) 1,237 Total ²

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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
66% 74%	63% 67%	65% 66%	61 68 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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
14 18	18 14	21 18	24 20 21	25 ²

GOAL 2: Engage

Outreach that inspires innovation and culture

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

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

Performance Measures:

I. Go-On Impact³

FY15 (2014-2015) FY14 (2013-2014) FY15 (2014-2015)	FY16 (2015-2016) FY15 (2014-2015) FY16 (2015-2016)	FY17 (2016-2017) FY16 (2015-2016) FY17 (2016-2017)	FY18 (2017-2018) FY17 (2016-2017) FY18 (2017-2018)	Benchmark
NANA	35%NA	35%35%	40.64035%	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)

FY15 (2014-2015) FY14 (2013-2014) FY15 (2014-2015)	FY16 (2015-2016) FY15 (2014-2015) FY16 (2015-2016)	FY17 (2016-2017) FY16 (2015-2016) FY17 (2016-2017)	FY18 (2017-2018) FY17 (2016-2017) FY18 (2017-2018)	Benchmark
5754	5757	5757	5757	64 ⁴

II. Economic Impact (\$ Billion)

FY15 (2014-2015) FY14 (2013-2014) FY15 (2014-2015)	FY16 (2015-2016) FY15 (2014-2015) FY16 (2015-2016)	FY17 (2016-2017) FY16 (2015-2016) FY17 (2016-2017)	FY18 (2017-2018) FY17 (2016-2017) FY18 (2017-2018)	Benchmark
1.1NA	1.11.1	1.11.1	1.11.1	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.

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Performance Measures:

I. Number of Direct UI Extension Contacts

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) 2017	Benchmark
<u>359,662</u> 359,622	<u>338,261</u> 338,261	<u>360,258</u> 360,258	<u>405,739</u> 348,000 <u>360,258</u>	359,000 ⁴

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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) 2017	Benchmark
<u>52%</u> NA	<u>52%</u> 52%	<u>52%</u> 52%	<u>52%</u> 52%	58% ⁴

III. Alumni Participation Rate⁵

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) 2017	Benchmark
<u>9%</u> 8.5%	<u>10.9%</u> 9%	<u>10%</u> 10.9%	<u>10.3%</u> 9%	10% ⁴

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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) 2017	Benchmark
<u>6,002 / 1,178</u> 5,021 / 1,136	<u>6,754 / 1,479</u> 6,002 / 1,178	<u>10,170 / 2,251</u> 6,754 / 1,479	<u>12,004 / 2,755</u> 6,500 / 2,251 <u>10,170</u>	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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) 2017	Benchmark
<u>11,534</u> 11,834	<u>11,372</u> 11,534	<u>11,780</u> 11,371	<u>12,072</u> 11,780	12,500 ²

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

Performance Measures:

I. Retention – New Students (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	Benchmark
80.1% 77.4%	77.4% 80.1%	81.6% 77.4%	80.8% 82.7%	83% ⁶

II. Retention – Transfer Students (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	Benchmark
82.8% 82.8%	79.2% 79.2%	83.4% 83.4%	82.4% 77.8%	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)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	Benchmark
2,861 1,765 618/123 20% 39% 1886 635/133 20% 30%	2,700 1,687 598/144 20% 42% 1,765 618/123 20% 30%	2,668 1,651 584/122 20% 30% 1687 598/144 20% 42%	2,487 2,900 1,570 543 20 Retired by SBOE 2930 Retired by SBOE	2,950 ² 1,800 ² 750/130 ⁴ 20% ⁴ 45% ⁴

IV. NSSE High Impact Practices

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	Benchmark
67% NA	67% 67%	67% 67%	73% 70%	70% ⁴

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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) FY17 (2016-2017)	Benchmark
<u>162 / 14%</u> 136 / 12%	<u>151 / 13%</u> 150 / 14%	<u>230 / 18%</u> 151 / 14%	<u>217 / 19%</u> 153 / 19% 230 / 19%	158 / 14% ⁴

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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) FY17 (2016-2017)	Benchmark
<u>Bachelors: 2,017</u> Bachelors: 2115	<u>Bachelors: 1,865</u> Bachelors: 2143	<u>Bachelors: 1,852</u> Bachelors: 2017	<u>Bachelors: 1,798</u> 1865	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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) FY17 (2016-2017)	Benchmark
<u>Math 50%</u> ENGL 66% <u>Math 54%</u> ENGL NA	<u>Math 54%</u> ENGL 72% <u>Math 50%</u> ENGL 66%	<u>Math 48%</u> ENGL 70% <u>Math 54%</u> ENGL 72%	<u>Math 59%</u> 51% <u>ENGL 69%</u> 72%	<u>Math 56%</u> ⁴ <u>ENGL 77%</u> ⁴

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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) FY17 (2016-2017)	Benchmark
<u>70.9%</u> 69.6%	<u>68.9%</u> 70.1%	<u>69.7%</u> 68.9%	<u>64.5%</u> 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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) FY17 (2016-2017)	Benchmark
<u>7,740</u> <u>3,284</u>	<u>7,493</u> <u>3,120</u>	<u>7,400</u> <u>3,174</u>	<u>7,284</u> <u>3,089</u> 37.5%	40% ⁴

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<u>42.4%</u> 35.7%	<u>41.6%</u> 37.1%	<u>42.9%</u> 36.4%	<u>42.4%</u>	
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- X. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time. New Statewide Performance Measure**

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (2017 6 -2018 7)	Benchmark
<u>29.1%</u> Cohort 2009- <u>10</u> 27.8% <u>Cohort 2008-09</u>	<u>29.7%</u> Cohort 2010- <u>11</u> 29.1% <u>Cohort 2009-10</u>	<u>30.1</u> Cohort 2011- <u>12</u> 29.7% <u>Cohort 2010-11</u>	<u>34.1</u> 30.1 Cohort 2012 1 - <u>132</u>	<u>34%</u> 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**

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (2017 6 -2018 7)	Benchmark
<u>57.3%</u> Cohort 2009- <u>10</u> 57.8% <u>Cohort 2008-09</u>	<u>55.8</u> Cohort 2010- <u>11</u> 57.3% <u>Cohort 2009-10</u>	<u>54.5%</u> Cohort 2011- <u>12</u> 55.8 <u>Cohort 2010-11</u>	<u>59.3</u> 54.5% Cohort 2012 1 -13 <u>2</u>	<u>60%</u> ⁴

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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (2017 6 -2018 7)	Benchmark
<u>163/163</u> 164/164	<u>158/158</u> 163/163	<u>160/160</u> 158/158	<u>Retired by SBOE</u> 160/160	<u>155/155</u> ⁴

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

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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (2017 6 -2018 7)	Benchmark
<u>Bachelors:</u> <u>1,765</u> Bachelors: <u>1981</u>	<u>Bachelors:</u> <u>1,687</u> Bachelors: <u>2005</u>	<u>Bachelors:</u> <u>1,651</u> Bachelors: <u>1865</u>	<u>Bachelors:</u> <u>1,570</u> 1758	<u>2000</u> ⁴

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

Performance Measures:

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

FY145 (20143- 20134)	FY165 (20154- 20165)	FY176 (20165- 20176)	FY17FY18 (20176-20187)	Benchmark
7588%/75%	62.575%/87.575%	6287.5%/87.5%	7580%62.5%/75%8087.5%	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)

FY15 (2014- 2015) FY14 (2013- 2014)	FY16 (2015- 2016) FY15 (2014- 2015)	FY17 (2016- 2017) FY16 (2015- 2016)	FY187 (20176- 20187)	Benchmark
2,4152415	2,6052,605	2,6782678	2,7992,9222,678	3,130 ⁸

II. International Student Enrollment (heads)

FY15 (2014- 2015) FY14 (2013- 2014)	FY16 (2015- 2016) FY15 (2014- 2015)	FY17 (2016- 2017) FY16 (2015- 2016)	FY17 (20176- 20187)	Benchmark
712712	766766	664664	717800	950 ⁴

III. Percentage Multicultural a) Faculty and b) Staff

FY15 (2014- 2015) FY14 (2013- 2014)	FY16 (2015- 2016) FY15 (2014- 2015)	FY17 (2016- 2017) FY16 (2015- 2016)	FY187 (20176- 20187)	Benchmark
19% / 11%17%/11%	19%/12%19%/ 12%	19% / 13%19%/13%	22.12019% / 1313%	21% / 14% ⁴

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

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Performance Measures:

I. Chronicle Survey Score: Job Satisfaction

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
Survey average in the 2 nd group of 5 ^{NA}	Survey average in the 3 rd group of 5 Survey average in the 2 nd group of 5	Survey average in the 3 rd group of 5 Survey average in the 2 nd group of 5	Survey average in the 3 rd 2 nd group of Survey average in the 3 rd group of 5	Survey average in the 3 rd group of 5 ⁹

II. Full-time Staff Turnover Rate

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
17.6% 18.52%	16.91% 17.6%	15.70% 16.91%	17.0% 17.70%	16% ¹⁰

Objective C: Improve efficiency, transparency and communication.

Performance Measures:

I. Cost per credit hour (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
\$335 \$323	\$340 \$335	\$355 \$340	\$383 \$355	\$366 ¹¹

II. Efficiency (graduates per \$100K) (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
1.191 1.36	1.151 1.20	1.101 1.15	0.971 1.216	1.32 ⁴

Key External Factors

Factors beyond our control that affect achievement of goals

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

Evaluation Process

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

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

¹ Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (<http://carnegieclassifications.iu.edu/>).

² This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

³ Measured via survey of newly enrolled students, For students who answered “Yes or No”, “Somewhat No” or “Definitely no” to “In your high school junior year, were you already planning to attend college (UI or other)?” the percent that responded “Yes or No”, “Somewhat Yes” or “Definitely Yes” to “Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?”

⁴ Internally set standard to assure program quality.

⁵ Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

⁶ Based on a review of our SBOE peer institutions

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

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

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

¹⁰ Based on HR’s examination of turnover rates of institutions nationally.

¹¹ Established by SBOE.

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
Institution/Agency Goals and Objectives				
GOAL 1: Innovate <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>		✓	✓	

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	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
<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>		✓	✓	
<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 Educational experiences that improve lives <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 A valued and diverse community <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>		✓	✓	

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ATTACHMENT 3

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
Objective C: Improve efficiency, transparency and communication.	✓			

Metric and Data Definitions

Guiding principle for metric selection and use.

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

Metrics for Goal 1 (Innovate):

- 1.) **Terminal Degrees** in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.
- 2.) **Postdocs, and Non-faculty Research Staff with Doctorates** as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (<http://www.nsf.gov/statistics/srvygradpostdoc/#qs>).
- 3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (<http://www.nsf.gov/statistics/srvyherd/>).
- 4.) **Invention Disclosures** as reported annually in the Association of University Technology Mangers Licensing Activity Survey (<http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/>).
- 5.) **Number of undergraduate and graduate students paid from sponsored projects**: This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.
- 6.) **Percent of students engaged in undergraduate research**: This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Goal 2 (Engage):

- 1.) **Impact (UI Enrollment that increases the Go-On rate)**: The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new

students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

- 2.) **Extension Contacts:** Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
- 3.) **Collaboration with Communities:** HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
- 4.) **NSSE Mean Service Learning, Field Placement or Study Abroad:** This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
- 5.) **Alumni Participation Rate:** This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (<http://cae.org/fundraising-in-education/>). It is updated annually.
- 6.) **Economic Impact:** This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and the data will be updated as it becomes available.
- 7.) **Dual Credit:** These data are pulled from the PMR which is developed for the SBOE annually.

Metrics for Goal 3 (Transform):

- 1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
- 2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., <https://researchrundowns.wordpress.com/quantitative-methods/effect-size/>).
- 3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year

retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.

- 4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.
- 5.) **Degrees by level:** Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.
- 6.) **NSSE High Impact Practices:** This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
- 7.) **Remediation:** This metric comes from the PMR of the SBOE. It is updated annually.

Metrics for Goal 4 (Cultivate):

- 1.) **Chronicle Survey Score (Survey Average):** This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here <http://chroniclegreatcolleges.com/reports-services/>.
- 2.) **Multicultural Student Enrollment:** The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 3.) **International Student Enrollment:** The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 4.) **Full-time Staff Turnover Rate** is obtained from UI Human Resources on an annual basis.
- 5.) **Percentage of Multicultural Faculty and Staff** is the percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
- 6.) **Cost per credit hour:** This metric is from the PMR for the SBOE and is update annually.
- 7.) **Efficiency:** This metric is from the PMR for the SBOE and is update annually.



BOISE STATE UNIVERSITY

UPDATED FOR FY2020 THROUGH FY2024

MISSION STATEMENT

CORE THEMES

VISION

STRATEGIC PLAN

MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN

MAPPING OF STRATEGIC PLAN TO THE

COMPLETE COLLEGE IDAHO PLAN

KEY EXTERNAL FACTORS

Focus on Effectiveness

**Boise State University
Strategic Plan**

Mission

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

Vision

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

Core Themes

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

***Undergraduate Education.** Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.*

***Graduate Education.** Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.*

***Research and Creative Activity.** Through our endeavors in basic and applied research and in creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.*

***Community Commitment.** The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.*

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 2016	FY 2017	FY 2018	FY 2019	Target (“Benchmark”)	
					FY 2020	FY 2024
Academic Challenge						
>Higher-order learning			99% ² ↔	NSSE survey every three years	100%	105% ³
>Reflective & integrative learning			103%↔		105%	105%
Learning with Peers						
>Collaborative learning			107% ↑		107%	107%
>Discussions with diverse others			101%↔		103%	105%

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

Performance Measures:

Students participating in internships	FY 2016	FY 2017	FY 2018	FY 2019	Target (“Benchmark”)	
					FY 2020	FY 2024
>Number of students with internship credit	996	921	927	Available July 2019	1,000	1,200

NSSE % of senior participating in internships (and similar experiences), and in research	FY 2016	FY 2017	FY 2018	FY 2019	Target (“Benchmark”)	
					FY 2020	FY 2024
>% of students participating in internships and other applied experiences	NSSE survey every three years	NSSE survey every three years	52.2% ↑	NSSE survey every three years	54%	56%
>% of students participating in research w/faculty members			26.6% ↑		28%	30%

Vertically Integrated Projects ⁴ (VIPs)	FY 2016	FY 2017	FY 2018	FY 2019	Target (“Benchmark”)	
					FY 2020	FY 2024
>Number of students enrolled in VIP credit	61	75	51	181	300	500
>Number of VIP teams	8	8	10	17	25	30

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 is statistically the same as peers; ↑ & ↓ indicate statistically higher and lower than peers, respectively.

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.

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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 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Learning with Peers						
>Collaborative learning	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	103% ⇔	<i>NSSE survey every three years</i>	105%	105%
>Discussions with diverse others			98% ⇔		100%	102%
Experiences with faculty						
>Student-faculty interaction			101% ⇔		103%	105%
>Effective teaching practices			99% ⇔		100%	102%

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 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Academic Challenge						
>Higher-order learning	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	99% ⇔	<i>NSSE survey every three years</i>	100%	102%
>Reflective & integrative learning			100% ⇔		102%	105%
>Learning strategies			98% ⇔		100%	102%
>Quantitative reasoning			103% ⇔		105%	105%
Learning with Peers						
>Collaborative learning			103% ⇔		105%	105%
Experiences with faculty						
>Effective teaching practices			99% ⇔		100%	102%

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 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Undergraduate Certificate	<u>127</u>	200	248	Available Sept. 2019	300	400
>Associate	141	114	118		150	150
>Baccalaureate	2,998	3,141	3,196		3,500	4,050
>(SBOE target for baccalaureate graduates ⁶)	(2,843)	(2,986)	(3,130)		(3,416)	
>Graduate Certificate	173	212	241		270	320
>Master's	670	776	917		950	975
>Education Specialist	10	15	16		23	33
>Doctoral	18	36	32		40	50
Total Distinct Graduates	3,916	4,173	4,393		4,800	5,600

First year retention rate ⁷	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 Cohort	Target ("Benchmark")		
					F2019 cohort	F2021 cohort	F2023 cohort
>Percent of first-time, full-time freshmen retained	78.2%	79.8%	79.5%	Available Oct. 2019	82.0%	83.5%	85.0%
>Percent of Idaho resident Pell-eligible first-time full-time freshmen retained	72.7%	72.6%	70.8%		74.0%	76.5%	79.0%
-Resident, Pell-Eligible only	<u>76.1%</u>	<u>76.6%</u>	<u>75.4%</u>		78.0%	80.0%	82.0%
-Resident, Not Pell-Eligible only	<u>76.8%</u>	<u>75.6%</u>	<u>77.3%</u>		80.0%	82.0%	84.0%
-Non-Resident, Pell-Eligible only	<u>84.0%</u>	<u>87.8%</u>	<u>88.2%</u>		89.0%	90.0%	91.0%
-Non-Resident, Not Pell-Eligible only		73.8%	<u>76.6%</u>		79.0%	81.0%	83.0%
	75.4%						
>Percent full-time transfers retained or graduated							

4-year graduation rate ⁸	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Target ("Benchmark")	
					Fall 2016 cohort	Fall 2017 cohort
> % of first-time, full-time freshmen who graduated	21.1%	25.5%	28.7%	Available Sept. 2019	33%	41%
>% of Idaho resident, Pell-eligible, first-time, full-time freshmen who graduated	10.9%	12.2%	15.3%		20%	33%
-Resident, Pell-Eligible only	<u>18.7%</u>	<u>22.9%</u>	<u>24.5%</u>		29%	38%
-Resident, Not Pell-Eligible only	<u>29.2%</u>	<u>31.4%</u>	<u>34.0%</u>		39%	48%
-Non-Resident, Pell-Eligible only	<u>36.9%</u>	<u>42.7%</u>	<u>46.4%</u>		49%	53%
-Non-Resident, Not Pell-Eligible only	47.0%	47.5%	49.7%		51%	53%

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 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.

⁸ SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time.

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>% of full-time transfers who graduated						
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6-year graduation rate ⁹	Fall 2010 cohort	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Target ("Benchmark")	
					Fall 2014 cohort	Fall 2018 cohort
> % of first-time, full-time freshmen who graduated	38.7%	43.4%	45.8%	Available Sept. 2019	48.0%	54.0%
>% of Idaho resident, Pell-eligible, first-time, full-time freshmen who graduated	29.3%	30.4%	34.3%		38.0%	46.0%
-Resident, Pell-Eligible only	34.2%	43.5%	41.4%		45.0%	51.0%
-Resident, Not Pell-Eligible only	45.6%	44.4%	54.7%		57.0%	61.0%
-Non-Resident, Pell-Eligible only	58.4%	60.7%	64.0%		65.5%	68.5%
-Non-Resident, Not Pell-Eligible only	51.0%	58.3%	57.5%		58.0%	62.0%
>% of full-time transfers who graduated						

Student Achievement Measure (After six years: % graduated or still enrolled at Boise State or elsewhere) ¹⁰	Fall 2010 cohort	Fall 2011 Cohort	Fall 2012 cohort	Fall 2013 cohort	Target ("Benchmark")	
					Fall 2014 cohort	Fall 2017 Cohort
>First-time, full-time Freshman cohort	64%	71%	72%	Available Nov. 2019	73%	76%
>Full-time Transfer student cohort	74%	80%	78%		78%	80%

Gateway math success of new degree-seeking freshmen ¹¹	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Target ("Benchmark")	
					Fall 2018 Cohort	Fall 2022 Cohort
>% completed within two years	84.40%	87.79%	88.65%	Available Sept. 2019	89%	90%

Progress indicated by credits per year ¹²	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>% of undergraduate degree seeking students with 30 or more credits per year	28.4%	28.3%	27.5%	Available July 2019	30%	32%

Success in credit-bearing course (gateway) after remedial course ¹³	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>English	65%	64%	Available	Available	70%	74%
>Mathematics	47%	40%	July 2019	July 2020	50%	50%

⁹ SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time.

¹⁰ 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.

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, gateway, course (Math 123, 143, 157, or 243) (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.

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Structured Programs ¹⁴	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%

Degrees and Certificates Awarded ¹⁵	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Undergraduate Certificate	127	226	248	Available Sept. 2019	300	400
>Associate	136	116	119		150	150
>Baccalaureate	145	3,168	3,373		3,700	4,275
>Graduate Certificate	3,174	3,317	248		270	320
>Master's	178	220	917		950	975
>Education Specialist	670	776	16		23	33
>Doctoral	10	15	32		40	50
	18	36				

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 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Experiences with faculty						
NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
>Supportive interaction with academic advisors	years NSSE survey	years NSSE survey	99.8%	years NSSE survey	102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	every three years	every three years	100.2%	every three years	102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)			103.4%		105%	105%

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

Performance Measures:

Dual enrollment ¹⁶	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Number of credits produced	15,534	21,519	23,664	Available	30,020	36,485
>Number of students served	3,597	4,857	5,408	July 2019	6,775	8,240

eCampus (Distance Education)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Student Credit Hours	81,178	91,342	108,315	Available	134,320	182,740
>Distinct Students Enrolled	12,106	13,055	14,430	July 2019	16,820	22,880

¹⁴ SBOE required metric: structured programs. Percentage of academic degree programs with structured schedules.

¹⁵ 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.

