

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
JUNE 19-20, 2019**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>NORTH IDAHO COLLEGE – BIENNIAL PROGRESS REPORT</b>	Information Item
2	<b>IDAHO PUBLIC TELEVISION – ANNUAL REPORT</b>	Information Item
3	<b>CREDO PRESENTATION – CHARTER SCHOOL STUDENT PERFORMANCE</b>	Information Item
4	<b>SPEECH LANGUAGE PATHOLOGIST SHORTAGE – EDUCATOR PREPARATION RECOMMENDATIONS</b>	Information Item
5	<b>NEXTSTEPS IDAHO UPDATE</b>	Information Item
6	<b>BOARD POLICY V.Q. RESIDENCY FOR TUTION PURPOSES – FIRST READING</b>	Motion to Approve
7	<b>INSTITUTION, AGENCY, AND SPECIAL/HEALTH PROGRAMS STRATEGIC PLANS</b>	Motion to Approve
8	<b>HIGH SCHOOL GRADUATION REQUIREMENTS FLEXIBILITY – COLLEGE ENTRANCE EXAM MINIMUM SCORE</b>	Motion to Approve
9	<b>LEGISLATIVE IDEAS – 2020 LEGISLATURE</b>	Motion to Approve
10	<b>COLLEGE OF SOUTHERN IDAHO – ALTERNATIVE ROUTE TO CERTIFICATION/NON-TRADITIONAL PROGRAM</b>	Motion to Approve
11	<b>BOISE STATE ARENA NAMING</b>	Motion to Approve

# FACTS & INFORMATION

2018-2019



**North Idaho College**

[www.nic.edu](http://www.nic.edu)

## Board of Trustees

<b>Christie Wood</b>	Chair
<b>Brad Murray</b>	Vice Chair
<b>Joe Dunlap</b>	Secretary/Treasurer
<b>Todd Banducci</b>	Trustee
<b>Ken Howard</b>	Trustee

## President's Cabinet

President  
**Rick MacLennan, Ed.D.**  
(208) 769-3303 rick.maclennan@nic.edu

Vice President for Instruction  
**Lita Burns, Ph.D.**  
(208) 769-3302 lita.burns@nic.edu

Vice President for Finance and Business Affairs  
**Chris Martin, MBA**  
(208) 769-3342 chris.martin@nic.edu

Vice President for Student Services  
**Graydon Stanley, M.Ed.**  
(208) 769-7863 graydon.stanley@nic.edu

Associate Vice President for  
Planning and Effectiveness  
**Dianna Renz, M.Ed.**  
(208) 929-4032 dianna.renz@nic.edu

Director of Development/  
NIC Foundation Executive Director  
**Rayelle Anderson, CFRE**  
(208) 769-5978 rayelle.anderson@nic.edu

Chief Communications and  
Government Relations Officer  
**Laura Rumpler, BA**  
(208) 769-3404 laura.rumpler@nic.edu

Chief Information Officer  
**Ken Wardinsky, MSM**  
(208) 769-3377 ken.wardinsky@nic.edu





## Enrollment for College Credit STUDENT DEMOGRAPHICS

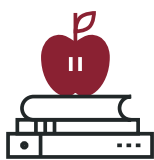
**5,275** **NIC** Students  
(3,188 FTE Fall 2018)

**The Numbers**  
by Program

College Transfer 3,195  
Career & Technical 664  
Dual Credit 1,416

**2,080** **FULL**  
**TIME**

**3,195** **PART**  
**TIME**



**Largest**  
**Enrollment**  
by Major



**61%** **FEMALE**

AVERAGE  
STUDENT AGE

★ **24**

**39%** **MALE**

**143**

Education

**1,454**

General Studies

**207**

Business

**131**

Computer Applications  
& Office Technology

2017-2018

**Financial Aid**



**3,012** Students  
Receiving Aid

**\$14,911,766**

Total Money Disbursed



### Tuition & Fees

#### Kootenai County Resident

First Credit \$141.50 | 12 Credits \$1,698

#### Other Idaho Residents

First Credit \$161.50 | 12 Credits \$1,938

#### Without County Support

First Credit \$211.50 | 12 Credits \$2,438

#### Washington Residents

First Credit \$242.50 | 12 Credits \$2,910

#### Western Undergraduate Exchange

First Credit \$267 | 12 Credits \$3,204

#### Out of State / Country

First Credit \$340 | 12 Credits \$4,080





## Where Our Students Are From

### Idaho

Kootenai	3,542	(67.1%)
Bonner	433	(8.2%)
Shoshone	164	(3.1%)
Boundary	163	(3%)
Benewah	148	(2.8%)
Other Idaho Counties	275	(5.2%)

### Other

Washington	269	(5.1%)
Montana	48	(0.9%)
California	64	(1.2%)
Other	169	(3.2%)