¹⁶ Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

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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 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Expenditures as reported to the National Science Foundation	\$32.0M	\$34.9 M	\$41.4M	Available Apr 2020	\$44M	\$50M

Publications of Boise State authors and citations of those publications over 5-year period	CY 2011-15	CY 2012-16	CY 2013-17	CY 2014-18	Target ("Benchmark")	
					For CY 2016-20	For CY 2020-24
>Number of peer-reviewed publications by Boise State faculty, staff, students ¹⁷	1,533	1,709	1,957	2,237	2,700	3,500
>Citations of peer-reviewed publications authored Boise State faculty, staff students ¹⁸	11,190	12,684	8,147	10,167	14,000	22,000

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline ¹⁹	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	8.2% 7.1%	9.6% 9.0%	18.9%		15%	20%
>\$\$ per grant award for interdisciplinary grants	\$276,604	\$237,338	\$244,317	Available Sept 2019	\$300,000	\$350,000
>\$\$ per grant award for single-discipline grants	\$106,394 \$537,951	\$137,209 \$481,554	\$164,347		\$200,000	\$225,000
	\$142,530	\$186,144				

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 ²⁰	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Basic Classification	R3 (Research: Moderate)	R3 (Research: Moderate)	R3 (Research: Moderate)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)

Number of doctoral graduates	FY	FY	FY	FY	Target ("Benchmark")
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¹⁷ # of publications over five-year span with Boise State listed as an address for one or more authors; from Web of Science.

¹⁸ 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.

¹⁹ Excludes no-cost extensions. Represents per-grant, not per-person \$\$.

²⁰ Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (definition updated 2019 to D/PU: Doctoral Professional Universities).

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	2016	2017	2018	2019	FY 2020	FY 2024
Graduates with PhD, DNP, EdD	18	36	32	Available Sept. 2019	40	50

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 ²¹ (bachelor's, master's, doctoral)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Number of graduates	1,510	1,575	1,605	Available Sept. 2019	1,700	1,900

Rate of employment in Idaho one year after graduation ²²	Graduation Year Cohort				Target ("Benchmark")	
	FY 2013 Cohort	FY 2014 Cohort	FY 2015 Cohort	FY 2016 Cohort	FY 2018 Cohort	FY 2022 Cohort
>Idaho residents	81%	80%	Not available	Not available	82%	83%
>Non-residents	45%	41%	Not available	Not available	45%	46%

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

Performance Measures:

STEM Graduates ²³	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral)	564	671	692	Available Sept. 2019	760	910
STEM degree graduates as % of all degree graduates, bachelor's and above	15.3%	16.9%	16.7%	Available Sept. 2019	17%	17%

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 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Baccalaureate graduates from underrepresented groups ²⁴						
>from rural counties	142	120	124	Available Sept. 2019	165	210
>from ethnic minorities	303	339	359	Available Sept. 2019	500	700
Baccalaureate graduates who are Idaho residents	2,350	2,268	2,263	Available Sept. 2019	2,700	3,100
Baccalaureate graduates of non-traditional age (30 and up)	869	867	847	Available Sept. 2019	1,000	1,100

²¹ 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.

²² 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.

²³ 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.

²⁴ 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

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Baccalaureate graduates who began as transfers from Idaho community college ²⁵	384	391	406	Available Sept. 2019	700	1,100
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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 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Number of baccalaureate graduates who participated in a course with a Service-Learning component <i>Unduplicated enrollment in courses</i>	2,689 1,255	2,490 1,558	2,896 1,452	Available July 2019	1,600	1,800
% of baccalaureate students participating in service-learning course	41%	46%	45%	Available July 2019	50%	55%

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
"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. " ²⁶	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 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.

²⁶ Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc.

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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 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Quality of interaction with academic advisors	NSSE survey every three years	NSSE survey every three years	99.8% ↔	NSSE survey every three years	102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)			100.2% ↔		102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)			103.4% ↑		105%	105%

Cost of Education ²⁷ (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Boise State	\$6,874	\$7,080	\$7,326	\$7,694	Remain less than the WICHE state average	
>WICHE average	\$7,826	\$7,980	\$8,407	\$8,630		
>Boise State as % of WICHE	87.8%	88.7%	87.1%	89.2%		

Expense per EWA-weighted Student Credit Hour (SCH)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
\$ per Resident Undergraduate SCH ²⁸ >In 2015 \$\$ (i.e., CPI-adjusted) >Unadjusted	\$311.72 \$314.81 \$295.53 315.24	\$313.64 \$322.15 \$296.53 \$322.60	\$313.35 \$329.90	Available Dec. 2019	No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Resident Undergraduate & Graduate SCH >In 2015 1 \$\$ >Unadjusted	\$280.53 \$283.31 \$265.92 \$283.66	\$281.38 \$289.01 \$265.89 \$289.34	\$279.53 \$294.29	Available Dec. 2019	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate SCH ²⁹ >In 2015 1 \$\$ >Unadjusted	\$266.25 \$268.89 \$252.43 \$269.26	\$266.47 \$273.70 \$251.86 \$274.08	\$263.08 \$276.98	Available Dec. 2019	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$

²⁷ 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>.

²⁸ 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.

²⁹ Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules.

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\$ per Total Undergraduate & Graduate SCH >In 2015-16 \$ >Unadjusted	\$247.65 \$250.11 \$234.77 \$250.43	\$247.63 \$254.35 \$234.01 \$254.65	\$244.00 \$256.89	Available Dec. 2019	No increase in CPI adjusted \$	No increase in CPI adjusted \$
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Graduates per FTE	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Baccalaureate graduates per undergraduate FTE ³⁰	21.1	21.7	21.8	Available	22.2	22.8
Baccalaureate graduates per junior/senior FTE ³¹	37.9 38.0	41.1	41.2	Sept. 2019	42.5	44.0
Graduate degree graduates per graduate FTE ³²	38.7	43.1	46.8		44.0	45.0

Distinct Graduates per \$100k Expense ³³	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Distinct baccalaureate graduates per \$100k undergraduate expense >In 2015-16 \$ (i.e., CPI-adjusted) >Unadjusted	1.419 1.40	1.4452 1.40	1.45 1.37	Available Jan. 2020	No increase in CPI adjusted \$	No increase in CPI adjusted \$
Baccalaureate, masters, and doctoral graduates per \$100k total expense >In 2015-16 \$ >Unadjusted	1.4756 1.46	1.5362 1.49	1.57 1.49	Available Dec. 2019	No increase in CPI adjusted \$	No increase in CPI adjusted \$

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 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Research	227	230	239	Available February 2020	250	300
>Instruction/Training	23	29	26		30	35
>Other Sponsored Activities	93	102	103		110	125
>Total	343	361	368		390	460

Sponsored Projects funding: Dollars awarded by purpose	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Research	\$23.3M	\$30.0M	\$36.8M	Available February 2020	\$38M	\$45M
>Instruction/Training	\$5.9M	\$5.7M	\$6.2M		\$7M	\$10M
>Other Sponsored Activities	\$12.2M	\$14.3M	\$12.9M		\$15M	\$20M
>Total	\$41.4M	\$50.1M	\$56.0M		\$60M	\$75M

³⁰ 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.

³¹ 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.

³² 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.

³³ Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of graduates for summer, fall, and spring terms.

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Advancement funding	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Total gift income (outright gifts and previous pledge payments)	\$23.7 M	\$37.6M	\$33.9M	Available January 2020	\$38M	\$40M
>Total Endowment Value	\$12.0M	\$105.4M	\$114.8M		\$130M	\$150M
	\$96.7M	\$100.8M				
	\$					

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.

Mapping of Boise State University's Strategic Plan onto The Matrix					
Boise State 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.
↓The Matrix↓					
Matrix: Overall Goal					
Increase the number of Idahoans who have a relevant, high-quality college education	✓	✓	✓	✓	✓
Matrix: Contributing Goals					
<i>Entry into the Pipeline: Access</i>					
1. Increase go-on rate for high school students	✓	✓		✓	
2. Increase return-to-college and completion for adults	✓	✓		✓	
3. Close the gaps for groups under-represented as college graduates		✓		✓	✓
<i>Stay in the Pipeline: Progression and Completion</i>					
4. Increase timely degree completion. Close gaps for underrepresented minorities	✓	✓		✓	✓
5. Increase use of transfer credits		✓			
6. Increase use of competency credits		✓			
7. Ensure the quality and relevance of college education	✓		✓	✓	✓
<i>Deal with Constraints</i>					
8. Increase affordability of college		✓			✓
9. Increase \$\$ efficiencies at institutions; and funding formula		✓			✓

	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.
Board of Education 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>					
Objective A: Data Access and Transparency - <i>Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.</i>					✓
Objective B: Alignment and Coordination – <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>					
Objective A: Higher Level of Educational Attainment – <i>Increase completion of certificates and degrees through Idaho's educational system.</i>	✓	✓	✓	✓	
Objective B: Timely Degree Completion – <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>		✓		✓	

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

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



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

March 2019 - NIST Cybersecurity Framework and Critical Security Controls
1-6 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:

- Assessment for now include CSC 1-6 version 7 as outlined by State ITS department.
- The Higher Education Security Council correlated CSC 1-5 gap assessments from participating Higher Education institutions and presented remediation options and priorities to Higher Ed CIOs for review and planning.
- NIST Cybersecurity Framework (CSF) has been incorporated into existing IT Risk Management frameworks. Framework maturity reports are provided through Third Party Security effectiveness vendor. Current average CSF maturity is graded as a B.
- State has agreed in principle that Higher Ed has a different scope and mission than typical agencies so reporting will be considered informational in required.

Planned Activities thru FY2020:

- Higher Ed CIOs will maintain State Board awareness of CSC and NIST Cybersecurity Framework adoption.
- Assessment updates will be reported when practical and will continue to be used for monitoring overall program improvements and increasing maturity.
- 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 and remains a primary obstacle to adoption.
- Continue to create/update policy, procedures, standards and reporting for Critical Security Controls 1-6 where practical.

Note: Adopting and implementing the Critical Security Controls 1-6 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: 2020-2024

Focusing on Idaho's Future:

discover OPPORTUNITY

Idaho State University
Strategic Plan
2020-2024

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
2,306	2,252	2,282	Not Avail	2,702

Benchmark: Increase by 20% by FY18-22 the number of **new** full-time degree-seeking undergraduate and the number of full and part-time graduate degree-seeking students from FY 17 (2,252) enrollment numbers. ***new** full-time certificate and undergraduate and new 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 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
1,710	1,614	1,658	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 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
596	638	624	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.

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
69%	64%	63%	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 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
30%	31%	31%	Not Avail.	TBD

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
28%	29%	32%	Not Avail.	50% or more

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
207	200	286	Not Avail.	TBD

1.3b Total number of associate degrees

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
378	419	472	Not Avail.	TBD

1.3c Total number of baccalaureate degrees

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
1,277	1,249	1,166	Not Avail.	TBD

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2018)	Benchmark
182	179	266	Not Avail.	TBD

1.4b Total number unduplicated graduates (associate degrees)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
358	402	472	Not Avail.	TBD

1.4c Total number unduplicated graduates (baccalaureate degrees)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
1,196	1,167	1,131	Not Avail.	TBD

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 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
28%*	Not Avail.	Not Avail.	Not Avail.	TBD

*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 2016	FY 2017	FY 2018	FY 2019	Benchmark
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(2015-2016)	(2016-2017)	(2017-2018)	(2018-2019)	
34%	35%	34%	Not Avail.	TBD

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
11%	13%	14%	Not Avail.	TBD

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 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	33%	45%

Benchmark: Increase the familiarity of ISU's mission and community contributions by 12% using 2018 survey data.

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
10,237b	5,097b	4,487b	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 2021** assessment period.*

AY 2016 (2015-2016)	AY 2017 (2016-2017)	AY 2018 (2017-2018)	AY 2019 (2018-2019)	Benchmark 2021
Not Measured	Not Measured	Not Measured	Not avail. until AUG 2020	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. **The date change is a result of the selection of a new president.

4.2 *Internal, formal communication events between the ISU's leadership and the University Community AYs 19-21.*

AY 2016 (2015-2016)	AY 2017 (2016-2017)	AY 2018 (2017-2018)	AY 2019 (2018-2019)	Benchmark 2022
Not Measured	Not Measured	Not Measured	Not avail. until AUG 2020	TBD

Benchmark: The number of internal communication events hosted by ISU leadership during an AY using AY19 data as a baseline.

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

AY 2016 (2015-2016)	AY 2017 (2016-2017)	AY 2018 (2017-2018)	AY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	44%	70%

Benchmark: Using data collected from the initial employee experience survey given in September 2018 (Q4:How would you rate overall internal communication at ISU?) to measure the perceived effectiveness (as rated by 4 or 5 stars (755 of 1691)) of the communication events (4.2) on improving communication and inclusion within the University AYs 19-21. The date change is a result of the 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 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	1,222 (baseline)	Not Avail.	1344

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 baseline based on FY18 data.

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	237 (baseline)	Not Avail.	256

Benchmark: Based on input from ISU's Deans and the Vice President of the Kasiska Division of Health Sciences; **the benchmark increased to 256 due to a change in the data collection method**--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 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	369	433	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 Complete College America/Idaho; the 60% Goal; 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 63%. Even though we have continued to and it may be very difficult to achieve, ISU's five-year goal remains 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 are 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 should start seeing the results of this change shortly.

- Momentum Pathways and its subordinate programs is a SBOE directed set of programs is currently underway. Many of the initiatives within Pathways are already being implemented but the SBOE's emphasis is focusing implementation timelines. Additional required programs include increasing the go-on rate for high school students, increasing return-to-college and completion for adults, and closing gaps for under-represented graduates.
- 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 continues to expand each summer, so this program will also take time to impact the overall retention rate.
- As part of the retention efforts, ISU's Vice President of Student Affairs is heading up a university-wide retention committee that working with Academic Affairs and other units to identify and address additional issues focusing barriers to student success.

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. ISU recently purchased an enterprise-based evaluation tool to generate annually reports to better track each objective's improvement based on its annual benchmark to allow leadership, staff and faculty to view the level of progress achieved.

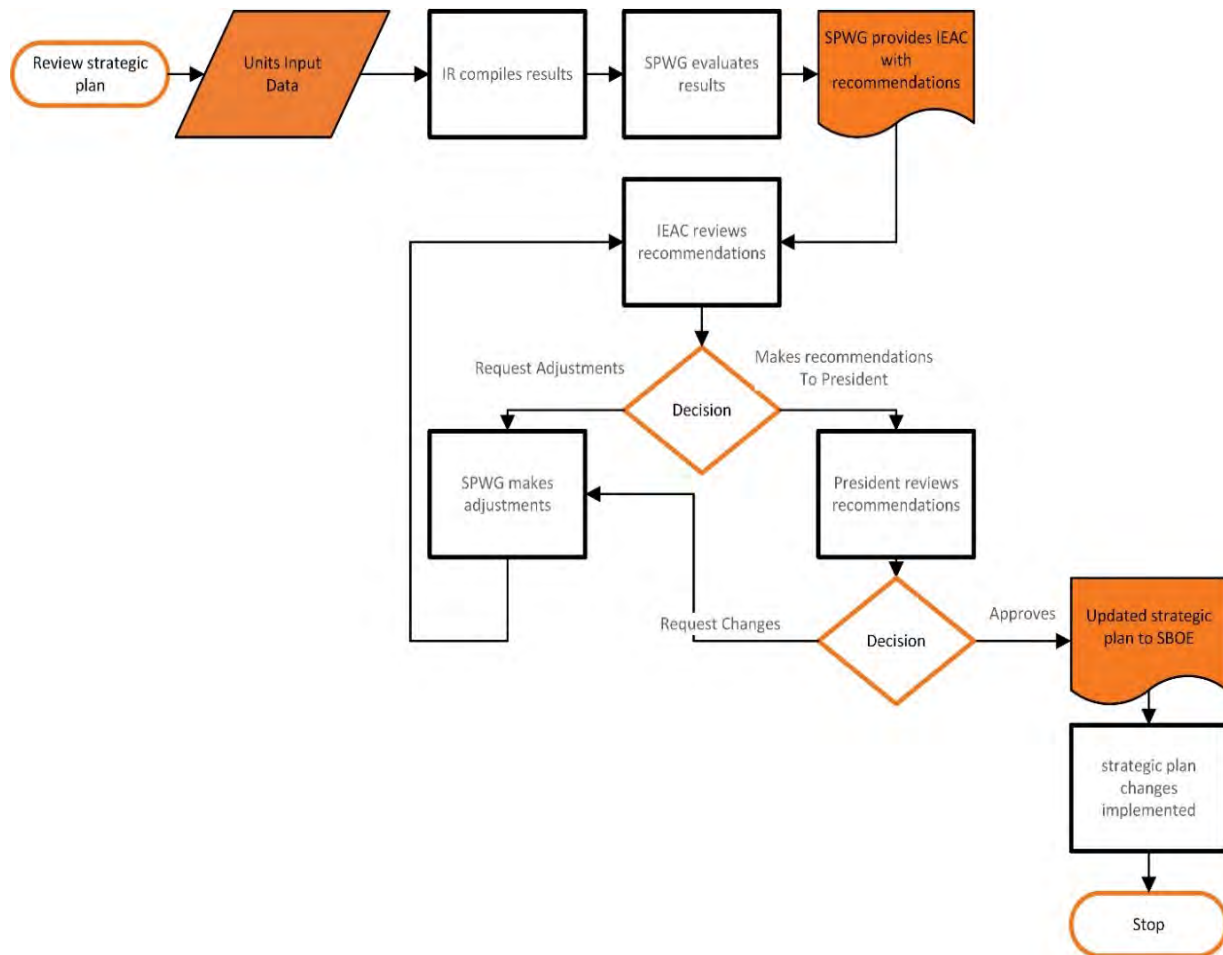
The Strategic Planning Working Group (SPWG), a team of faculty, staff, students, and community constituents, will meet annually in January to evaluate three factors affecting the progress of each objective.

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.		✓	✓	

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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
✓		

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
✓		



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STRATEGIC PLAN: FY 2019-2023

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Connecting Learning to Life

STRATEGIC PLAN FY 2019-2023



April, 2019

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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 learning environment.

Core Theme Three: Partnerships

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

VISION STATEMENT

Lewis-Clark State College (LCSC) will fulfill the Idaho State Board of Education's vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and will contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on effective instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.

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

- Actively partner with the K-12 school system, community service agencies, and private enterprises and support regional economic and cultural development
- Strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs, student fees, housing, textbook and lab costs, and financial assistance to ensure affordability
- Vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the region, the state, the nation, and the world.

Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming

Objective A: Optimize course and program delivery options¹

Performance Measure 1: Number of online and evening/weekend programs.

Definition: The number of degrees or certificates offered online or during the evening or weekend hours.

Benchmark: Based upon current planning processes, LCSC anticipates adding online degrees/certificates and evening & weekend programs of study within the next academic year (FY 20).

Course Delivery Methods	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
Online²	New Measure				36		
Benchmark	No Prior Benchmarks					37	42
Evening/ Weekend	New Measure				0		
Benchmark	No Prior Benchmarks					2	6

Performance Measure 2: Proportion of courses in which course content is delivered online

Definition: The proportion of courses in which course content (e.g., syllabi & student grades) is delivered using an online learning management system (LMS).

Benchmark: One hundred percent (100%) of courses have content available to students on the LMS.

Web Enhanced Courses	FY15	FY16	FY17	FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
% Sections	New Measure				Inventory current number of courses with content in LMS Implement new LMS		
Benchmark	No Prior Benchmarks						100%

¹ Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

² List of online programs available here: <http://www.lcsc.edu/degrees?locations=Online>

Objective B: Ensure high quality program outcomes³

Performance Measure 1: Licensing & certification

Definition: The proportion of LSCS test takers who pass, or their average scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

Licensing/Certification Exams			FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Professional Degrees	NCLEX Registered Nurse ⁴	LCSC	89%	94%	94%	99%	92% ⁵	Exceed National Average
		Benchmark: Nat'l Ave.	81%	83%	85%	85%	87% ⁵	
		Achievement	MET	MET	MET	MET	MET	
	NCLEX Practical Nurse ⁴	LCSC	100%	94%	100%	100%	Not yet available	Exceed National Average
		Benchmark: Nat'l Ave.	83%	84%	86%	86%		
		Achievement	MET	MET	MET	MET		
	ARRT Radiology	LCSC	100%	90%	100%	95%	Not yet available	Exceed National Average
		Benchmark: Nat'l Ave.	88%	87%	89%	89%		
		Achievement	MET	MET	MET	MET		
	PRAXIS Teacher Education	LCSC ⁶	New Measure	168	168	168	Not yet available	Meet State Average Scores
		Benchmark: State Ave.		168	172	170		
		Nat'l Median		MET	NOT MET	NOT MET		
	ASWB Social Work	LCSC	94%	73%	87%	Not yet available		Exceed National Average
		Benchmark: Nat'l Ave.	78%	77%	78%			

³ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

⁴ Test results for first time test takers reported for April through March.

⁵ Partial year reported

⁶ Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

Licensing/Certification Exams			FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
		Achievement	MET	NOT MET	MET			

Licensing/Certification Exams			FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Workforce Training ⁷	Pharmacy Technician	LCSC	New Program	100%	100%	--% ⁸	Available fall 2019	Exceed National Average
		Benchmark: Nat'l Ave.		57%	58%	58%		
		Achievement		MET	MET	NOT MET		
	Paramedic ⁹	LCSC	Cohorts complete every other year	88%	Cohorts complete every other year	89%	Cohorts complete every other year	Exceed National Average
		Benchmark: Nat'l Ave.		83%		73%		
		Achievement		MET		MET		
	Electrical Apprenticeship Idaho Journeyman	LCSC	83%	90%	90%	100%	Not yet available	Exceed Statewide Average
		Benchmark: State Ave.	69%	67%	79%	77%		
		Achievement	MET	MET	MET	MET		

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative¹⁰

Connecting Learning to Life has been reenergized as a presidential priority focusing on bringing to life, across and throughout curricula and/or co-curricular engagement, LC's grounding mantra, "connecting learning to life"; and by doing so, make experiential and applied learning a signature hallmark of an LCSC

⁷ Workforce Training at LCSC also offers Certified Nursing Assistant (CNA) training requiring exit exam certification. However, a change in statewide contract with vendor does not stipulate that the vendor report the test results back to the institutions. CNA will be brought back as part of this performance measure if/when those records become available.

⁸ To protect student privacy, statistics not reported when composed of less than five individual students aggregated.

⁹ Written exam results only.

¹⁰ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

education. ‘Connecting’ experiences fall under *applied learning*¹¹ or *experiential learning*¹². Many students will complete applied or experiential learning within their chosen majors. Others may reach outside their major for hands-on, co-curricular experiences.

Performance Measure 1: Curricular programing of applied and experiential learning opportunities

Definition: Courses, programs of study, majors, minors and certificates that serve as avenues of applied or experiential learning opportunities.

Benchmark: All programs of study offer all graduates opportunity for applied &/or experiential learning. Long-term goals include the development of signature certificates and new, interdisciplinary degree options through which “academic” and career-technical courses may be woven together.

Curricular Applied & Experiential Learning	FY15 -FY18	FY 19 (2018-19)	FY20-22	FY 23 (2022-23)
Apprenticeships	New Measure	Develop inventory of applied & experiential learning: Identify Courses & Programs of Study/Majors, Minors, Certificates	Report on Gaps	100% of LCSC graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.
Directed Study				
Field Experiences				
‘Hands-on’ courses				
Internships, Practica & Clinicals		Identify gaps: Programs of study for which grads may not encounter applied or experiential learning	Expand & Implement additional opportunities of <i>Connecting Learning to Life</i>	
Performance Arts				
Service Learning				
Undergraduate Research				

Performance Measure 2: Co-Curricular programing of applied and experiential learning opportunities

Definition: Co-curriculum programming engaging students in applied or experiential learning outside of their chosen program’s curriculum. Examples displayed in the table below.

Benchmark: 100% of LCSC graduates participate in applied &/or experiential learning.

¹¹ Applied learning = hand’s on application of theory.

¹² Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

Co- Curricular Applied & Experiential Learning	FY15 -FY18	FY 19 (2018-19)	FY20-22 (2019-20)	FY 23 (2022-23)
Intramural athletics	New Measure	Develop inventory of co-curricular applied & experiential learning Reprioritize/reorg. resources & staff to support co-curricular programming: Center of Student Leadership Student Employment & Career Center	Implement co-curricular transcript & tracking software ¹³ . Report on Gaps Expand & Implement additional opportunities of <i>Connecting Learning to Life</i>	100% of LCSC graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.
Intercollegiate athletics				
Club Sports				
Leadership in clubs or organizations				
Peer mentorship				
Reserve Officer Training Corps (ROTC)/Military Education				
Residence life leadership				
Student government				
LC Work Scholars				
Work study/experience including tutoring				
Study abroad				

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment¹⁴

Performance Measure 1: Direct from high school enrollment

Definition: The FTE of degree-seeking, entering college students (measured at fall census) who graduated from high school the previous spring term.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from

¹³ Soft launch of tracking software May 2019. Full Implementation Fall 2019. First data expected spring 2020.

¹⁴ Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

¹⁵ More information on LCSC's financial modeling of institutional viability and expansion can be found here: <http://www.lcsc.edu/budget/budget-resource-tools/>

current FTE by FY 23. How that campus wide goal extrapolates to direct high school enrollment articulated in the table below.

Direct from High School Enrollment	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
FTE	398	421	436	479	422	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					432	465

Performance Measure 2: Adult enrollment

Definition: The FTE of all degree-seeking students (measured at fall census) who are above the age of 24.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from current FTE by FY23. How that campus wide goal extrapolates to adult enrollment articulated in the table below.

Adult Learner (>24) Enrollment	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
FTE	885	760	773	709	631	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					651	711

Performance Measure 3: Online Headcount

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).¹⁶

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from current FTE by FY 23. How that campus wide goal extrapolates to online headcount articulated in the table below¹⁷.

¹⁶ Same definition as that used on the IPEDS Fall Enrollment Survey.

¹⁷ This Benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

Online Headcount	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
HC	1520	1444	1663	1557	1483	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					1523	1644

Performance Measures 4: Direct transfer enrollment

Definition: The FTE of degree-seeking, entering transfer students (measured at fall census) who attended another college the previous spring or summer terms.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from current FTE by FY 23. How that campus wide goal extrapolates to direct transfer enrollment articulated in the table below.

Direct Transfer Enrollment	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
FTE	214	207	211	173	149	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					154	169

Performance Measure 5: Nonresident enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are not residents of Idaho.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from current FTE by FY 23. How that campus wide goal extrapolates to nonresident enrollment articulated in the table below.

Nonresident Enrollment	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
Asotin Co. Resident FTE¹⁸	192	177	183	164	150	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					155	168
Nonresident FTE	410	409	395	359	329		
Benchmark:	New Measure – No Prior Benchmarks					338	368

Objective B: Increase credential output¹⁹

Performance Measure 1: Certificates and degrees²⁰

Definition: The unduplicated count of degrees/certificates awarded at each degree-level.²¹

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

¹⁸ Asotin County residents pay a unique tuition & fee rate. More information about tuition & fee as they pertain to residency status available here: <http://www.lcsc.edu/tuition-aid/>

¹⁹ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

²⁰ State Board of Education postsecondary system wide measure.

²¹ Consistent with IPEDS Completions Survey definitions.

²² Goal 2, Objective A, Performance Measure I: "Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study".

²³ Analysis presented to the Board on Dec. 19th, 2018, and included in Board materials containing found here: <https://boardofed.idaho.gov/meetings/board/archive/2018/1219-2018/02WORKSESSION.pdf?cache=1552074006132>

²⁴ Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

Certificates & Degrees	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Certificates	25	22	18	21	Available Summer '19	
Benchmark: Maintain	New Benchmark Methodology				21	21
Associates	202	351	414	425	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				430	455
Baccalaureates	544	541	528	587	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				594	620

Performance Measures 2: Graduates²⁵

Definition: The unduplicated count of graduates by degree-level.²⁶

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²².

Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

Graduates	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Certificates	17	18	14	20	Available Summer '19	
Benchmark: Maintain	New Benchmark Methodology				20	20

²⁵ State Board of Education postsecondary system wide measure.

²⁶ Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

Graduates	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Associates	152	248	300	410	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				415	433
Baccalaureates	544	541	528	573	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				580	606

Performance Measures 3: Graduation Rate - 150% normative time to degree attainment²⁷

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree²⁸.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

First-Time Full-Time Cohorts	Degree Attained w/in 150% Time	FY15 (2008 Cohort)	FY16 (2009 Cohort)	FY17 (2010 Cohort)	FY18 (2011 Cohort)	FY 19 (2012 Cohort)	FY 20 (2013 Cohort)	FY 23 (2016 Cohort)
Entered as Bacc.- Seeking	Bacc.	23%	21%	27%	23%	33%		
	Benchmark: +1% annually	New Benchmark Methodology				24%	25%	29%
	Achievement	No Prior Benchmark				MET		
All First- Time, Full- Time Students	Bacc., Assoc, & Certificates	27%	30%	30%	28%	38%		
	Benchmark: +1% annually	New Benchmark Methodology				29%	30%	34%
	Achievement	No Prior Benchmark				MET		

²⁷ State Board of Education postsecondary system wide measure.

²⁸ One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

Performance Measure 4: Graduation Rate - 100% normative time to degree attainment²⁹

Definition: The proportion of first-time, full-time entering students who initially sought a baccalaureate degree and achieved a baccalaureate within 100% normative time to degree.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

100% Baccalaureate Grad Rate	FY15 (2010 Cohort)	FY16 (2011 Cohort)	FY17 (2012 Cohort)	FY18 (2013 Cohort)	FY 19 (2014 Cohort)	FY 20 (2013 Cohort)	FY 23 (2016 Cohort)
First-Time, Full-Time, Cohort ³⁰	New	10%	18%	21%	18%		
Benchmark: +1% annually	New Benchmark Methodology				22%	23%	27%
Achievement					NOT MET		

Performance Measure 5: Retention rates

Definitions:

The retention or proportion of **first-time, full-time, degree-seeking students** who start college in summer or fall terms and re-enroll (or graduate) by the following fall term of the subsequent academic year.

The retention of the **entire degree-seeking student body**. The proportion of the total degree-seeking headcount of the prior academic year (summer, fall, spring) who graduated or returned to attend LCSC by the following fall of the subsequent academic year.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from current FTE by FY 23. How that campus wide goal extrapolates to degree-seeking student retention articulated in the table below.

²⁹ State Board of Education postsecondary system wide measure.

³⁰ Not consistent with IPDS definitions because associates seeking and certificate seeking students included as well as baccalaureate seeking students.

Retention	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
First-Time, Full-Time, Degree- Seeking, Students	57%	58%	57%	63%	Available Feb 2020	
Benchmark: +2% annually ³¹					61%	69%
All Degree- Seeking Students	72%	74%	73%	75%	Available Feb 2020	
Benchmark: +2% annually	New Measurement				77%	85%

Performance Measure 6: 30 to Finish³²

Definition: Percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from current FTE by FY 23. How that campus wide goal extrapolates to degree-seeking student credit load articulated in the table below.

30+ credits per AY	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
%	26%	23%	25%	38%	Available Summer '19	
Benchmark ³³	New Benchmarking Method				31%	38%

³¹ Long-term benchmarks reflect 10% above the baseline, which is the historical four year average of first-time, full-time, degree-seeking retention (59%).

³² State Board of Education postsecondary system wide measure.

³³ Long-term benchmarks reflect 10% above the baseline, which is the historical four year average of the percent of degree-seeking students who completed 30+ credits per academic year (28%).

Performance Measure 7: Remediation³⁴

Definition: Percent of degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or better.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

Remediation	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
%	13%	16%	21%	19% ³⁵	Not yet available	
Benchmark	New Benchmarking Method				20%	25%

Performance Measure 8: Math Pathways³⁴

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course³⁶ within two years.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

Math Pathways	FY15 (Fall 2014- Su 2016)	FY16 (Fall 2015- Su 2017)	FY17 (Fall 2016- Su 2018)	FY18 (Fall 2017- Su 2019)	FY 19 (Fall 2018- Su 2020)	FY 23 (Fall 2022- Su 2024)
%	30%	50%	48%	52% ³⁷	Not yet available	
Benchmark:	New Benchmarking Method				53%	58%

³⁴ State Board of Education postsecondary system wide measure.

³⁵ This measure is still underway and will include spring 2019 “subsequent credit bearing course” grades when terms are complete and grades are available.

³⁶ Gateway math is defined institutionally as Math 123 and above.

³⁷ This measure is still underway and will include spring and summer 2019 gateway math enrollments when terms are complete and grades are available.

Performance Measure 9: Workforce training enrollment

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LCSC.

Benchmarks set by Director of Workforce Training accounting for regional market demand and worker demographics.

Workforce Training Enrollments	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Duplicated Headcount	3471	2887	3345	3563	Available Summer '19	
Benchmark:	New Benchmarking Method				3,600	3,800

Performance Measure 10: Workforce training completion

Definition: Completions of LCSC's Workforce Training courses³⁸.

Benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Duplicated Completions	3,213	2680	3,113	3,420	Available Summer '19	
Benchmark: Maintain	93%	93%	93%	96%	94%	94%

³⁸ Completions measured by course because most Workforce Training offerings are designed as singular courses.

Goal 3: Foster Inclusion throughout Campus and Community Culture

Objective A: Expand inclusive practices programming³⁹

Performance Measure 1: Number of faculty and staff participating in inclusive practices programming annually.

Definition: Duplicated headcount of attendees at events designated as inclusive practices programming for faculty and staff. Examples of inclusive practices programming include many of those offered at LCSC's Center for Teaching & Learning⁴⁰ and those coordinated by the President's Commission on College Diversity⁴¹.

Benchmark: Steady increase in faculty & staff participation.

Faculty Staff Participation	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Duplicated Headcount	New Measure				Plan: inventory inclusive programming Implement tracking following year	Benchmark established once baseline inventory and tracking complete.

Performance Measure 2: Number of participants in community enrichment activities

Definition: Duplicated headcount of attendees at events designated as community enrichment activities. Examples of inclusive practices programming include many of those offered at LCSC's Center for Arts & History⁴².

Benchmark: Steady increase in community participation.

³⁹ Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

⁴⁰ Center for Teaching & Learning, Inclusive Practice Certificate: <http://www.lcsc.edu/teaching-learning/ideas-and-inspiration/inclusive-practices/>

⁴¹ More information on LCSC's diversity statement can be found here: <http://www.lcsc.edu/diversity/diversity-vision/>. More information about events that promote college diversity can be found here: <http://www.lcsc.edu/diversity/>

⁴² Center for Arts & History: <http://www.lcsc.edu/cah/>

Community Participation	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Duplicated Headcount	New Measure				Plan: inventory inclusive programs to include following year. Tracking to be implemented with programming.	Benchmark established once baseline inventory and tracking complete.

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 infrastructure⁴³

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns). Expand events revenue opportunities and outcomes.

Revenue Projects ⁴⁴	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Employee Giving Campaign	New Measure				Plan, Implement FY 2020	Impact Measured
Annual Day of Giving	New Measure/Event				Plan, Implement FY 2020	Impact Measured
Events Revenue ⁴⁵	New Measure: Reevaluate current events hosted by LCSC and consider areas of expansion to event capacity.					Plan, Implement FY 2021

⁴³ Consistent with Care Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

⁴⁴ Project list will grow as additional revenue streams crystalize.

⁴⁵ Within the parameters of State Board of Education Policy I.J., available here: <https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-i/use-of-institutional-facilities-and-services-with-regard-to-the-private-sector/>

Performance Measure 2: Federal, state, local and private grant funding

Definition: Grant funding dollars.

Benchmark: \$100,000 growth annually, which is approximately 2% of the historical (four year) average.

Grant Funding	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Federal	\$658,689	\$567,072	\$895,530	\$1,221,834		Institutional Financial Diversification
State & Local ⁴⁶	\$2,136,062	\$2,593,586	\$2,534,164	\$2,671,345		
Private	\$254,428	\$64,370	\$133,075	\$41,565		
Gifts	\$678,335	\$967,320	\$1,174,116	\$3,951,746		
Total	\$3,727,514	\$4,192,348	\$4,736,885	\$7,886,490		
Benchmark: +\$100,000 annually ⁴⁷	New Measure: No Prior Benchmarks				\$5,235,809	

Objective B: Bring all employee compensation up to policy/median benchmarks⁴⁸

Performance Measure 1: The number of employees not meeting compensation benchmarks.

Definition: The number of employees whose compensation does not meet or exceed policy/median benchmarks as outlined in Idaho's compensation schedule for classified staff, College and University Professional Association (CUPA) for professional staff, and the American Association of University Professors (AAUP) for faculty.

Benchmark: Decrease the number of employees not meeting these benchmarks by 5%, annually.

Benchmarks for employee compensation based upon the number of years in their current position:

- Employees in current position for 6-10 years: All at greater than or equal to 80% of policy/median.

⁴⁶ This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include \$223k in state scholarships and \$625k in opportunity scholarships.

⁴⁷ Benchmark reflects \$100,000 above the baseline, which is the historical four year average of total grant funds (\$5,135,809).

⁴⁸ Consistent with Care Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

- Employees in current position for 11-15 years: All at greater than or equal to 90% of policy/median.
- Employees in current position for 16 years or more: All at 100% of policy/median.

Compensation	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
# of staff not meeting compensation benchmarks	New Measure			200		Bring all employees to benchmarks outlined above
Benchmark: +5% annually	No Prior Benchmarks				180	

Key External and Internal Factors

The following assumptions about external and internal factors will impact the institution as the 2019-2023 Strategic Plan is implemented.

Lewis-Clark State College...

- 1) Will continue to be a moderately selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first generation students, admitting students with various degrees of college preparation.
- 2) Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound, and are working adults.
- 3) Has established the near-term goal to serve 3,000 FTE, in an environment where unemployment is low, the number of regional high school graduates is declining, and the Idaho “go-on” rate is less than 50%
- 4) Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit.
- 5) Will play an active role in fulfilling the recommendations derived from:
 - The Governor’s 2017 Higher Education and Workforce Development taskforce.
 - Huron consulting report released in the fall of 2018.
- 6) Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
- 7) Will continue to recruit diverse faculty, staff and students.
- 8) Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue and reduced state support.

- 9) Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
- 10) Will and is engaging meaningful campus master planning to assess current and future physical plant and physical infrastructure needs.
- 11) Will advocate for increased state funding in support of LCSC's mission, core themes, and strategic goals.

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, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives have been rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The current Strategic Plan 2019-2023 is composed of these goals and objectives. Since Board review, they have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LCSC's commitment to "systemness". Institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders.

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 15, 2017 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 19, 2016.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order 2017-02.
- On February 2, 2017 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 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.
- In July 2018, representatives of Idaho Office of the Governor announced two changes that expanded the governor's original executive order:
 - The Center for Internet Security deployed version 7 of its twenty controls, and the state said that all agencies would start the entire process again using the new controls.

- Instead of limiting the self-study to the five controls listed in the governor's executive order, the Office of the Governor said that each agency will expand its study to include all 20 CIS Controls.
- Lewis-Clark State College's administration committed the college to the acquisition of suitable hardware - and implement appropriate processes - that combine to minimize cyber-related risks revealed by the college's self-assessment. This resulted in the purchase and deployment of F5's *Big-IP*.
- As of February 2019, LCSC has complied with the Governor's directives, including the expansion in July 2018. The discovery process for Controls 15 and 16 is due by the end of the month, and Controls 19 and 20 are due in April.

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.
- In 2018 Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a mandatory training requirement for all college employees, which was completed March 30, 2018.
- As of February 2019, Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a second year of mandatory training requirement for all college employees, to be completed by April 2019.

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."

CIS Controls™

Version 7: a prioritized set of actions to protect your organization and data from known cyber attack vectors.

CIS Controls V7 separates the controls into three distinct categories:

Basic:
Key controls which should be implemented in every organization for essential cyber defense readiness.

Foundational:
Technical best practices provide clear security benefits and are a smart move for any organization to implement.

Organizational:
These controls are more focused on people and processes involved in cybersecurity.

Basic

- 1 Inventory and Control of Hardware Assets
- 2 Inventory and Control of Software Assets
- 3 Continuous Vulnerability Management
- 4 Controlled Use of Administrative Privileges
- 5 Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers
- 6 Maintenance, Monitoring and Analysis of Audit Logs

Foundational

- 7 Email and Web Browser Protection
- 8 Malware Defenses
- 9 Limitation and Control of Network Ports, Protocols and Services
- 10 Data Recovery Capabilities
- 11 Secure Configuration for Network Devices, such as Firewalls, Routers and Switches
- 12 Boundary Defense
- 13 Data Protection
- 14 Controlled Access Based on the Need to Know
- 15 Wireless Access Control
- 16 Account Monitoring and Control

Organizational

- 17 Implement a Security Awareness and Training Program
- 18 Application Software Security
- 19 Incident Response and Management
- 20 Penetration Tests and Red Team Exercises

Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

Institutional Goals & Objectives	State Board of Education Goals		
	Goal 1: Educational System Alignment	Goal 2: Educational Attainment	Goal 3: Workforce Readiness
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through <i>Connecting Learning to Life</i> initiative			✓
Goal 2: Optimize Student Enrollment, Retention and Completion			
Objective A: Increase the college's degree-seeking student enrollment	✓	✓	
Objective B: Increase credential output	✓	✓	✓
Goal 3: Foster inclusion throughout campus and community culture			
Objective A: Expand inclusive practices programming			
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 all employee compensation up to policy/median benchmarks			



College of Eastern Idaho
Strategic Plan 2018-2022

March 14, 2019



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 2015	FY 2016	FY 2017	FY 2018	Benchmark
Percentage	9%	13%	12%	8%	>10%

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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Grad Rate %150 IPEDS	57%	56%	53%	54%	>60%

- III. Total number of certificates/degrees produced, broken out by:

- a) Certificates of at least one academic year
b) Associate degrees

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Certificates	120	120	109	120	>120
Associate Degrees	97	118	121	93	>130

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IV. Number of unduplicated graduates, broken out by:

- a) Certificates of at least one academic year
- b) Associate degrees

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Completers of Certificates	120	120	109	120	>120
Completers of Degrees	97	117	121	93	>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 2015	FY 2016	FY 2017	FY 2018	Benchmark
Students	47%	47%	40%	28%	>45%

Math Pathways

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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Students	26%	30%	29%	24%	>31%

Guided Pathways

- VII. Percent of first-time, full-time freshmen graduating within 100% of time

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
FTFT Completers 100%	40%	30%	37%	46%	>40%

GOAL 1: A Well-Educated Citizenry¹

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 2015	FY 2016	FY 2017	FY 2018	Benchmark
State Funded	2	4	15	44	>45
Foundation Funded	266	296	227	246	>350

- II. Percentage of high school students who enroll in CEI programs during the first year after graduation:

FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Percentage of Annual Enrollment who entered CEI within 1 year of High School	16%	18%	27%	N/A	>25%

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III. Total degree and certificate production and headcount:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Degrees/Certificates	217	239	228	213	>260
Completers	216	237	226	211	>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 education⁵

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Enrolled	273	242	N/A	458	>300
Completed	21	18	N/A	40	>30
Went On	77	141	N/A	N/A	>200

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 2015	FY 2016	FY 2017	FY 2018	Benchmark
I. Employed In training area	177	195	195	N/A	>225
II. Continuing education	24	35	38	N/A	>50
III. Employed in related field	136	141	176	N/A	>175

IV. Percentage of students who pass the TSA for certification:

Percentage By FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
TSA Pass Percentage	96%	89%	92.6%	83.48%	96%

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GOAL 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.⁴

Performance measures:

- I. Number of workforce training courses created to meet industry needs:

	FY 2017	FY 2018	Benchmark
WFT Courses	359	442	>440
Customized Training Courses	2,328	3,444	>4,000
Headcount	10,549	14,824	>16,000

GOAL 4: Effective and Efficient Educational System¹

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 2014	FA 2015	FA 2016	FY 2017	Benchmark
Grad or still enrolled	430	440	463	N/A	>480

- II. Number of high school students who took a remediation for Math or English:

FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Number of Students entering within one year of HS and ever taking a remedial course	57	55	56	N/A	<40

- III. Cost per credit hour –Financials as per IPEDS divided by total annual undergraduate credit hours:

FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Cost per Credit Hour	\$ 730	\$ 710	\$ 790	\$ 829	\$ <700

- IV. Number of students who successfully articulate another institution to further their education:

*FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Number Continuing On	148	84	55	N/A	>200

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GOAL 5: Student Centered¹²

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 2015	FY 2016	FY 2017	FY 2018	Benchmark
CEI	0.33	0.59	N/A	0.82	<0.25
PEERS	0.6	0.67	N/A	0.64	N/A

- II. Fall to Fall Retention - IPEDS Fall Enrollment Report:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
FTFT Fall-to-Fall Retention	68%	69%	54%	N/A	>74%

- III. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Gap per Noel Levitz Annual Survey:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
CEI	0.65	0.68	N/A	0.76	>0.78
PEERS	1.01	0.75	N/A	0.73	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	FY 2018	Benchmark
Financial Aid	94%	94%	N/A	98%
Admissions	83%	94%	N/A	98%

Objective B: Tutoring Center provides services to support education success.

Performance Measures:

- I. Tutoring contact hours to support student needs:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Hours	4	5.76	8.5	9.3	>9.5

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 2015	FY 2016	FY 2017	FY 2018	Benchmark
CEI	0.38	0.19	N/A	0.09	>.15
PEERS	0.49	0.22	N/A	0.22	N/A

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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 2015	FY 2016	FY 2017	FY 2018	Benchmark
Clients Served	258	273	266	301	>300

GOAL 6: Cyber Awareness³

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 facilities and 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.

Evaluation Process

CEI is in the process of implanting a more thorough process for evaluation of its measures. The institution has adopted a cycle of continuous improvement known as the Mission Fulfillment process. The Mission Fulfillment Process is a Plan-Do-Study-Act process, which is how CEI implements, measures, adjusts, and informs budget proposals. There are four main areas of the process. Planning is the section of determining how new initiatives can be implemented. Do is the implementation and step for enacting the changes derived from the previous cycle. Study is one of the most intricate steps, it is called the Mission Fulfillment Report (MFR) cycle which encompasses the gathering and assessment of data from all institutional levels. Finally, the action step is where budgets, informed from the assessment, allows for allocations to improve measures. Figure 1: Mission Fulfillment Process is a depiction of the process flow.

CEI IMPROVEMENT CYCLE

Mission Fulfillment Process

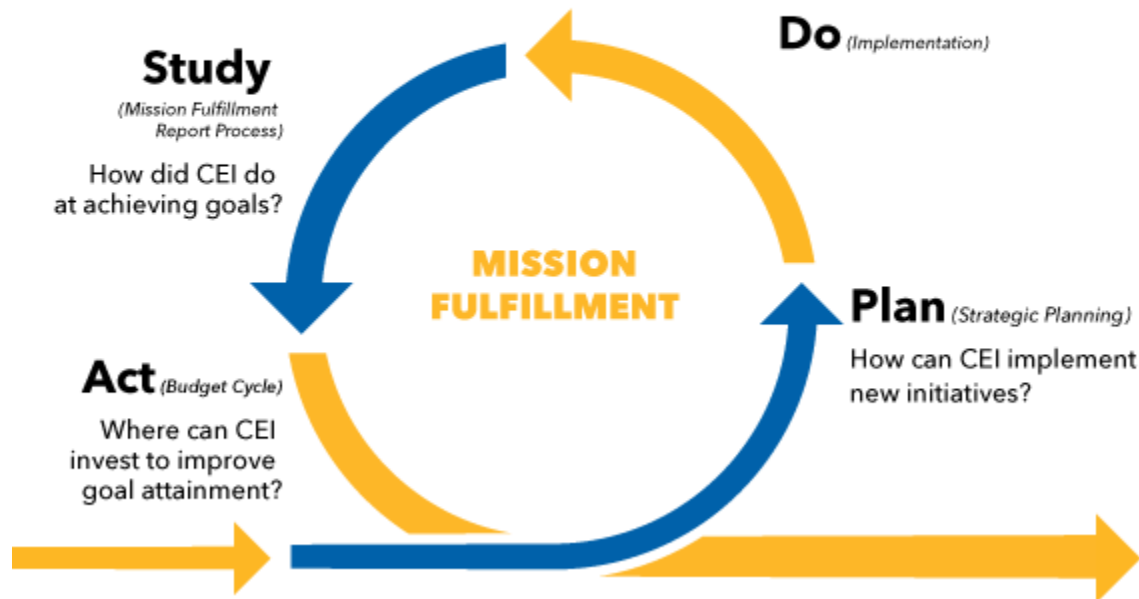


Figure 1: Mission Fulfillment Process

There are four main areas that make up the Mission Fulfillment Report (MFR). The gathering of information, assessment, adjustment, and implementation. The goal of the process is to collect data, to measure it against the benchmarks, and to present the findings for consideration of improvements. The cycle connects the employees to administration, to the trustees, and back to the employees. The cycle also identifies areas where improvements can be made to improve the measures through the allocation of resources.

¹N/A - Has been used to indicate areas where reports or data have not finalized collection for the year in question or that are otherwise unavailable at the time this report was produced.

²In FY 2017 CEI transitioned the administration of the Noel Levitz survey from a fall to spring term resulting in the laps of reportable date for that period.

³Currently CEI is collecting data beginning from fall of 2018 that will be available for reporting by fall of 2019

⁴CEI has adjusted this measure. It has changed from misc. course to a more meaningful customized trainings and included WFT headcount.

⁵Due to updates in the ABE system table 5 has not been functional since 2016 resulting in data being unavailable for the students who continued on.

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	State Board of Education Goals		
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
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 Development			
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 System			
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~~2019-2023
STRATEGIC PLAN

MISSION STATEMENT

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

VISION STATEMENT

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

DEFINITIONS OF MISSION TERMS

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

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

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

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

"Economic": Relating to economic development and economic welfare.

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

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

DEFINITIONS OF PLAN TERMS

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

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

Performance Measures: Quantitative or qualitative indicators 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.

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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)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
1,618 Headcount 4,319 Completions	1,852 Headcount 9,478 Completions	1,972 Headcount 5,761 Completions	2,266 Headcount 7,531 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 2020)

- II. Unduplicated headcount of graduates over rolling 3-year average of CTE Full Time Equivalency (FTE) (Source: IPEDS Completions and Internal Reporting)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
50% (422/834)	54% (413/759)	51% (370/723)	60% (424/707)	62%

Benchmark: 62% ³ (by 2020)

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

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FY14 (2014-2015)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
93%	97%	93%	96%	95%

Benchmark: Maintain placement at or above the average for the previous four years (95%) ⁴ (by 2020)

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)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
10,686	10,912	12,091	12,675	2% increase

Benchmark: 2% increase ⁵ (by 2020)

II. Annual Institutional Full Time Equivalency (FTE) Enrollment (Source: PSR 1 Annual Enrollment Report)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
4,153.70	3,956.55	3942.67	3,971	1% increase

Benchmark: 1% increase ⁶ (by 2020)

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16,331 credits 3,178 headcount	18,155 credits 3,942 headcount	25,680 credits 5,353 headcount	32,814 credits 6,360 headcount	None

Benchmark: NA ⁷ (by 2020)

IV. Tuition and Fees (Source: College of Southern Idaho)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
\$120 (-10.2%)	\$130 (-4.8%)	\$130 (-4.5%)	\$140 (+2.5%)	Maintain tuition at +/- 5% of average of other Idaho community colleges

Benchmark: Maintain tuition at +/- 5% of average of other Idaho community colleges ⁸ (by FY2020)

V. Hispanic/Latino Enrollment (Source: College of Southern Idaho)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
21%	21%	23%	24%	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)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
87%	90%	90%	93%	90%

Benchmark: 90% ¹⁰ (by FY2020)

Critical Success Activity:

- Fully develop a 3-5 year comprehensive faculty and instructional improvement and Continue implementation of the Center for Instructional Excellence instructional and professional development plan programs:

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- ~~Develop qualification protocol for online instruction and pilot implementation~~ Measuring the success of these programs, analyze data, and identify and implement changes.
- ~~Develop and expand the Effective Teaching Academy~~
- Continue implementation of adjunct and dual-credit/early college professional development programs
 - Measuring the success of these programs, analyze data, and identify and implement changes.

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)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
57%	60%	56%	56%	61%
(382/672)	(366/606)	(350/629)	(341/605)	
Fall 2014	Fall 2015	Fall 2016	Fall 2017	
Cohort	Cohort	Cohort	Cohort	

Benchmark: 61% ¹¹ (by FY2020)

- II. Percentage of students retained from fall to spring (Source: Voluntary Framework of Accountability [Main Cohort])

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
67%	72%	72%	70%	73%
(1,093/1,638)	(1,184/1,653)	(1,123/1,569)	(1,002/1,429)	
Fall 2012	Fall 2013	Fall 2014	Fall 2014	
Cohort	Cohort	Cohort	Cohort	

Benchmark: 73% ¹² (by FY2020)

- III. Number of associate degrees and /certificates of one year or more produced annually (Source: IPEDS Completions) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
179 Certificates	192 Certificates	151 Certificates	154 Certificates	None
845 Degrees	919 Degrees	817 Degrees	800 Degrees	

Benchmark: NA ¹³

- IV. Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
176 Certificates	189 Certificates	148 Certificates	152 Certificates	None
763 Degrees	853 Degrees	774 Degrees	736 Degrees	

Benchmark: NA ¹³

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
25%	30%	30%	33%	31%
(970/3,860)	(1,035/3,454)	(951/3,184)	(958/2949)	

Benchmark: 31% ¹⁴ (by FY2020)

- ~~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*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
38%	53%	54%	0%	TBD

Benchmark: TBD ¹⁵ (by FY2019)

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VI. Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
20% (238/1,200)	24% (260/1,078)	32% (261/829)	33% (271/835)	35%

Benchmark: 35%¹⁵ (by FY2020)

VII. Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
33% (138/415)	51% (168/331)	72% (232/324)	70% (215/309)	72%

Benchmark: 72%¹⁵ (by FY2020)

VIII. 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*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
27% (648/2,420)	27% (567/2,097)	29% (561/1,937)	37% (614/1,795)	40%

Benchmark: 40%¹⁶ (by FY2020)

IX. Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
8% (473/6,188)	8% (453/5,621)	8% (436/5,161)	10% (472/4,618)	11%

Benchmark: 11%¹⁷ (by FY2020)

X. 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; Credential Seeking Cohort)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
34% 324/968 (Fall 2012 Cohort)	58% 813/1,395 (Fall 2013 Cohort)	60% 609/1,023 (Fall 2014 Cohort)	62% 594/962 (Fall 2015 Cohort)	63%

Benchmark: 63%¹⁸ (by FY2020)

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
20% (191/976) Fall 2012 Cohort	22% (181/843) Fall 2013 Cohort	27% (178/672) Fall 2014 Cohort	27% (161/606) Fall 2015 Cohort	28%

Benchmark: 28%¹⁹ (by FY2020)

XII. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
9% (83/976) Fall 2012 Cohort	10% (84/843) Fall 2013 Cohort	13% (88/672) Fall 2014 Cohort	15% (88/606) Fall 2015 Cohort	16%

Benchmark: 16%²⁰ (by FY2020)

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~~XI.~~**XIII.** Percentage of students who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled after six years (Source: Voluntary Framework of Accountability [Credential Seeking Cohort])

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
58%	60%	61%	60%	
525/906	842/1,395	(838/1,372)	(816/1,370)	62%
Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	

Benchmark: 62% ²¹ (by FY2020)

~~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.~~**XIV.** Median credits earned at graduation (Source: College of Southern Idaho)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
77	75	73	71	69

Benchmark: 70 ²² (by FY2020)

~~XIV.~~**XV.** Would you recommend this college to a friend or family member? (Source: Community College Survey of Student Engagement)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
97%	98%	97%	96%	95%

Benchmark: 95% ²³ (by FY2020)

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~~Continue implementation of General Education Program Student Learning Outcomes Plan with ~~100~~90% participation at the course level
Benchmark: ~~100~~90% compliance ²⁴ (~~FY2019~~FY2020)

~~II.~~ **Critical Success Activity: Finalize program level student learning outcome assessment for all programs; gather and interpret data**

Critical Success Activity: ~~Initial~~Continue implementation of Program Level Student Learning Outcomes Plan with 100% participation of programs
Benchmark: 100% compliance ²⁵ (~~FY2019~~FY2020)

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)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
23%	29%	27%	28%	30%

Benchmark: 30% ²⁶ (by FY2021)

GOAL/CORE THEME 3: INSTITUTIONAL STABILITY

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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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NANA	NANA	NANA	64%	70%

Benchmark: TBD-70%²⁷ (by FY2023)

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 \$300²⁹ (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: 2.3²⁰ (by FY2019)

III. Institutional reserves equal to three months of general fund budget. (Source: College of Southern Idaho)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
17.2%	22.5%	27.3%	32.8%	25%

Benchmark: 25%²⁸ (by FY2020)

II. Maintain a Composite Financial Index (overall financial health) appropriate for a debt free college. (Source: Composit Financial Index)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NA	2.91	2.62	3.66	2.5-5.0

Benchmark: 2.5-5.0²⁹ (by FY2020)

Objective C: Maintain a strong relationship with the CSI Foundation

Performance Measures:

I. Total Dollar Amount Awarded to Students by the CSI Foundation

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$1.78 million	\$1.76 million	\$1.69 million	\$2.11 million	\$2.17 million

Benchmark: \$2.17 million (a 3% increase over the previous year)³⁰ (by FY2020)

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 ³¹ (To be established in 2020)

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 shown 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.

NOTES:

¹The college has chosen to classify this as an observable benchmark rather than a measurable benchmark. 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, as a full-time student it takes two years to graduate with an Associate of Applied Science Degree and one year to graduate with most Technical Certificates, we are targeting a 62% completion rate each year for our CTE students.

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.

⁵A 2% annual growth rate in headcount meets institutional targets.

⁶A 1% annual growth rate in full-time equivalency meets institutional targets.

⁷The college has chosen to treat this as an observable benchmark, rather than a measurable benchmark. While it is critical that the college track this method of student access, setting a measurable goal is not appropriate at this time.

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 260 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.

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¹² The 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.

¹³ Because degree completion is directly tied to enrollment, the college has not chosen to set a benchmark for this metric. Metric 2.C.IV (see footnote #14) examines completion in relation to enrollment and is benchmarked. This benchmark also recognizes Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

¹⁴ The 31% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

¹⁵ The College is working to move students initially placed into remediation into successful college level course completion as quickly as possible. These stretch benchmarks reflect a focus on continuous improvement in these areas. These benchmarks also recognize Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

¹⁶ In recognition of data showing that math can be a significant barrier to student success, the college is working to get students through their college gateway math class as soon as possible in their college experience. This stretch benchmark reflects a focus on continuous improvement in this area. This benchmark also recognizes Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

¹⁷ In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not, the college is working to encourage students to enroll in 30 or more credits per year. This stretch benchmark reflects a focus on continuous improvement in this area. This benchmark also recognizes Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

¹⁸ The 63% 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.

¹⁹ The 28% benchmark has been established in light of the recent positive trends in this area along with several initiatives the college has undertaken to increase graduation rates, and in alignment with Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

²⁰ While the IPEDS 100% of time to completion metric is unrealistic for most community college students given their part-time enrollment patterns, the College has set a benchmark to improve this percentage to 16%. 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. This benchmark also recognizes Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

²¹ The current target is a stretch benchmark. It should be noted that this measure is based on a six-year cohort. Therefore, progress on college initiatives targeted at completion may take longer to appear in this metric.

²² The College is working to reduce the number of credits earned at graduation by students who began their college career at CSI and are 23 or younger to 70 or fewer. Students 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. This benchmark also recognizes Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

²³ CSI consistently receives scores above 95% 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.")

²⁴ The college is fully implementing a new program of General Education Student Learning Outcomes Assessment process after a pilot year. The current benchmark is set to ensure that at least 90% of courses at the college participate in the process this year. We will work to increase this percentage in the future.

²⁵ The college is fully implementing a new program of Program Level Student Learning Outcomes Assessment after a pilot year. The current benchmark is set to ensure that 100% of instructional programs at the college participate in the process this year.

²⁶ Students are asked about time spent, "participating in college-sponsored activities (organizations, campus publications, student government, intermural sports, etc." This benchmark reflects the College's work to increase participation in these areas. Cohort colleges scored 22% on this metric in the most current assessment year.

²⁷ CSI will participate in the Chronicle of Higher Education's *Great Colleges to Work For* survey for the second consecutive year in the spring of 2019. The College will work to improve its aggregate satisfaction score to 70% by 2023.

²⁸ The college maintains a 3-month (25% annual) reserve to ensure a stable fiscal environment. This meets generally accepted business practices.

²⁹ This benchmark recognizes a Composite Financial Index Ratio that has been deemed to be appropriate for debt-free colleges by the Composite Financial Index.

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³⁰ This benchmark recognizes a growth target for total scholarship dollars awarded each year. The current goal is a 3% annual increase and is set by the College of Southern Idaho Foundation.

³¹ This measure is under development as is set to be established by FY20.

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Alignment with Idaho State Board of Education 2020-2025 Strategic Plan	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: 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>	✓			



Updated March 2019

College of Western Idaho Strategic Plan 2019 – 2024

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)	FY18 (2017-2018)	Benchmark
69%	68%	67%	68%	73%	>=71%

Benchmark: Term to term persistence rates will meet or exceed 71% 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).

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II. Number of degrees/certificates produced annually (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Degrees					
895	895	996	979	984	>=1,000
Certificates of at least 1 year					
110	191	229	240	402	>=300

Benchmark (state-wide performance measure): Number of degrees produced annually (IPEDS completions) will meet or exceed 1,000 degrees by 2024. 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 2024. 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)	FY18 (2017-2018)	Benchmark
Degrees					
822	824	910	893	891	>=975
Certificates of at least 1 year					
95	161	226	240	337	>=275

Benchmark (state-wide performance measure): Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 975 by 2024. 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 2024. 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)	FY18 (2017-2018)	Benchmark
3%	3%	4%	3%	4%	>=7%

Benchmark (state-wide performance measure): Percentage of students completing 30 or more credits per academic year will meet or exceed the FY18 Idaho 2-year Community College Average of 7% by 2024. 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).

*Note: Prior reports calculated students completing 30 or more credits ever at the institution. Updated in FY18 to reflect students completing 30 or more credits per academic year.

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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)	FY18 (2017-2018)	Benchmark
Fall Cohort 2010 10%	Fall Cohort 2011 9%	Fall Cohort 2012 11%	Fall Cohort 2013 13%	Fall Cohort 2014 12%	>=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 2024. 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)	FY18 (2017-2018)	Benchmark
Fall Cohort 2010 4%	Fall Cohort 2011 3%	Fall Cohort 2012 6%	Fall Cohort 2013 3%	Fall Cohort 2014 6%	>=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 2024. 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)	FY18 (2017-2018)	Benchmark
12%	13%	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).

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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)	FY18 (2017-2018)	Benchmark
English: 44% Math: 15%	English: 68% Math: 14%	English: 70% Math: 10%	English: 70% Math: 17%	English: 67% Math: 22%	English: 72% Math: >=25%

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 72% for English and will meet or exceed 25% for Math by 2024. 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). Note: Prior years measure figures and current Benchmark updated in FY18 to reflect PMR Methodology for Math and English Remediation.

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)	FY18 (2017-2018)	Benchmark
27%	28%	28%	22%	24%	>=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 2024. 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)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%	100%

Benchmark (state-wide performance measure): Percentage of programs offering structured schedules will be 100% by 2024. 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)	FY18 (2017-2018)	Benchmark
53%	53%	52%	53%	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 2023 (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).

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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)	FY18 (2017-2018)	Benchmark
English					
NA	NA	Fall: 70% Spring: 68% Summer: 77%	Fall: 65% Spring: 74% Summer: 76%	Fall: 66%	>=80%

Benchmark (English): By 2023, 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 2023

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
85%	85%	85%	85%	85%	100%

Benchmark: CWI will achieve 100% of disciplines at the sustainable target level 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).

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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)	FY18 (2017-2018)	Benchmark
NA	NA	NA	In progress	Full Implementation	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. 35% of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Maintaining 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 2019-2024 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.



FY ~~2020-2024~~ ~~2019-2023~~
Strategic Plan

MISSION STATEMENT

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VISION STATEMENT

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

GOAL 1: STUDENT SUCCESS

A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.

Performance Measures

- I. Percentage of first-time and new transfer-in students who were awarded a degree or certificate, transferred, or are still enrolled, within six years as defined by VFA. *Source: Voluntary Framework of Accountability (VFA).* [CCM 187]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
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)	65.8% (Fall 11 Credential- Seeking Cohort thru summer 17)	70%

Benchmark: 70% ¹ (by ~~2023~~-2024)

- 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.* [CCM 201]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
34.7% (131/377) Fall 12 Cohort	34.7% (132/380) Fall 13 Cohort	29.1% (125/429) Fall 14 Cohort	26.9% (125/464) Fall 15 Cohort	35%

Benchmark: 35% ² (by ~~2023~~-2024)

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- 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. [CCM 202]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
43.8% (165/377) Fall 12 Cohort	45.0% (171/380) Fall 13 Cohort	49.2% (211/429) Fall 14 Cohort	47.8% (222/464) Fall 15 Cohort	55%

Benchmark: 55%³ (by 2023-2024)

- IV. Total number of certificates/degrees produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 193]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
a) 38 b) 251 c) 676 Total Awards: 965	a) 29 b) 306 c) 746 Total Awards: 1081	a) 31 b) 473 c) 690 Total Awards: 1194	a) 45 b) 610 c) 687 Total Awards: 1342	New Measure; Benchmark currently under development

Benchmark: Benchmark currently under development⁴

- V. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 194]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
a) 35 b) 234 c) 661 Total overall unduplicated count: 898	a) 28 b) 288 c) 729 Total overall unduplicated count: 969	a) 20 b) 449 c) 674 Total overall unduplicated count: 905	a) 32 b) 569 c) 656 Total overall unduplicated count: 911	New Measure; Benchmark currently under development

Benchmark: 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. [CCM 177]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
92% (114/154) (141/154)	93% (198/212)	85% (69/81)	Data not yet available	90%

Benchmark: 90%⁶ (by 2021)

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- II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends. [CCM 108]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
74.2% (13,893/18,731) Fall 14	76.6% (13,429/17,537) Fall 15	78.5% (12,978/16,536) Fall 16	79.2% (13,022/16,452) Fall 17	82%

Benchmark: 82% ⁷ (by 2023)

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

Performance Measures

- I. Persistence Rate - Full-time, first-time and new transfer in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends. [CCM 155]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
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	82.2% (638/776) Fall 17 to Spr 18	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). [CCM 025]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
57.6% (377/655) Fall 14 cohort NIC Rank 55% 53%	51.7% (323/625) Fall 15 cohort NIC Rank 17% ---	59.6% (352/591) Fall 16 cohort NIC Rank 67%	53.6% (313/584) Fall 17 cohort Rank not available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions ⁹ (by 2021)

- III. Retention Rate – Part-time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 026]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
38.8% (112/289) Fall 14 cohort NIC Rank 58%	33.1% (98/296) Fall 15 cohort NIC Rank 33% ---	43.2% (117/271) Fall 16 cohort NIC Rank 67%	39.2% (82/209) Fall 17 cohort Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions ¹⁰ (by 2021)

- IV. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *Statewide Performance Measure. Source: NIC Trends. [CCM 195]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
5.8% (341/5871)	6.8% (374/5483)	7.2% (361/5042)	7.1% (331/4687)	New Measure; Benchmark currently under development

Benchmark: Benchmark currently under development ¹¹

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- V. Percent of first-time, full-time, freshmen graduating within 150% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*
[CCM 196]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
22% (187/832) Fall 12 Cohort	25% (185/752) Fall 13 Cohort	23% (151/653) Fall 14 Cohort	27% (169/625) Fall 15 Cohort	Rank of 60% against IPEDS comparator institutions
NIC Rank 38% 47%	NIC Rank 50%	Rank not yet available NIC Rank 54%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions¹² (by ~~2023~~ 2024)

- VI. Percent of first-time, full-time freshmen graduating within 100% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*
[CCM 199]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16% (130/832) Fall 12 Cohort	16% (119/752) Fall 13 Cohort	15% (97/653) Fall 14 Cohort	17% (105/625) Fall 15 Cohort	Rank of 60% against IPEDS comparator institutions
NIC Rank 47%	NIC Rank 50%	Rank not yet available NIC Rank 62%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions¹³ (by ~~2023~~ 2024)

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.* [CCM 037]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3.3% (7,368/221,398)	3.2% (7,103/225,007)	3.0% (6,928/230,072)	3.1% (7,235/234,845)	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.* [CCM 038]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
2.1% (4,625/221,398)	2.2% (4,989/225,007)	2.1% (4,878/230,072)	2.1% (4,883/234,845)	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. *Statewide Performance Measure. Source: NIC Trends.* [CCM 203/204]

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Math

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3.6% (41/1130) 13-14 Cohort	8.2% (90/1095) 14-15 Cohort	13.0% (137/1054) 15-16 Cohort	22.6% (304/1344) 16-17 Cohort	New measure; Benchmark currently under development

English

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16.7% (73/436) 13-14 Cohort	30.0% (137/457) 14-15 Cohort	50.9% (244/479) 15-16 Cohort	60.9% (361/593) 16-17 Cohort	New measure; Benchmark currently under development

Benchmark: Benchmark currently under development ¹⁶

- IV. Percent of new degree-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends. [CCM 198]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
22.1% (432/1952) 12-13 Cohort	24.1% (426/1771) 13-14 Cohort	27.8% (431/1549) 14-15 Cohort	27.1% (427/1575) 15-16 Cohort	New Measure; Benchmark currently under development

Benchmark: Benchmark currently under development ¹⁷

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Performance Measures

- I. Percentage of instructional programs that describe changes/improvements to programs as a result of the Program Review process. *Source: NIC Trends. [CCM 189]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		New	100%	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development ¹⁸

- II. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 162]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
51.6 <u>52.2</u> Spring 15 Top Schools 58.9	Survey administered on a two-year rotation; no data available	51.0 <u>52.2</u> Spring 17 Top Schools 58.5	Survey administered on a two-year rotation; no data available	53.0

Benchmark: 53.0 ¹⁹ (by ~~2021~~ 2022)

- III. Student Perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 165]*

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FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
44.6 46.4 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	Survey now administered on a two-year rotation; no data available	46.0

Benchmark: 46.0 ²⁰ (by 2021-2022)

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. [CCM 114]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Not assessed, resources allocated to another initiative	81%	81%	89%	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. [CCM 029]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
0.8:1.0 163 FT & 194 PT	0.8:1.0 161 FT & 207 PT	0.8:1.0 156 FT & 208 PT	0.8:1.0 160 FT & 208 PT	0.8:1.0

Benchmark: No less than 0.8:1.0 ²² (by 2023)

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. [CCM 115]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$141,091	\$113,822	\$132,436	\$175,618	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels ²³ (by 2022)

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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 workforce training and community education courses with a satisfaction rating of above average. *Source: NIC Trends.* [CCM 054]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
94% (237/250)	98% (253/256)	98% (313/320)	98% (322/330)	85% benchmark has been met, new benchmark is currently under development 100%

Benchmark: 85% benchmark has been met, new benchmark is currently under development
100% ²⁴ (by 2023)

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

- I. Licensure Pass Rates. *Source: NIC Trends.* [CCM 091]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
98%	99%	99%	97%	85%100%

Benchmark: 100% ²⁵ (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. [CCM 020]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
2,969 (+23.76%)	3,639 (+22.57%)	3,828 (+5.19%)	7,093 (+85.29%)	Increase by 5% annually Benchmark has been met; new benchmark is currently under development

Benchmark: Benchmark has been met; new benchmark is currently under development ²⁶

- II. Dual Credit annual credit hours as percentage of total credits. *Source: NIC Trends.* [CCM 019]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
9,922 credits (9% of total)	12,213 credits (11% of total)	13,481 credits (13% of total)	17,672 credits (18% of total)	14% Benchmark has been met; new benchmark is

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				currently under development
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Benchmark: Benchmark has been met; new benchmark is currently under development ²⁷

- III. Dual Credit unduplicated Annual Headcount and percentage of total. *Source: NIC Trends.*
[CCM 017]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
993 (13% of total)	1,165 (16% of total)	1,377 (20% of total)	2,036 (28% of total)	18% Benchmark has been met; new benchmark is currently under development

Benchmark: Benchmark has been met; new benchmark is currently under development ²⁸

Goal 3, Objective D: Enhance community access to college.

Performance Measures

- I. Distance Learning proportion of credit hours. *Source: NIC Trends.* [CCM 015]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	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 ²⁹ (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.* [CCM 105]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
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	76.4% White 12.2% Other 11.4% 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 ³⁰ (by 2023)

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- II. Students surveyed perceive NIC provides an inclusive, respectful and safe environment. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 123]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
			Question developed; next survey round in 2021 Question developed in 2018; 2019 next survey round	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development ³¹

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).* [CCM 106]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
39.6 42.6% Spring 15 National Average 53.5%	Survey administered on a two-year rotation; no data available	38.6 38.5% Spring 17 National Average 55.1%	Survey administered on a two-year rotation; no data available	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 ³² (by 2023 2022)

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.* [CCM 174]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		New	No Data Collected	Proficiency outcomes will be defined by spring 2020

Benchmark: Proficiency outcomes will be defined ³³ (by spring 2020)

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.* [CCM 172]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
30.0%	29.1%	26.6%	24.5%	Total tuition revenue not to

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				exceed 37.5% of revenue
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Benchmark: Total tuition revenue not to exceed 37.5% of revenue³⁴ (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).* [CCM 130]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$3,022	\$3,214	\$3,288	\$3,494	Rank of 60% against IPEDS comparator institutions
NIC Rank 72.7%	NIC Rank 72.7%	NIC Rank 72.7%	NIC Rank 59.1%	

Benchmark: Rank of 60% against IPEDS comparator institutions³⁵ (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).* [CCM 159]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
2.06 (898 Grads)	2.07 (969 Grads)	1.79 (905 Grads)	IPEDS financials not yet available	Rank of 60% against IPEDS comparator institutions
NIC Rank 32% 36%	NIC Rank 46% 50%	Rank not yet available NIC Rank 59%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions³⁶ (by 2023)

- IV. Auxiliary Services generates sufficient revenue to cover direct costs of operations. *Source: NIC Trends.* [CCM 170]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$196,663 Net revenue	\$174,795 Net revenue	\$195,039 Net revenue	(\$41,047) Net Deficit	Annual direct costs maintained

Benchmark: Annual direct costs maintained³⁷ (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.* [CCM 192]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		\$0.98 per gross square foot \$702,624/719,173 square feet	\$0.99 per gross square foot \$720,212/727,863 square feet	Benchmark will be defined after 3 years of data is gathered

Benchmark: Benchmark will be defined after three years of data is gathered³⁸ (by ~~2021~~ 2020)

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.

Footnotes

¹ Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 62% and 66%. 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.

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.

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.

⁴ Benchmark currently under development. Total awards by award level.

⁵ Benchmark currently under development.

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.

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.

⁸ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

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. Rank for FY16 (2015-2016) was not included due to the low number of institutions within the comparator group that had available data.

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. Rank for FY16 (2015-2016) was not included due to the low number of institutions within the comparator group that had available data.

¹¹ 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.

¹² Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

¹³ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

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.

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.

¹⁶ Benchmark currently under development.

¹⁷ Benchmark currently under development. Full year cohort, first-time degree-seeking, full and part time (IPEDS). Gateway courses include MATH 123, 130, 143, 157, and 253.

¹⁸ New measure; benchmark currently under development. There were only two programs under review in FY2018. In the Program Review document for Communications, there is wording of “improvements” in section 7.1. In the document for Culinary Arts, there is a statement that improvements were made to curriculum as a result of advisory committee meetings documented in section 7.4.

¹⁹ Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Student-Faculty Interaction. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

²⁰ Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Support for Learners. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

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.

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.

²³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Actual dollars spent on professional development.

²⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

²⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY18 includes Medical Assistant, Pharmacy Technology, Physical Therapist Assistant, Practical Nursing, Registered Nursing, Law Enforcement, Radiography Technology, and Medical Laboratory Technology.

²⁶ Benchmark has been met; new benchmark is currently under development.

²⁷ Benchmark has been met; new benchmark is currently under development.

²⁸ Benchmark has been met; new benchmark is currently under development.

²⁹ 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.

³⁰ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC Service Region comparison = 90% White, 7.9% Other, and 2.1% Unknown. Source = U.S. Census Bureau Quick Facts, July 2017.

³¹ 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.

³² 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.

³³ Proficiency outcomes will be defined by spring 2020. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing.

³⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

³⁵ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

³⁶ 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.

³⁷ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. The deficit in 17-18 is due to an unusual increase in "other expenses" - \$1.3M that resulted in a negative balance of \$177K for residence hall income for that year. 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.

³⁸ Benchmark will be defined after three years of data is gathered.

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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			

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Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.			✓
Objective B: Demonstrate commitment to the economic/business development of the region.			✓
Objective C: Promote North Idaho College in the communities we serve.		✓	
Objective D: Enhance community access to college.		✓	
GOAL 4: DIVERSITY - A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency			
Objective A: Foster a culture of inclusion.	✓		
Objective B: Promote a safe and respectful environment.	✓		
Objective C: Develop culturally competent faculty, staff and students.			
GOAL 5: STEWARDSHIP - Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources			
Objective A: Exhibit trustworthy stewardship of resources.		✓	
Objective B: Demonstrate commitment to an inclusive and integrated planning environment.	✓		
Objective C: Explore, adopt, and promote initiatives that help sustain the environment.			

Appendix 2

NIST Cybersecurity Framework Adoption Progress

North Idaho College (NIC) has adopted the National Institute of Standards and Technology (NIST) Framework and is currently aligning security practices to the framework and subcategories. NIC has worked with other CIO's and Security teams in Idaho Higher Education and have adopted the CSC controls along agreed upon exceptions where the nature of higher education limit the ability to fully satisfy each control (see exceptions below).

CSC Controls Progress (Note: This list reflects CSC numbering as defined when NIC first implemented them and not the latest Version 7)

Control	Progress	Expected Substantial Completion	Exceptions	Notes
CSC 1: Inventory of Authorized and Unauthorized Devices	Implemented with exceptions	August 2018	802.1x certificates for all devices	Currently implemented on all NIC owned machines. Unable to inventory all public wireless devices.
CSC 2: Inventory of Authorized and Unauthorized Software	Implemented with exceptions	August 2018	Software Whitelisting	Currently implemented on all NIC owned machines. Due to nature of education and software, management of white listing every application is not feasible.
CSC 3: Secure Configurations for Hardware and Software	Mostly Implemented with exceptions	August 2018	File integrity checking tools	Currently done as best practices. Continue to align to NIST framework and document practices for standardization. NIC does not currently have a Security Content Automation Protocol (SCAP) tool.
CSC 4: Continuous Vulnerability Assessment and Remediation Control Description	Implemented with exceptions	June 2018	Scope of scanning limited to servers only	Does not include third party/independent scanning.
CSC 5: Controlled Use of Administrative Privileges	Implemented with exceptions	June 2018	Scope of control limited to server core and network admin privileges	All Windows Server Admin credentials now utilize controlled use of Admin Privileges.



Idaho State Department of Education

Sherri Ybarra, Ed.S.
Superintendent of Public Instruction
OSBE Strategic Plan FY2019-2023

MISSION STATEMENT

The Idaho State Department of Education provides 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

Idaho students are ready for college and careers.

Objective A: Fully implement the Idaho Content Standards.

Idaho's plan for fully implementing the Idaho Content Standards uses a successful teacher coaching program. This coaching model invests human capital in local districts to meet community needs. Coaches focus on instructional shifts by working closely with teachers, helping them understand and apply the Idaho Content Standards.

Performance Measures:

- I. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3.

2018-2019 School Year	Benchmark
	Benchmark to be established after two years of data collection.

Notes: The new IRI by Istation will first be administered during the 2018-2019 school year and data will be available in August 2019.

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- II. Percentage of students placing as proficient or advanced on the Idaho Standards Achievement Test.

	2014-2015 School Year	2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark ¹
ELA 3 rd	48.3% ²	49.3% ³	47.18% ⁴	49.88% ⁵	66.2% by 2022
MATH 3 rd	49.9% ⁶	52.2% ⁷	50.23% ⁸	52.17% ⁹	68.1% by 2022
ELA 8 th	51.7% ¹⁰	53.6% ¹¹	52.32% ¹²	53.87% ¹³	69.1% by 2022
MATH 8 th	37% ¹⁴	38.5% ¹⁵	38.71% ¹⁶	41.08% ¹⁷	59.0% by 2022
ELA High School	60.6% ¹⁸	61.7% ¹⁹	59.1% ²⁰	59.28% ²¹	74.5% by 2022
MATH High School	30.3% ²²	30.8% ²³	32.1% ²⁴	32.87% ²⁵	53.9% by 2022

Objective B: Provide pathways to success post high school.

By providing increased flexibility (alternative methods) for students to demonstrate competency in satisfying state and local graduation requirements, the SDE will ultimately open multiple pathways to graduation. Targeted efforts for special education and gifted and talented students, along with Advanced Opportunities and GEAR UP programs, contribute to this strategy, as does increased adoption of mastery-based education.

Performance Measures:

- I. Percentage of high school juniors and seniors participating in Advanced Opportunities, which includes: dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs.

2014-2015 School Year	2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark
31.81% ²⁶	34.33% ²⁷	46.36% ²⁸	54.41% ²⁹	60% by 2022

- II. Percentage of Idaho high school graduates meeting SAT readiness benchmarks.

2017	2018	Benchmark
34% ³⁰	33% ³¹	60% by 2022

- III. High school four-year adjusted cohort graduation rate.

Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Benchmark ³²
77.3% ³³	78.9% ³⁴	79.7% ³⁵	79.7% ³⁶	80.65% ³⁷	94.9% by 2022

Objective C: Expand participation in the Idaho Mastery Education Network (IMEN).

Schools across Idaho and the nation embrace mastery education to empower students to learn at their own pace. At its core, mastery education shifts the measurement of a student's ability to demonstrated mastery from simply clocking seat time devoted to a subject or grade level. The SDE created a voluntary network of schools that are starting to implement mastery. During the initial phases, the SDE convened these schools to learn from one another, offer support where appropriate, learn from their innovations and best practices and collect models for implementation to prepare for supporting additional schools in this shift. Senate Bill 1059, which was signed into law during the 2019 regular legislative session,

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removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The SDE will continue to evaluate state policy impact on mastery and work with stakeholders and the Idaho Legislature to remove any additional barriers to implementation.

Performance Measures:

- I. Percentage of students in IMEN that meet their 3-year growth target.

ELA	Percent Making "Adequate" Growth ³⁸			Benchmark
	2016	2017	2018	
ELA - IMEN Cohort 1	61.8%	60.1%	62.0%	> Idaho Avg.
ELA - Idaho Average	63.1%	60.9%	64.4%	
Math - IMEN Cohort 1	46.9%	45.3%	45.5%	> Idaho Avg.
Math - Idaho Average	53.2%	51.0%	53.8%	

Notes: Nearly 1/3rd of the schools included in IMEN Cohort 1 are alternative schools. Adequate Growth is a measure of students on track to be proficient in three years. Analysis is restricted to students continuously enrolled in the state. The growth measure is only calculated for students in grades 4-8 with regular assessment scores in two consecutive years, thus the reported percentages are among students for whom this calculation was possible.

- II. Number of schools participating in IMEN.

2017-2018 School Year
32 ³⁹

NOTES: Senate Bill 1059, which was signed into law during the 2019 regular legislative session, removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The department will support, but not necessarily fund, all schools that wish to participate in Idaho Mastery Education.

GOAL 2

Education stakeholders are accountable for student progress.

Objective A: Increase support to low-performing schools.

Comprehensive Support and Improvement (CSI) schools represent the lowest performing 5% of Idaho's Title I schools and any non-title schools that fall within that band. These schools are identified and supported over three year periods in order to aid them in improving student outcomes.

Performance Measures:

- I. Percentage of schools meeting CSI exit criteria.

Benchmark
90% by 2022

Notes: 2018-19 marks the first year of longitudinal data collection for the initial three-year cohort, so there is no data to report at this time.

GOAL 3

Recruit and retain effective teachers.

Idaho, like many states, faces a critical shortage of teachers. Additionally, educators possessing fewer than four years of classroom experience make up a growing share of Idaho's teacher workforce. This trend is particularly acute in low-performing and high-poverty schools and common in classrooms of English language learners and students with disabilities. The shortage of qualified teachers, coupled with knowledge that we need our most experienced teachers with our highest need students means Idaho must both recruit new teachers and retain experienced teachers.

Objective A: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.

Performance Measures:

I. Teacher retention rate.

2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark
83.6% ⁴⁰	83.6% ⁴¹	84.3% ⁴²	92% ⁴³

Key External Factors

Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

Evaluation Process

The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.

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Appendix 1: OSBE K-20 Plan Alignment Matrix

	State Board of Education Goals		
	Goal 1: EDUCATIONA L SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
SDE Goals and Objectives			
Goal 1: Idaho students are ready for college and careers.			
Objective A: Fully implement the Idaho Content Standards.	✓	✓	✓
Objective B: Provide pathways to success post high school.	✓	✓	✓
Objective C: Expand participation in the Idaho Mastery Education Network (IMEN).	✓	✓	✓
Goal 2: Education stakeholders are accountable for student progress.			
Objective A: Increase support to low performing schools.	✓	✓	✓
Goal 3: Recruit and retain effective teachers.			
Objective A: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.	✓	✓	✓

Appendix 2: Cybersecurity Plan

The State Department of Education recognizes that technology is in a constant state of fluctuation and works continuously to proactively identify and mitigate cybersecurity risks. In adherence with Executive Order 2017-02 the SDE has taken the following steps:

1. Adopted and implemented the NIST Cybersecurity Framework
2. Implemented the first five (5) Center for Internet Security Critical Security Controls (CIS Controls)
3. Developed employee education and training plans for mandatory cybersecurity training
4. Requires all SDE employees and contractors to complete annual cybersecurity training
5. Placed a link to the statewide cybersecurity website on all public SDE websites

Additionally, the SDE has taken the following steps:

1. Analyzed compliance with updated version of CIS Controls (version 7)
2. Reviewed and adapted policies and procedures to align with updated CIS Controls
3. Adapted current hardware and software configurations to align with updated CIS Controls while also evaluating new technologies, tactics, techniques, and procedures
4. Collaborated with other state agencies to standardize adoption of NIST Cybersecurity Framework
5. Collaborated with other state agencies to standardize incident response capability
6. Conducted code base reviews of critical applications
7. Implemented advanced threat monitoring tools
8. Applied enhanced network security controls

End Notes

¹ 3rd Grade ELA 66.2% by 2022, 3rd Grade Math 68.1% by 2022, 8th Grade ELA 69.1% by 2022, 8th Grade Math 59.0% by 2022, High School ELA 74.5% by 2022 and High School Math 53.9% by 2022, based on Idaho's Consolidated State Plan, March 28, 2019, <http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf>

² 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

³ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

⁴ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

⁵ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

⁶ 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

⁷ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

⁸ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

⁹ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

¹⁰ 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

¹¹ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

¹² 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

¹³ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

¹⁴ 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

¹⁵ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

¹⁶ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

¹⁷ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

¹⁸ 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

¹⁹ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

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²⁰ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

²¹ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

²² 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

²³ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

²⁴ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

²⁵ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

²⁶ FY2015 Program Totals, <http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2015-Advanced-Opportunities-Program-Totals.pdf>; Historical State Enrollment by Grade, <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>

²⁷ FY2016 Program Totals, <http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2016-Advanced-Opportunities-Program-Totals.pdf>; Historical State Enrollment by Grade, <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>

²⁸ FY2017 Advanced Opportunities program files and data - allactivity7.10.17.xlsx - 9846 11th grade students and 1049 12th grade students; Historical State Enrollment by Grade, <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>

²⁹ FY2018 Program Totals, <http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2018-Advanced-Opportunities-Program-Totals.pdf>; Historical State Enrollment by Grade, <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>

³⁰ College Board, SAT Suite of Assessments Annual Report, Idaho, 2017, <https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf>

³¹ College Board, SAT Suite of Assessments Annual Report, Idaho, 2018, <https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf>

³² Benchmark 94.9% by 2022, based on Idaho's Consolidated State Plan, March 28, 2019, <http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf>

³³ Idaho Department of Education, SDE Releases New Baseline Graduation Rates 2013/2014 New Federal Reporting Method Drastically Different, March 18, 2015, [03-18-2015-SDE-Graduation-Rate-Release.pdf](https://www.sde.idaho.gov/files/03-18-2015-SDE-Graduation-Rate-Release.pdf)

³⁴ <https://idahoschools.org/state/ID/graduation>

³⁵ <https://idahoschools.org/state/ID/graduation>

³⁶ <https://idahoschools.org/state/ID/graduation>

³⁷ <http://www.sde.idaho.gov/communications/files/news-releases/01-17-19-Idaho's-high-school-graduation-rate-is-on-the-rise.pdf>

³⁸ Calculations based on the initial 32 schools identified in <https://www.sde.idaho.gov/mastery-ed/files/imem/IMEN-Progress-Report-2018.pdf> and Idaho Academic Growth Accountability Data

³⁹ <https://www.sde.idaho.gov/mastery-ed/files/imen/IMEN-Progress-Report-2018.pdf>

⁴⁰ <https://idahoschools.org/state/ID/teacher-quality>

⁴¹ <https://idahoschools.org/state/ID/teacher-quality>

⁴² <https://idahoschools.org/state/ID/teacher-quality>

⁴³ National average teacher attrition rate is 8%, 2017-2018 Teacher Pipeline Report,
<https://boardofed.idaho.gov/wp-content/uploads/2018/02/Teacher-Pipeline-Report.pdf>



Strategic Plan

FY2020-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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	3.27	3.46		Improvement

Benchmark: Annual improvement in satisfaction levels.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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
		System Launch		Analyze System Data

Benchmark: By FY2019, begin analyzing system data.²

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- II. 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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	Launch	100%	100%	100%

Benchmark: All pathway programs are subject to an annual desk audit.³

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.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	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 FY2020.⁴

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
72.4	55.0	66.2		67.0

Benchmark: 67.0 pass rate by 2019⁵

- II. Postsecondary student pass rate for Technical Skill Assessment (TSA).**

Baseline data/Actuals: Baseline FY15 – 92.6

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.1	90.2	88.7		92.8

Benchmark: 92.8 pass rate by 2019⁶

- III. Positive placement rate of secondary concentrators.**

Baseline data/Actuals: Baseline FY15 – 94.1

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.2	95.8	94.4		94.3

Benchmark: 94.3 placement rate by FY 2019⁷

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IV. *Implementation of competency-based SkillStack® micro-certifications for all relevant programs of study.*

Baseline data/Actuals: Baseline FY16 – 0

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
0	9	20	26	35 23

Benchmark: By FY20~~20~~19, implement SkillStack for ~~35~~23 programs⁸

V. *Number of program standards and outcomes that align with industry standards.*

Baseline data/Actuals: FY2017 Actual - 37

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	37	46	52	48 52

Benchmark: ~~48~~52 programs by FY2020⁹

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
0	9	20	26	35 23

Benchmark: ~~23~~5 programs by FY20~~20~~19¹⁰

II. *The percent of secondary CTE concentrators who transition to postsecondary CTE programs.*

Baseline data/Actuals: Baseline FY18 – To Be Determined

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
				Baseline

Benchmark: Identify baseline data by FY2018¹¹

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

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FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
64.6	60.1	55.8		65

Benchmark: 65 placement rate by 2020¹²

II. Positive placement rate of postsecondary program completers.

Baseline data/Actuals: Baseline FY15 – 84.7

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.7	96.4	94.6		95.6

Benchmark: 95.6 placement rate by FY 2018¹³

III. The percent of secondary CTE concentrators who transition to postsecondary education.

Baseline data/Actuals: Baseline FY15 – 64

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
63.3	65.9	67.4		70

Benchmark: 70 percent by 2020¹⁴

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.

Performance Measures:

~~I. Percent of students who enter an occupation related to their workforce training (non-credit bearing training).~~

~~I. The percent of Workforce Training students who complete their short-term training.~~

Baseline data/Actuals: FY2018 – Identify Baseline

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93	90	93		Baseline 90

~~Benchmark: 90 percent average completion~~ ~~mark: Identify baseline data by FY2018~~¹⁵

~~Benchmark: 90 percent average completion~~¹⁶

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
33	38	39		47

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Benchmark: By FY2020, 47% of AE students make measurable progress.¹⁷

~~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~~

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
				Identify baseline data

~~Benchmark: Identify baseline data by FY2019.~~¹⁸

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
89	80	60		90

Benchmark: 90% positive outcome rate annually.¹⁹

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	6,861	7,382		5,000

Benchmark: Maintain an average of 5,000 contact hours annually.²⁰

Key External Factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career & technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to ICTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of ICTE to conduct statewide data analyses.

Evaluation Process

Objectives will be reviewed at least annually (more frequently if data is available). The ICTE Leadership 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.

² Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

³ Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

⁴ Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

⁵ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline. After submission of our Strategic Plan for FY19, a comparative analysis looked at data from our assessment vendors compared to self-reported numbers. As part of our program alignment efforts and using approved vendors we anticipated lower numbers and the lower score more accurately reflects those efforts. In FY17, the Office of Career & Technical Education (OCTAE) approved lower benchmarks based on methodology changes for collecting data and our alignment efforts.

⁶ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

⁷ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

⁸ ICTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

⁹ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹⁰ Based on current rate of program alignment.

¹¹ 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.

¹² Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹³ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

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 Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹⁶ ~~Based on goal to improve positive placement~~monitor completion rates ~~at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.~~

¹⁷ Federally negotiated benchmark.

¹⁸ ~~Federally negotiated benchmark. Baseline data will then be used to determine performance targets.~~

¹⁹ Based on goal of continuing current outcome rates. Statewide totals (FY18) are missing NIC data due to staff vacancies.

²⁰ Based on current average number of contact hours statewide.

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

FY202019 - 20243

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. ~~The~~is 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 20~~19~~ through 202~~4~~3.

This is ~~the second year of IDVR's an entirely new~~ Strategic Plan ~~as a result for the Division because~~ of the significant changes resulting from the Workforce Innovation and Opportunity Act (WIOA) and the Division's ~~latest~~~~most recent~~ Comprehensive Statewide Needs Assessment (CSNA), both of which impacted~~ed~~ 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)

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	<u>301</u> N/A	<u>1180</u> 301	≥ <u>1147</u> 301

Benchmark: Greater than or equal to 1180~~301~~ for SY~~19~~20¹

Performance Measure 1.2: Number of youth applications for program participants under the age of 25.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	<u>812</u> N/A	<u>856</u> 812	≥ <u>856</u> 812

Benchmark: Greater than or equal to 856~~812~~ for SY~~2019~~²

Objective 2: Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

Performance Measure 2.1: For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	N/A	<u>81</u> N/A %	≥ 60%

Benchmark: Greater than or equal to 60% for SY~~21~~19³

Performance Measure 2.2

For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	N/A	N/A	≥ 50%

Benchmark: Greater than or equal to 50% for SY~~21~~19⁴

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Performance Measure 2.3: Number of Regions where Customized Employment is available.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	3 N/A	3	8 Regions (100%)

Benchmark: All 8 Regions ⁵ (by SY 2020)

Objective 3: Hire and retain qualified staff to deliver quality vocational rehabilitation services.

Performance Measure 1: Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

SY2015	SY2016	SY2017	SY2018	Benchmark
85.7 89.8%	79 85.7%	77.8 79%	74 77.8%	≥ 85%

Benchmark: Greater than 85% for SY~~2018~~2019 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	SY2015	SY2016	SY2017	SY2018	Benchmark
1. <i>Employment Rate – 2nd Qtr after Exit</i>				55%	≥ 65%
2. <i>Employment Rate – 4th Qtr after Exit</i>				N/A	≥ 55%
3. <i>Median Earnings – 2nd Qtr after Exit</i>				\$3870	≥ \$4680 per
4. <i>Credential Attainment</i>				N/A	≥ 22%
5. <i>Measurable Skill Gains</i>				25%	≥ 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):

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Objective 2.2: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

Performance Measure 2.2: Customer satisfaction rate.

SY2015	SY2016	SY2017	SY2018	Benchmark
87.7% 93.6	89.1 87.8%	88.5 89.1%	87.1 88.5%	≥ 90% satisfaction rate

Benchmark: Greater than or equal to 90% for SY~~2019~~¹²

Objective 2.4: Collaborate with Community Rehabilitation Program partners to improve the quality of services.

Performance Measure 2.4: Of those cases using CRP employment services (non-assessment), the percentage which contributed to successful case closure.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	N/A	N/A 43%	≥ 30%

Benchmark: Greater than or equal to previous year in SY~~2019~~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.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	N/A	N/A	≥ 50%

Benchmark: Greater than or equal to 50% for SY~~21~~19¹⁴

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.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	<u>647</u> N/A	<u>838</u> 647	<u>819</u> 838	≥ previous year performance

Benchmark: Greater than or equal to previous year in SY~~2019~~¹⁵

Performance Measure 1.1: Number of individuals on the EES waitlist.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	<u>292</u> N/A	<u>208</u> 292	<u>0</u> 208	≤ on waitlist than previous year

Benchmark: Less than or equal to previous year in SY~~2019~~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.

FY2015	FY2016	FY2017	FY2018	Benchmark
<u>2 brochures</u> <u>53 FB posts</u> N/A	<u>2 addt'l brochures</u> <u>49 FB posts</u> <u>2 brochures</u> <u>53 FB posts</u>	<u>42 addt'l brochures</u> <u>5649 FB posts</u>	<u>24 addt'l brochures</u> <u>13656 FB posts</u>	Continue to create brochures, social interaction, & website development

Benchmark: 24 or more new brochures created in FY 201920¹⁷

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.

FY2015	FY2016	FY2017	FY2018	Benchmark
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<u>27</u> N/A	<u>23</u> 27	<u>65</u> 23	<u>89</u> 65	Presentations delivered
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Benchmark: 89~~65~~ or more presentation delivered in SY20~~19~~¹⁸

Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. **Objective:** Continue encouraging consultation and cooperation.

Performance Measure 3.1: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

FY2015	FY2015	FY201	FY2018	Benchmark
<u>11</u> N/A	<u>12</u> 11	12	<u>14</u> 12	Present to various local, state & federal agencies

Benchmark: Present at 14~~12~~ or more local, state and federal agencies in SY20~~19~~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.

FY2015	FY2016	FY2017	FY2018	Benchmark
<u>200</u> calls N/A	<u>120</u> 200 calls	<u>1,056</u> 120 calls	<u>1,160</u> 1,056 calls	Maintain network through website, social media, brochures, telephone inquiries, & personal communication

Benchmark: Track all calls in SY20~~19~~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 ensure 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.

FY2015	FY2016	FY2017	FY2018	Benchmark
<u>Met</u> N/A	Met	Met	Met	Continued work with mental health personnel

Benchmark: Met in SY20~~19~~²¹

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. **Objective:** The Council will make available copies of policies concerning deaf and hard of hearing issues.

Performance Measure 6.1: Materials that are distributed about public policies.

FY2015	FY2016	FY2017	FY2018	Benchmark
Met N/A	Met	Met	Met	Facilitate meetings with various agencies and group

Benchmark: Met in SY ~~2019~~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.

FY2015	FY2016	FY2017	FY2018	Benchmark
10 ADA Issues N/A	10 ADA Issues	50 ⁴⁰ ADA Issues	150 ⁵⁰ ADA Issues	Create information resulting from ADA complaint

Benchmark: Track all complaints in SY ~~2019~~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.

FY2015	FY2016	FY2017	FY2018	Benchmark
N/A Completed	Completed	Completed	Completed	Submit accurate

Benchmark: Completed for SY ~~2019~~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~~requires 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. Additionally, almost all of the new performance measures are lagging indicators, a few of them lag by one full year.

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~~Palo Alto Traps 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 in the near future. ITS's go forward solution for an MDM solution is being identified this year.

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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~~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~~ 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. - CDHH has hired a part time Communications and

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Outreach Coordination to increase awareness and make presentations throughout the state. 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. CDHH partnered with JFAC to procure funding for a full-time interpreter and partnered with the Sexual Abuse/Domestic Violence Coalition. This benchmark was established to adhere to Idaho statute 67, chapter 73

²⁰ The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²¹ Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²² Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²³ Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.

²⁴ Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.



FY 2020-2024 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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
47	46	47	47		47

Benchmark: 47 (by FY 2024)¹

~~II. Number of cable companies carrying our multiple digital channels.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY19 Benchmark
*	30	50	17		28

~~— Benchmark: 28 (by FY 2023)²~~

~~— *New performance measure for FY16~~

~~III. Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY19 Benchmark
8	8	8	8		8

~~— Benchmark: 8 (by FY 2023)³~~

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~~IV.~~ Percentage of Idaho's population within our signal coverage area.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
98.4%	98.4%	99.47%	98.8%		98.4%

Benchmark: 98.4% (by FY 2024)⁴²

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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
22	26	47	40		34

Benchmark: 35 (by FY 2024)⁵³

~~Objective C: Operate an efficient statewide delivery/distribution system.~~

~~Performance Measure:~~

~~Total FTE in content delivery and distribution.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
18.5	20	17	22		<24

~~Benchmark: Less than 24 (by FY 2024)⁶~~

Objective DC: 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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
98.4%	97.6%	97.6%	99.9%		100%

Benchmark: 100% (by FY 2024)⁷⁴

Objective ED: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:

I. Number of visitors to our websites.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
1,670,923	1,901,477	1,981,837	1,584,947		1,750,000

Benchmark: 1,850,000 (by FY 2024)⁸⁵

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
344,651	634,031	143,637*	128,877		100,000

Benchmark: 100,000 (by FY 2024)⁹⁶

*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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
*	11	11	11		12

Benchmark: 13 (by FY 2024)¹⁰⁷

*New performance measure for FY16

Objective EE: 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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
28,374	28,488	28,299	35,095		37,760

Benchmark: 37,760 (by FY 2024)¹¹⁸

Objective EF: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
13,450	12,702	11,372	12,624		13,000

Benchmark: 13,500 (by FY 2024)¹²⁹

Objective HG: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
1,955	2,050	1,568	1,509		2,000

Benchmark: 2,000 (by FY 2024)¹³¹⁰

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Objective H: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
55	55	49	56		50

Benchmark: 55 (by FY 2024)^{14,11}

Objective J: Be a relevant, educational and informational resource to all citizens.

Performance Measures:

~~Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY19 Benchmark
31.1%	31.4%	28%	31.1%		21.3%

~~Benchmark: 21.3% (by FY 2023)¹⁵~~

I. Number of educational outreach and training events for teachers, students and parents.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
*	*	*	*	*	100

~~Benchmark: 100 (by FY 2024)¹²~~

~~*New performance measure beginning FY20~~

II. Average number per month during the school year of local unique users utilizing PBS learning media.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
*	*	*	*	*	4,200

~~Benchmark: 5,000 (by FY 2024)¹³~~

~~*New performance measure beginning FY20~~

Objective KJ: Operate an effective and efficient organization.

Performance Measures:

I. Total FTE in content delivery and distribution.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
18.5	20	17	22		<24

~~Benchmark: Less than 24 (by FY 2024)¹⁴~~

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes

Benchmark: Yes/Yes/Yes (by FY 2024)^{16,15}

III. Work toward implementation of the Center for Internet Controls.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
*	*	*	Yes		Yes

Benchmark: Yes (by FY 2024)¹⁷¹⁶

*New performance measure beginning FY18

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. We are currently in the process of changing channels at the KCDT transmitter in Coeur d'Alene~~will need to change channels~~, requiring a new transmitter & antenna~~, though the~~ 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. We have secured a private grant to cover most of the costs of changing channels at our translators. However, because there aren't enough frequencies available, some~~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.~~
- ~~42.~~ Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
- ~~53.~~ 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.~~
- ~~74.~~ Benchmark is based on industry standard and the desire to reach underserved and disabled populations.
- ~~85.~~ 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.
- ~~96.~~ 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.
- ~~107.~~ 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.
- ~~118.~~ Benchmark is based on an analysis of historical trends combined with desired level of achievement.
- ~~129.~~ Benchmark is based on an analysis of historical trends combined with desired level of achievement.
- ~~1310.~~ Benchmark is based on an analysis of historical trends combined with desired level of achievement.
- ~~1411.~~ Benchmark is based on industry standard 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.
- ~~15. Benchmark is based on industry standard combined with desired level of achievement.~~
14. Benchmark is based on industry standard combined with analysis of workforce needs.
- ~~1615.~~ Benchmark is based on industry standard of best practices.
- ~~1716.~~ Benchmark is based on industry standard of best practices.

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ATTACHMENT 14a

	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: 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: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.	✓		
Objective D: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓		
Objective E: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	✓		
Objective F: Contribute to a well-informed citizenry.	✓		
Objective G: Provide relevant Idaho-specific information.	✓		
Objective H: Provide high-quality, educational television programming and new media content.	✓		
Objective I: Be a relevant, educational and informational resource to all citizens.	✓		
Objective J: Operate an effective and efficient organization.	✓		
Objective K: Work toward implementation of the Center for Internet Controls.	✓		
GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.			
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.			

TechHelp Strategic Plan 2018~~9~~ – 2021~~3~~

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 ~~202~~2023~~4~~:

- ~~10~~80 manufacturers reporting \$1~~2~~90,000,000 economic impact
- ~~20~~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:

- Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects

FY16 (2015- 2016) FY15 (2014-2015)	FY17 (2016- 2017) FY16 (2015-2016)	FY18 (2017- 2018) FY17 (2016-2017)	FY19 (2018- 2019)	Benchmark
\$182,258,168 / 340 New Jobs \$34,142,00 0/154 New Jobs	\$33,022,678 / 100 New Jobs \$182,258,1 68/340 New Jobs	\$33,726,818 / 70 New Jobs \$33,022,6 78/100 New Jobs	\$97,839,060 \$33,726,818 / 255 70 New Jobs	\$1200,000,000 / 20180 New Jobs

Benchmark: Reported cumulative annual impacts improve by five percent over the prior year achieving \$1~~2~~90,000,000 and 180 new jobs annual reported impact by ~~202~~2023~~4~~¹.

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

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ATTACHMENT 15

Performance Measure:

- I. Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system**

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18 (Q2 2017- Q1 2018)</u> FY17 (2016-2017)	<u>FY18 (Q2 2017- Q1 2018)</u> FY17 (2016-2017)	Benchmark
N/A	N/A	17 Small	35 Small	35 Small	15 Small
N/A	N/A	39 Rural	42 Rural	21 Rural	20 Rural
N/A	N/A	4 Start-Up	17 Start-Up	17 Start-Up	10 Start-up
N/A	N/A	25 Other	23 Other	23 Other	35 Other

Benchmark: Number of clients served by category exceeds MEP goal as follows by 2022ⁱⁱ:

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**

<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18 (2017-2018)</u> FY17 (2016-2017)	<u>FY19 (2018-2019)</u> FY18 (2017-2018)	Benchmark
9 out of 10	9 out of 10	9.6 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.

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ATTACHMENT 15

Objective A: Increase the number of client projects and events.

Performance Measure:

I. State dollars expended per project/event

<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18 (2017-2018)</u> FY17 (2016-2017)	<u>FY19 (2018-2019)</u> FY18 (2017-2018)	<u>Benchmark</u> Benchmark
\$1,139 <u>\$1,769</u>	\$774 <u>\$1,139</u>	\$920 <u>\$774</u>	\$920 <u>\$1,570</u>	> 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

<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18 (2017-2018)</u> FY17 (2016-2017)	<u>FY19 (2018-2019)</u> FY18 (2017-2018)	<u>Benchmark</u> Benchmark
56 Clients Surveyed <u>45 Clients Surveyed</u>	69 Clients Surveyed <u>56 Clients Surveyed</u>	81 Clients Surveyed <u>69 Clients Surveyed</u>	81-96 Clients Surveyed <u>96 Clients Surveyed</u>	1080 Clients Surveyed <u>80 Clients Surveyed</u>

Benchmark: Number of clients served exceeds federal minimum with a goal of 1080 clients surveyed (i.e., 110 clients per \$ Million) by ~~202~~2023^{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

<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18 (2017-2018)</u> FY17 (2016-2017)	<u>FY19 (2018-2019)</u> FY18 (2017-2018)	<u>Benchmark</u> Benchmark
\$615,117 <u>\$668,217</u>	\$593,940 <u>\$615,117</u>	\$576,890 <u>\$593,940</u>	\$576,890 <u>\$493,923</u>	\$1,200,000 <u>\$600,000</u> gross annually
\$454,672 <u>\$354,763</u>	\$409,175 <u>\$454,672</u>	\$391,904 <u>\$409,175</u>	\$336,911 <u>\$363,904</u>	\$4700,000 <u>\$700,000</u> net annually

Benchmark: Annual gross and net revenue exceeds the prior year by five percent achieving \$1,2600,000 gross and \$4700,000 net annually by ~~202~~2023^{vii}

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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.

FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	FY19 (2018-2019) FY18 (2017-2018)	Benchmark Benchmark
\$910,236 \$825,000	\$885,236 \$910,236	\$885,236 \$885,236	\$885,236 \$1,356,994	\$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 ~~2022~~2023^{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.

Cybersecurity Plan – Update

TechHelp has been working on its adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. Progress on complying with the first five CIS Controls (by June 30, 2018) includes:

1. Inventory and Control of Hardware Assets – Boise State (and other state universities) requires authentication and sign on credentials to access their network and all Hardware is purchased, inventoried and tracked by BSU.
2. Inventory and Control of Software Assets - All software is purchased and approved by Business Manager or Executive Director. BSU OIT uploads all software and maintains updates and does not allow for unapproved software on Boise State purchased computers. Cloud-based exceptions which are controlled by vendors include: WORKetc., mailchimp, QuickBooks, Regfox.
3. Continuous Vulnerability Management - All updates and patches are identified by Boise State IT department and pushed out to campus departments. Internally all software updates are

- completed to ensure all hardware and software are up to date. All campus departments are made aware by IT department of potential threats and how to handle those situations.
4. Controlled Use of Administrative Privileges – Boise State retains all administrative rights to the network and each individual user is given administrative rights to their designated computer.
 5. Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers - All network passwords are required to be changed every 60-90 days as a requirement forced at sign in. Laptops require VPN authentication before access to the network is granted if working off-site. Mobile devices require sign on authentication before access to network is given.

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 plan.

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
2018 – 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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
49%54%	54%52%	52%50%	50%53%	70%

Benchmark: 70%¹ (by FY 2022)

II. Capital raised by clients in millions

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	
\$24.3\$31.6	\$31.6\$33.9	\$33.9\$36.1	\$36.1\$36.1	\$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
FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	
\$33.7\$47.1	\$47.1\$52.0	\$52.0\$42.5	\$42.5\$43.7	\$56.6

Benchmark: \$56.6 million³ (by FY 2022)

IV. Jobs created by clients

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FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
429 708	708 871	871 663	663 826	900

Benchmark: 900⁴ (by FY 202~~3~~2)

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
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	10%
<u>Not measured</u>	<u>Not measured</u>	<u>0.4%</u>	<u>0.3%</u>	<u>10%</u>

Benchmark: 10%⁵ (by FY 202~~3~~2)

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 a 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
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>completion</u>
<u>Not measured</u>	<u>Not measured</u>	<u>Not measured</u>	<u>In progress</u>	<u>completion</u>

Benchmark: ⁶ (by FY 202~~0~~2)

II. # of training hours

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
11,390 11,231	11,231 11,793	11,793 14,337	14,337 14,577	14,944

Benchmark: 14,944⁷ (by FY 202~~3~~2)

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
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>Not measured</u>	<u>Not measured</u>	<u>In progress</u>	<u>47%</u>	TBD 70%

Benchmark: established in FY1870%⁸ (by FY 202~~3~~2)

GOAL 3 – Increase Resources

Increase funding and consulting hours to create economic impact through increased client performance.

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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
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>Not measured</u>	<u>Not measured</u>	<u>11%</u>	<u>23%</u>	<u>TBD</u> <u>25%</u>

Benchmark: 25% TBD⁹ (by FY 2022 2022)

Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.

Performance Measures:

II. Amount of funding

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>Not measured</u>	<u>Not measured</u>	<u>\$74,000</u>	<u>\$155,000</u>	<u>\$175,000</u>

Benchmark: \$175,000 100,000¹⁰ (by FY 2023 0)

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 a Learning Management System.

Performance Measures:

I. % of employees meeting certification and recertification requirements

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>Not measured</u>	<u>Not measured</u>	<u>80%</u>	<u>87%</u>	<u>100%</u>

Benchmark: 100%¹¹ (by FY 2019 18)

II. Return on Investment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>4:12:1</u>	<u>2:15:1</u>	<u>5:18:1</u>	<u>9:17:1</u>	<u>7:17:1</u>

Benchmark: 6:17:1 average over rolling 3 5 years¹² (by FY 2020 0)

III. Overall customer satisfaction rating (source of data being changed)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>Not measured</u>	<u>Not measured</u>	<u>4.5</u>	<u>4.8</u>	<u>4.6</u>

Benchmark: 4.6¹³ (yearly)

Objective B: Deliver monthly internal trainings to increase expertise and share best practices.

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Performance Measures:

I. Rating of consultant skill adequacy (new metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	
<u>Not measured</u>	<u>Not measured</u>	<u>4.9</u>	<u>4.4</u>	4.6

Benchmark: 4.6¹⁴ (yearly)

Key External Factors

The Idaho SBDC is part of a national network providing ~~no~~~~on~~-cost consulting and affordable training to help small business grow and thrive in all U.S. states and territories. The network has an accreditation process conducted every five years to assure continuous improvement and high quality programs. The accreditation standards, based on the Malcolm Baldrige Quality Standards, cover six key areas:

- Leadership
- Strategic Planning
- Stakeholder and Customer Focus
- Measurement, Analysis and Knowledge Management
- Workforce Focus
- Operations Focus

The Idaho SBDC also achieved accreditation of its technology commercialization program – one of 15 SBDC's out of 63 networks – in 2014 and continues to offer technology commercialization assistance to entrepreneurs, existing companies, and colleges/universities. Maintaining this accreditation is a continuing focus.

Evaluation Process

Funding is received from the U.S. Small Business Administration (SBA), the State of Idaho through the State Board of Education, and Idaho's institutes of higher education who host six outreach offices to cover all 44 Idaho counties. Needs and requirements from ~~a three~~~~these~~ 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 with a statewide leadership team in an all-staff meeting in the Spring ~~each year~~ and progress tracked through action plans reviewed on a quarterly basis. ~~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~~quarterly 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.~~ Benchmark is set based on an analysis of survey results from Cicero survey conducted in 2018.

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.

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: MAXIMUM CLIENT IMPACT Focus consulting time on clients with the highest potential for creating economic impact.				
Objective A: Develop long-term relationships with potential and existing growth and impact clients.	✓	✓	✓	
Objective B: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.	✓	✓		
GOAL 2: STRONG BRAND RECOGNITION Increase brand recognition with stakeholders and the target market.				
Objective A: Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.		✓	✓	
Objective B: Create and implement a brand awareness survey.		✓		
GOAL 3: INCREASE RESOURCES Increase funding and other resources to serve Idaho's small businesses and create economic impact.				
Objective A: Bring additional resources to clients through partnerships, students, and volunteers.		✓		
Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.		✓		
GOAL 4: ORGANIZATIONAL EXCELLENCE Ensure the right people, processes and tools are available to deliver effective and efficient services.				
Objective A: Implement professional development certification on Global Classroom designated Learning Management System.		✓		✓
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. Serve the vulnerable populations of Idaho with high quality, affordable care provided in a collaborative work environment.

VISION STATEMENT

To improve the health care for Idaho and beyond by producing outstanding family medicine physician leaders for their communities.

GOAL 1: Family Medicine Workforce

To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency.

1.1. Core Program – Boise

1.1.1. Increase resident class size from 11-11-11 to 12-12-12

- 1.1.1.1. Raymond (12-6-6)
- 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 open new Family Medicine Residency Program in Nampa on July 1, 2019 with resident class size of 6 per class (6-6-6)

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Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.

Performance Measures:

- I. FMRI will track how many students match annually for residency training in family medicine at FMRI.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2016-2017)	Benchmark
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.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	>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.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017 – 2018)	Benchmark
43%	47%	56%	67%	>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

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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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
50%	75%	100%	90%	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.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
N/A	N/A	N/A	100%	100%

Benchmark: To fill the first class of 6 family medicine residents on July 1, 2019.

GOAL 2: Patient Care | Delivery | Service

Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.

- 2.1 All FMRI clinics where resident education is centered will attain and maintain National Committee on Quality Assurance (NCQA), Level III Patient Centered Medical Home (PCMH) recognition.
- 2.2 All FMRI clinics will utilize Meaningful Use criteria in using the Electronic Medical Records (EMR).
- 2.3 FMRI will maintain a 340b Pharmacy, with expanded access for our patients via expanded hours and utilize Walgreen's and other local pharmacy collaborations.

Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.

Performance Measures:

I. All FMRI clinics where resident continuity clinics reside will maintain Level III PCMH's and we will apply for NCQA recognition for our other two clinics.

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

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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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Implement Meaningful Use EMR at all clinics. Meaningful Use EMR is necessary for coordinated and integrated care as part of NCQA recognition and good patient care. Medicaid Provider Meaningful Use Incentive program is necessary for compliance.

Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.

Performance Measures:

III. Maintain 340b pharmacy services , with expanded access for our patients via extended pharmacy hours and the Walgreen's pharmacy collaboration

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Available	Available	Available	Available	Available

Benchmark: 340b pharmacy available for all FMRI patients, with expanded access for our patients via extended hours and the commercial and other pharmacy collaboration.

GOAL 3: Education

To provide an outstanding family medicine training program to prepare future family medicine physicians.

- 3.1 All FMRI programs maintain Accreditation Council for Graduate Medical Education (ACGME) accreditation where appropriate.
- 3.2 All FMRI programs maintain integrated patient care curriculum and didactics.
- 3.3 All FMRI programs maintain enhanced focus on research and scholarly activities.
- 3.4 FMRI programs have a quality and patient safety curriculum for clinical learning environments.
- 3.5 FMRI demonstrates mastery of the New Accreditation System (NAS) of the ACMGE.

Objective A: To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as a integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.

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Performance Measures:

- I. A. Track successful completion of American Board of Family Medicine (ABFM) Board certification examination scores for all program graduates.**
B. Track performance on American Board of Family Medicine (ABFM) Annual In-Service Training Examination.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	>95%
96%	97.2%	92%	73%	>50%

Benchmark:

- A. At least 95 percent of all program graduates become ABFM Board certified.
B. FMRI program performance above the national average (>50 percent) on an annual National In-Training Exam. This is a national standard and interval measure of trainee success in mastery in Family Medicine.

Objective B: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.

Performance Measures:

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
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 C: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.

Performance Measures:

- III. FMRI will track its NAS CCC, APE, AIR and CLER goals.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)		Benchmark
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 Continued expansion of faculty.
4.2 Continue to provide faculty development fellowship opportunities at the University of Washington.

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Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.

Performance Measures:

I. Hire sufficient number of family medicine faculty.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Less than sufficient	Less than sufficient	Less than sufficient	Sufficient	Sufficient

Benchmark: Sufficient numbers of family medicine faculty hired. This measure is based on projected need in consideration of availability of future resources.

Performance Measures:

II. One faculty member per year at the UW Faculty Development Fellowship.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
One	One	One	One	One

Benchmark: One per year. This measure meets the ideal goal for the FMRI programs.

GOAL 5: Rural Outreach

The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.

5.1 Increase to 35 rural site training locations.

Objective A: To maintain 35 rural site training locations in Idaho. This goal is met through growing partnerships with communities resulting in development of additional rotations in rural Idaho.

Performance Measures:

III. Maintain 35 rural site training locations

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
31	34	34 With active PLA's; In process of developing Driggs for 35	44	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 55% of revenues were generated through patient services (including pharmacy), 25% were derived from grants and other sources, and 20% 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 2019 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. Future funding is uncertain as this funding requires congressional approval.
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. Medicaid expansion in Idaho should be a positive to the FMRI.
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 2018 funding. FMRI will look to add two additional FQHC sites in the future.
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 2016 was \$1,529,700. This was increased for FY 2018 to \$3,029,700 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. The increased request to the Idaho Legislature for FY 2020 that has been approved is for an additional \$240,000.

7. Governor's Support: Governor Brad Little 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.

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.

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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.	✓				✓

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GOAL 2: Patient Care Delivery Service Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.					
Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.		✓	✓		
Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.		✓	✓		
Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.		✓			
GOAL 3: Education To provide an outstanding family medicine training program to prepare future family medicine physicians.					
Objective A: To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as an integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.	✓	✓	✓		✓
Objective B: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.	✓		✓		
Objective C: 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.			✓		✓

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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.	✓		✓	✓	✓



Idaho State
UNIVERSITY

Idaho Museum of Natural History

“Discovering Idaho, One Story at a Time”

Strategic Plan (FY2020-2025)

July 1, 2019

Prepared by the IMNH Strategic Planning Committee

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1. Introduction

1.1 Introduction to the Idaho Museum of Natural History

Located in Pocatello just off of I-15 on the Idaho State University (ISU) campus, the Idaho Museum of Natural History (IMNH) serves as a gateway to Idaho's past and helps understand the future. The IMNH is Idaho's only natural history museum and educates its visitors on Idaho's landscape, its indigenous species, and its peoples. Researchers from ISU work with IMNH staff to uncover and discover the past using the most advanced techniques and technologies. Interactive displays capture the imagination of people of all ages and its virtual museum displays the museum's artifacts to homes, universities, and labs around the world.

1.2 Objectives of the strategic planning process

The objectives of the strategic planning process are to:

- Create a five-year plan
- Create a new vision and mission
- Develop strategic goals and objectives

1.3 Methodology

Using ISU's strategic planning model, the IMNH staff, ISU faculty and community stakeholders started an honest, comprehensive dialogue to create a vision of its future. The new vision addresses the delivery of a superior product while shaping the future of IMNH. The group transformed real and perceived weaknesses into opportunities that translate into achievable but challenging goals and objectives by analyzing the IMNH's capability to grow and flourish. This living document is the first one of many steps to come to support IMNH's ability to achieve its desired results by increasing the educational opportunities within the local communities and throughout the state.

2. Organizational Profile

2.1 Vision

To shape the future by understanding Idaho's natural history and creating unforgettable educational experiences.

2.2 Mission

Inspire appreciation and curiosity for Idaho's natural history through its exploration and preservation.

2.3 Values

Curiosity- A strong desire to always search for knowledge

Authenticity- Dedicated to the real world and true to ourselves

Respect- Commitment to the protecting of natural history

Inspire- Always reaching to create extraordinary experiences

3. Plan

3.1 Goal: Demonstrate the IMNH's essential value

Objective: Increase our Museum's audience and our engagement with customers, collaborators and partners to demonstrate the essential value of IMNH.

Measures:

3.1.1 By July 2025, IMNH will increase the number of visitors to the museum by 25% (2,000).

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
7,942	6,666	7,080	Not avail	10,000

Benchmark: Museum growth FY2014-FY2016 was 20% per year and reached plateau after that. Modest growth (+25% of FY2016) is ambitious for the next five years without adding exhibit space.

3.1.2 By July 2025, IMNH will increase the number of K-12 student interactions by 50% (1,000).

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
1,998	1,370	1,449	Not avail	3,000

Benchmark: Includes visits to museum exhibits and educational programs. Basis FY 2016.

3.1.3 By July 2025, IMNH will establish 500 members

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
12	23	33	61*	500

Benchmark: Development goal of adding >100 new members per year and retaining 85% annually. *As of 3/15/2019.

3.1.4 By July 2025, 20% of IMNH membership are also donors

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
Not avail	Not Avail	Not Avail	Not Avail	100

Benchmark: 20% is development standard.

3.2 Goal: Build capacity to support sustainable growth

Objective: Increase IMNH's development budget and human resources by 2025.

Measures:

3.2.1 By July 2025, IMNH will increase the amount of its annual donations to \$75,000.

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
\$5,200	\$13,422	\$29,203	Not Avail	\$75,000

Benchmark: Basis of FY 2017

3.2.2 By July 2025, IMNH will increase the amount of its annual sponsorships to \$300,000.

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
\$3,750	\$15,400	\$103,185	Not avail	\$300,000

Benchmark: Basis of 300% of FY 2018

3.2.3 By July 2025, IMNH will evaluate and grow staffing (FTE) accordingly in education and collections.

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
11.1	11.1	12.1	10.1	TBA

Benchmark: To be decided after evaluation

3.2.4 By July 2021, IMNH will grow leadership board to a membership of 15 to support future growth and development

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
0	0	0	4	15

Benchmark: Final Leadership Board size of 15

3.3 Goal: Serve a statewide mission for education and research

Objective: By 2024, IMNH will increase its geographic reach and participation to include all of Idaho to more effectively respond to the region's education and research needs

Measures:

3.3.1 By July 2025, IMNH will increase its statewide audience to include all of Idaho's 44 counties.

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
20	20	20	20	44

Benchmark: Audience includes all ways in which museum content impacts Idahoans (e.g., museum visitors + travelling exhibits + radio listeners + newsletter + social media followers).

3.3.2 By July 2025, IMNH will increase its total Idaho audience by 50%.

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
84,440	141,390	58,200	Not avail	211,000

Benchmark. Audience includes all ways in which museum content impacts Idahoan (museum visitors + travelling exhibits + radio listeners + newsletter + social media followers). Basis from FY2017

3.3.3 By July 2025, IMNH will facilitate ## citizen scientists throughout Idaho.

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
Not avail	Not avail	Approx. 300	Not avail	TBA

Benchmark: Measure is under development in FY20, to include action items and tracking method.

Key External Factors

Funding

Many of IMNH strategic goals and objectives assume on going and sometimes substantive, additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for IMNH efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state-appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Evaluation Process

In May of each year, museum staff will evaluate benchmarks and current numbers for fiscal year. Success and issues will be evaluated and benchmarks will be updated if needed.

Appendix 1: K-20 Plan Alignment Matrix

State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
Idaho Museum of Natural History				
<i>GOAL 1: Demonstrate IMNH essential value</i>				
<i>Objective: Increase museum audience and engagement</i>		✓	✓	
<i>GOAL 2: Build capacity to support sustainable growth</i>				
<i>Objective: Increase development and human resources</i>		✓		
<i>GOAL 3: Serve a statewide mission</i>				
<i>Objective: Increase reach and participation statewide</i>		✓		

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

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Complete	In Progress	Under Review
		✓

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

Complete	In Progress	Under Review
✓		

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

Complete	In Progress	Under Review
✓		



University of Idaho

**AGRICULTURAL
RESEARCH & EXTENSION
SERVICE**

**STRATEGIC PLAN
2019-2023**

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2019-2023

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.

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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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
323	298	351	327	350
245	217	214	280	300
\$17.2M	\$14.5M	\$18.5M	\$17.8M	\$27M

Benchmark: An annual increase of 8% in funding received through both an increase in submissions (350) and awards (300) to reach \$27 million in research expenditures by 2023¹.

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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
50	44	53	56	60

Benchmark: Increase the number of graduate students to 60 by 2023².

- II. Number of technical publications generated/revised.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
187	167	196	212	240

Benchmark: Increase the number of technical publications to 240 by 2023³.

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.

¹ To attain the University of Idaho's goal of \$135 million in research expenditures by 2023, AERS will need to increase grant funding by 8% 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 8% and 25%, respectively, over the average of the past 4 years.

² To attain the University of Idaho's goal of 380 by 2023, 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 240 technical publications, AERS will need to increase output of 5% annually over the average output for the past 4 years.

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Performance Measures:

I. Number of individuals/families benefiting from Outreach Programs.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
359,662	338,261	360,258	405,739	430,000

Benchmark: Increase the number of individuals/families benefiting from Outreach Programs to 430,000 by 2023⁴.

II. Number of Youth Participating in 4-H

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
55,742	54,786	65,455	70,170	75,000

Benchmark: 75,000 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.

⁴ To attain the University of Idaho Extension goal of 430,000 by 2023, AERS will need to increase the direct teaching contacts by an average of 6% over the contacts for the past year.

⁵ To attain the goal of 75,000 youth participating in 4-H by 2023, AERS will need to increase by 4.4% annually over the average participation for the past 4 years.



University of Idaho Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN FY2020-FY2024

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.***

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FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	<u>FY19 (2018-2019)</u>	Benchmark
51 participants	61 participants	46 participants	46 participants	48 participants	<u>51 participants</u>	20% growth

Benchmark: Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.¹ (BY FY2024)

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)	<u>FY19 (2018-2019)</u>	Benchmark
	New Measure	26 courses	23 courses	24 courses	<u>25 courses</u>	15% growth

Benchmark: Number of courses using FUR funded projects, facilities or equipment during instruction.² (BY FY2024)

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)	<u>FY19 (2018-2019)</u>	Benchmark
46 products	39 products	43 products	31 products	32 products	<u>33 products</u>	15% growth

Benchmark: Numbers and types of products and services delivered and stakeholders serviced.³ (BY FY2024)

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)	<u>FY19 (2018-2019)</u>	Benchmark
15 referred articles	14 referred articles	15 referred articles	13 referred articles	14 referred articles	<u>15 referred articles</u>	25% growth

Benchmark: Number of peer reviewed reports and referred articles produced using FUR funding, facilities or equipment.⁴ (BY FY2024)

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.

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

Performance Measures:

- I. **Document cases: Communities served and resulting documentable impact; Governmental agencies served and resulting documentable impact; Non-governmental agencies served and resulting documentable impact; Private businesses served and resulting documentable impact; and Private landowners served and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts.**

FY14 (2013- 2014)	FY15 (2014- 2015)	FY16 (2015- 2016)	FY17 (2016- 2017)	FY18 (2017- 2018)	<u>FY19 (2018 - 2019)</u>	Benchmark
			New measure	1,100 participants	<u>1750 participants</u>	50% growth

Benchmark: Number of external participants served.⁵ (BY FY2024)

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)	<u>FY19 (2018- 2019)</u>	Benchmark
		New Measure	13 new projects	14 new projects	<u>15 new projects</u>	25% growth

Benchmark: Number of new research projects leveraged using external funding.⁶ (BY FY2024)

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

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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.

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

	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
FY202019 - FY20243

MISSION STATEMENT

The Idaho Geological Survey (IGS) is a non-regulatory state agency that leads in the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

The Survey's mission is to provide the state with timely and relevant geologic information. Members of the IGS fulfill this mission through applied geologic research and strong collaborations with federal and state agencies, academia, and the private sector. IGS research focuses on geologic mapping, geologic hazards (earthquakes and landslides), hydrogeology (surface and groundwater evaluation), geothermal energy, oil and gas, and metallic and industrial minerals. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The IGS is also engaged in dissemination of historic mining records, community service, and earth science education. As Idaho grows, demand is increasing for geologic and geospatial information related to energy, mineral, and water resource development, and landslide and earthquake hazards.

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

IGS is committed to the advancement of diverse disciplines within the geosciences and emphasizes the practical application of geology to benefit society. The Survey seeks to accomplish its responsibilities through service and outreach, research, and education.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 Idaho Statutes, Title 47, Chapter 2 Code (47-201—47-204) provides for the creation, purpose, duties, reporting, offices, and Advisory Board of the Idaho Geological Survey IGS. The Statutes Code

specifies the authority to conduct investigations, establish cooperative projects, and seek research funding. The ~~Idaho Geological Survey~~ IGS 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~~ Statute 33-2505).

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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/Hydrogeology/Geohazards/Mineral & Energy Resources ~~(1,013 Publications, Maps, and Reports cumulative).~~

FY165 (20154-20165)	FY176 (20165-20176)	FY187 (20176-20187)	FY198 (20187-201918)	Benchmark
3927	2539	3125		25*20

Benchmark: The number and scope of published reports will be equal to or greater than ~~the number of publications from the~~ last full fiscal year reported ~~preceding year.~~¹

*IGS has a few very large publications with a much larger scope in FY19-20; therefore the benchmark for number of publications is less than the last full fiscal year reported.

Objective B: Build and deliver website products

Create and deliver ~~Idaho Geological Survey~~IGS 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).~~

FY16 (2015-2016)FY15 (2014-2015)	FY17 (2016-2017)FY16 (2015-2016)	FY18 (2017-2018)FY17 (2016-2017)	FY19 (2018-2019)FY18 (2017-2018)	Benchmark
185,635157,540	204,770185,635	229,893204,770		252,882215,000

Benchmark: The number of website products used or downloaded will be equal to or greater than the last full fiscal year reported ~~preceding year.~~¹

Objective C: Sustain Idaho State Documents Depository Program and Georef Catalog (International)

Deliver all ~~Idaho Geological Survey~~IGS 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%).~~

FY16 (2015-2016)FY15 (2014-2015)	FY17 (2016-2017)FY16 (2015-2016)	FY18 (2017-2018)FY17 (2016-2017)	FY19 (2018-2019)FY18 (2017-2018)	Benchmark
~99%	~99%	~99%		~99%

Benchmark: 100%²

Objective D: Sustain voluntary compliance

Sustain voluntary compliance with uploads of new geologic mapping products published at the Idaho Geologic Survey to the National Geologic Map Database Website managed by the U.S. Geological Survey.

Performance Measures:

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

FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	FY19 (2018-2019) FY18 (2017-2018)	Benchmark
100%	100%	100%		100%

Benchmark: 100% of all geologic maps that are published at the [Idaho Geological Survey](#) IGS 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.

FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	FY19 (2018-2019) FY18 (2017-2018)	Benchmark
37.4% 36.9%	37.94%	38.5% 40%		39.1% 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](#) IGS. 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.

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Performance Measures:

- I. Increase externally funded grant and contract dollars with a ~~particular~~ focus of securing new sources of funding from the private sector.

FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	FY19 (2018-2019) FY18 (2017-2018)	Benchmark
\$498,034 \$382,101	\$439,898 \$498,034	\$393,622 \$439,898		\$485,000 \$467,923

Benchmark: ~~Increase~~ ~~The number of~~ externally funded grant and contract dollars compared to five-year average.³

GOAL 3: Education

Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

Objective A: Provide earth science education

Develop and deliver earth science education programs, materials, and presentations to public and private schools.

Performance Measures:

- I. Number of educational programs provided to public and private schools and the public at large.

FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	FY19 (2018-2019) FY18 (2017-2018)	Benchmark
19	14 9	19 4		19 15

Benchmark: The number of educational and public presentations will be equal to or greater than the ~~last full fiscal year reported~~ ~~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 competitive federal funding, and ~~some federal programs require a state match.~~

~~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.~~

Consistent state funding is critical given the Survey's commitments to provide deliverables that include digital geologic maps, reports on mineral exploration, oil and gas exploration, water resource assessment, and geologic hazards (seismic and slope stability), along with archiving older, unpublished mining records.

With the assistance of the Survey's Advisory Board, we are receiving valuable advice, as we seek partnerships with state and private entities to produce non-proprietary products accessible through the Survey's website.

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 ~~five~~^{six} years, ~~Idaho Geological Survey~~^{IGS} has experienced a ~~74~~¹⁰²% increase in the number of downloaded products from the Survey's website. The number of visitors to the ~~Idaho Geological Survey~~^{IGS} website has increased by 125% over the same ~~five~~^{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~~^{IGS}:

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.

- Increase public outreach and promote the state's resource-based economy.
- Implement an interdisciplinary geologic study of the Treasure Valley region that will connect surface geologic mapping, oil and gas subsurface work, hydrogeology, and hazards.
- Understand the southwest Idaho oil and gas play's source and reservoirs, as well as conduct baseline evaluations of the favorable structures in southern and southeast Idaho.
- Build a functional hazards program that will coordinate with the Idaho Office of Emergency Management and other agencies to focus on geologic hazard assessments and protection of human lives, homes, and the state's infrastructure such as pipelines, roads, railroads, and dams.
- Coordinate with various surface water and groundwater data collection and administrative agencies to assess watersheds in focus areas of the state and increase outreach and understanding of water resource issues.

- Improve understanding of mineral and ore deposits that are currently being mined and explored including cobalt, phosphate, silver, gold, and rare earth elements.
- Continue to work with the Idaho Geologic Mapping Advisory Committee to develop a 5- to 10-year geologic mapping plan.
- Improve the Survey's website and web map applications to accommodate mobile devices for the public.

~~• 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 IGS is successfully executing its strategic plan and providing relevant and timely geologic and geospatial information for public dissemination to the public on the Survey's website. ~~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 IGS is providing its data and publications 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 2019-2023

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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
54	75	40	39	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).

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
12	12	11	8	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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
4/44%	9/64%	5/45%	3/30%	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

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.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
7/\$170,800	5/\$146,800	2/\$112,000	1/\$12,000	4/\$200,000

Benchmark: Receive 4 grant awards for \$200,000 in funding annually by 2023⁴.

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 2020-2024

WWAMI is Idaho's state funded 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 a new 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. WWAMI now enrolls 40 first year and 40 second year students for a total overlap of 80 students for fall semester.

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 year 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. A This year a few majority of our medical students are utilizing University of Idaho facilities and resources at the WWAMI Moscow site. A few of our students utilize the Water Center WWAMI office facility in Boise. This board preparation time is critical for the students' success and is something that we will be developing more programing and resources to support.

As the medical education contract program for the State of Idaho with the University of Washington, the UI-WWAMI supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

MISSION STATEMENT

The University of Washington School of Medicine is dedicated to improving the general health and well-being of the public. In pursuit of its goals, the School is committed to excellence in biomedical education, research, and health care. The School is also dedicated to ethical conduct in all of its activities. As the preeminent academic medical center in our region and as a national leader in

biomedical research, we place special emphasis on educating and training physicians, scientists, and allied health professionals dedicated to two distinct goals:

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

The School works with public and private agencies to improve health care and advance knowledge in medicine and related fields of inquiry. It acknowledges a special responsibility to the people in the states of Washington, Wyoming, Alaska, Montana, and Idaho, who have joined with it in a unique regional partnership. The School is committed to building and sustaining a diverse academic community of faculty, staff, fellows, residents, and students and to assuring that access to education and training is open to learners from all segments of society, acknowledging a particular responsibility to the diverse populations within our region.

The School values diversity and inclusion and is committed to building and sustaining an academic community in which teachers, researchers, and learners achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation.

VISION STATEMENT

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

GOAL 1

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

Objective A:

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

Performance Measures:

The number of Idaho WWAMI applicants per year and the ratio of Idaho applicants per funded medical student.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017 - 2018)</u>	<u>FY19 5 (20184-20195)</u>	Benchmark
<u>141 (4.7:1)</u>	<u>164 (4.7:1)</u>	<u>163 (4.075:1)</u>	<u>183157 (6.3:1)</u>	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~~ FY19, the ratio of applicants in Idaho to the number of available positions was 4.075~~575~~:1; the national ratio of in-state applicants to available positions is 16:1.

<https://www.aamc.org/download/321442/data/factstablea1.pdf>

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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.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY15-FY19</u> (2014 2018- 2015 2019)	Benchmark
51%	50%	50%	51% 51%	55%

Benchmark: target rate – national average or better.² The benchmark is 39%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 50% (301/599).

GOAL 2

CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.

Objective A:

Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.

Performance Measure:

WWAMI faculty funding from competitive federally funded grants.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY15-FY19</u> (201 8 4-201 9 5)	Benchmark
\$4.4M	\$1M	\$1M	\$2M \$2.3M	\$1.4M

Benchmark: \$1.4M³ The benchmark for this objective is \$1.4M annually, through ~~2023~~2024. In FY18, WWAMI-affiliated faculty at UI successfully brought in ~~\$1M~~~~2M~~ 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, the University of Idaho WWAMI program launched its ECHO Idaho program in early 2018. Project ECHO is an evidence-based learning model that develops knowledge and capacity among healthcare providers. This program has been successful in bringing in over \$900,000 in multiple grant funding to be used to expanding the program throughout Idaho. In 2018, UI WWAMI launched its first Northern Idaho Health Education Center, a subcontract through the University of Washington Medicine. This \$385,000, five-year grant will help develop and implement education and training activities within the pipeline, and strengthen partnerships in rural communities throughout the State of Idaho. In addition, WWAMI has had a long-standing relationship with the Idaho INBRE Program, where

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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).

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY15-FY19 (20184-20195)</u>	Benchmark
<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

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.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY15-FY19 (20184-20195)</u>	Benchmark
<u>100%</u>	<u>100%</u>	<u>95%</u>	<u>96%100%</u>	<u>95%</u>

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 (RUOP) placements in Idaho each year.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY195 (20184-20195)</u>	Benchmark
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23	22	29	2426	20
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Benchmark: 20 rural training placements following first year of medical education ⁶ The benchmark is 20 rural training placements following the first year of medical education. During the past summer, 29 students completed a Rural Underserved Opportunities Program (RUOP) experience in Idaho.

Objective B:

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

Performance Measure:

The number of WWAMI medical students completing at least one clerkship in Idaho each year.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY195 (20184-20195)	Benchmark
36	24	28	2934	20

Benchmark: 20 clerkship* students each year ⁷. The benchmark is 20 clerkship students per year that complete at least one clerkship in Idaho. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Third-year Idaho Track medical students complete approximately twenty-four weeks of required clerkships in Idaho, and fourth-year Idaho Track medical students complete three of four required clerkships in Idaho. ~~Twelve~~ Twenty third-year Patient Care Phase students and ~~sixteen~~ ten fourth-year Explore and Focus students ~~participated~~ are currently participating in the Idaho Track in ~~during the 2017-2018-2018-2019~~ 2017-2018-2018-2019 academic year. In addition to Idaho Track students, other UWSOM students rotated ~~d~~ among the various clinical clerkships in Idaho. During ~~this~~ 2017-2018-2018-2019 academic year ~~of 2017-2018-2017-2018-2018-2019~~, ~~a total of approximately 143-142~~ UWSOM students will complete ~~d~~ one or more clinical rotations in Idaho. Those ~~143-142~~ medical students will complete ~~completed~~ a total of ~~276-281~~ individual clinical rotations in Idaho. It is expected that ~~as~~ since 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~~ has decreased ~~from 2017 below the FY17 measure~~ to reflect the realities of limited clerkships in Idaho. Efforts to increase the number of clerkships in Idaho by WWAMI are underway. From AY13-14 to AY 17-18, the total number of individual clerkships being done in Idaho each year has increased from 89 to 142, reflecting a 60% increase since 2013.

*Patient Care Phase (Year 3) and Explore and Focus (Year 4)

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.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY195 (20184-20195)	Benchmark
47%	59%	67%	61%64%	50%

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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.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY195 (20184-20195)</u>	Benchmark
<u>75%</u>	<u>75%</u>	<u>75%</u>	<u>75%72%</u>	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 760%. The current ROI is 75% (447467/625599). 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.

			<u>FY15 (2014-2015)</u>	Benchmark
			<u>72%</u>	<u>970%</u>

Benchmark: 970%¹⁰ – The benchmark for this objective is 970%, the percentage of Idaho WWAMI medical education dollars spent in Idaho each year. 2017 to, therefore, we have increased our benchmark to 90%In FY18, 70% of the State appropriations were spent in Idaho.

Key External Factors (beyond the control of the Idaho WWAMI Medical Program):

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho.

The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: with a growing population and an aging physician workforce, the need for doctors and medical education for Idaho's students only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

Medical School Curriculum: The University of Washington School of Medicine ~~implemented a curriculum reengaged in a newal of major review and revision of the medical school curriculum in 2015,~~ 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 ~~are being~~ ~~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 ~~has is already~~ anticipating these needs and ~~is~~ 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 ~~is adding has over up to~~ 300 additional clerkship students needing clinical training, ~~which would~~ ~~creates~~ significant challenges for clinicians in Idaho to meet those needs. The saturation of clinical training sites in Idaho has the potential to impact clinical opportunities for Idaho's only public supported medical education program housed in Idaho (WWAMI). Without strategic and thoughtful growth for medical education, the states only allopathic medical education opportunities for Idaho residents may be negatively impacted.

Evaluation Process

Annually WWAMI conducts an evaluation on the metrics used for the performance measures. The WWAMI Director and WWAMI Program Manager collect data from national, regional and local sources and then distribute that data for review to the University of Washington and University of Idaho administration. Strategic plans of the University of Washington School of Medicine and the University of Idaho serve as the framework for the WWAMI strategic plan and annual review process. Results of our performance measures are reviewed and influence the strategic plan as part of a continuous quality improvement.

Cyber Security Plan

The WWAMI Medical Education Program has adopted the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security (CIS) Controls

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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.

² Based on national set standards. 39% is the national average of students that return to their native state to practice medicine (reference: 2015 State Physician Workforce Book, <https://www.aamc.org/data/workforce/reports/442830/statedataandreports.html>)

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

⁴ Internally set benchmark as measure of program quality. All students at the UWSOM must participate in a research activity. Liaison. Medical. Requirement: May2016, Medical Student Research Requirement.

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

⁶ Based on state needs and available resources

⁷ Based on analysis of areas of increase need in Idaho

⁸ Based on national standards for workforce specialties

⁹ Based on national standards for program return rates

¹⁰ Based on available Idaho resources

	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL
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 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>Objective A: Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.</i>	✓	✓		✓
<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 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>Objective A: Increase medical student early interest in rural and primary care practice in Idaho.</i>		✓		✓

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<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>		✓		✓

Idaho Dental Education Program
STRATEGIC PLAN
2020 – 2024

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

2015	2016	2017	2018	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

2015	2016	2017	2018	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

2015	2016	2017	2018	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

2015	2016	2017	2018	Benchmark
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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

2015	2016	2017	2018	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

2015	2016	2017	2018	Benchmark
33%	33%	33%	43%	<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

2015	2016	2017	2018	Benchmark
73.5%	66.7%	68.2%	78%	<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

2015	2016	2017	2018	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

2015	2016	2017	2018	Benchmark
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50%	60%	67%	67%	>50%
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Benchmark: Greater than 50% of program graduates return to Idaho.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective A: Quality Care - Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

Performance Measures:

I. Continuing Dental Education (CDE)

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Provide continuing dental education opportunities for regional dental professionals when the need arises.

II. Remediation of Idaho dentists

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

Key External Factors

Funding:

Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget considerations that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 has not been feasible. This will remain a long-term goal for the program.

Program Participant Choice:

Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Idaho Dentist to Population Ratio

The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With this in mind, we have still seen a good percentage of program graduates return to Idaho to practice.

Educational Debt of Graduates

The average educational debt of IDEP graduates continues to be an area of concern. This amount of debt may limit the ability of graduates to return to Idaho initially.

Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

Evaluation Process

The Idaho Dental Education Program utilizes annual department strategic planning meetings to establish and revise program objectives and goals.