## Outreach Centers

### NIC Silver Valley Center [nic.edu/silvervalley](http://nic.edu/silvervalley)

323 Main St.  
Kellogg, ID 83837  
(208) 783-1254

### NIC Bonners Ferry Center [nic.edu/bonnerrsferry](http://nic.edu/bonnerrsferry)

6791 Main St. Ste B  
Bonners Ferry, ID 83805  
(208) 267-3878

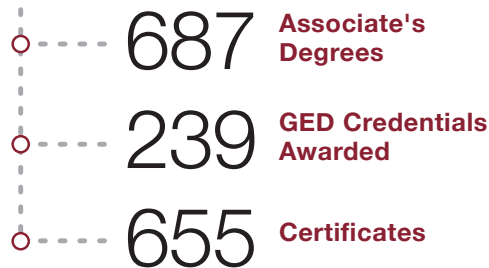
### NIC at Sandpoint [nic.edu/sandpoint](http://nic.edu/sandpoint)

102 S. Euclid St.  
Sandpoint, ID 83864  
(208) 263-4594



## Degrees Conferred

2017-2018



## Employees AS OF OCT. 1, 2018

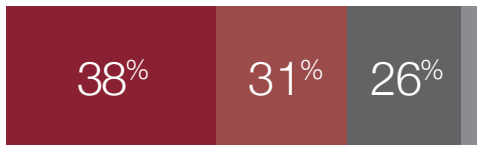
Full-Time Faculty	160
Part-Time Faculty	208
WTC/AEC Instructors	88
Full-Time Professional	164
Part-Time Professional	18
Full-Time Classified	193
Part-Time Classified (Includes student workers & Work Study)	399
President & Vice Presidents	4



**1,234**  
Total Employees



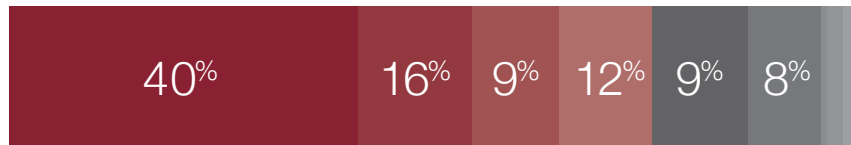
## Budget for Fiscal Year 2018-2019



### Revenue

<b>State Funds</b>	\$18,746,400 <b>(38%)</b>
- CTE \$5,636,500 (11%)	
- Gen Ed \$13,109,900 (27%)	
<b>County Taxes</b>	\$15,299,608 <b>(31%)</b>
<b>Tuition and Fees</b>	\$12,820,693 <b>(26%)</b>
<b>Other Revenue</b>	\$2,268,195 <b>(5%)</b>

**\$49,134,896**  
TOTAL



### Expenditures

<b>Direct Instruction</b>	\$19,409,053.02 <b>(40%)</b>	<b>Instructional Support</b>	\$5,855,335.82 <b>(12%)</b>	<b>Student Financial Aid</b>	\$1,020,987.93 <b>(2%)</b>
<b>Institutional Support</b>	\$7,743,365 <b>(16%)</b>	<b>Physical Plant</b>	\$4,396,683.39 <b>(9%)</b>	<b>Other Expenditures</b>	\$2,014,657.76 <b>(4%)</b>
<b>Capital Transfers</b>	\$4,634,907 <b>(9%)</b>	<b>Student Services</b>	\$4,010,906.08 <b>(8%)</b>	<b>Public Service</b>	\$49,000 <b>(0%)</b>

**\$49,134,896**  
TOTAL

The average cost of a  
**FOUR-YEAR PRIVATE COLLEGE\***  
in 2017-2018

**\$16,886**

The average cost of  
**OTHER TWO-YEAR COLLEGES\***  
in 2017-2018

**\$3,650**

The average cost of a  
**FOUR-YEAR PUBLIC COLLEGE\***  
in 2017-2018

**\$7,079**

The average cost of  
**NORTH IDAHO COLLEGE\***  
in 2017-2018

**\$3,494**

*\*Costs reflect one year of post-secondary education. Source: Integrated Postsecondary Education Data System.*

## NIC Development & Foundation

Thanks to generous donations made through NIC Foundation, Inc.

# \$1,696,548

was invested in North Idaho College  
July 1, 2017 – June 30, 2018 as follows:



### STUDENT SCHOLARSHIPS

## \$934,009

974 Scholarship Awards

### PROGRAM ENHANCEMENTS

## \$762,539

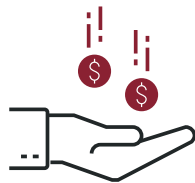
### Average Earnings by Education Level at Career Midpoint

**Associate's**  
\$32,000

**Certificate**  
\$28,000

**HS Diploma**  
\$24,600

**Less than HS Diploma**  
\$18,100



## 3,443

**Alumni Association  
Members**

## \$635,355

### External Grants Awarded to NIC

Does not include career and technical, workforce training, Adult Education/GED, PELL, or financial aid grants or appropriations.



44

## College Transfer Programs

American Indian Studies	Mathematics
American Sign Language Studies	Modern Languages
Anthropology	Music
Art	Nursing (RN)
Biology/Botany/Zoology	Pharmaceutical
Business Administration	Manufacturing
Business Education	Philosophy
Chemistry	Photography
Child Development	Physical Education
Communication	Physics/Astronomy
Computer Science	Political Science & Pre-Law
Criminal Justice	Pre-Medical Related Fields
Education	Pre-Microbiology/Medical Technology
Engineering	Pre-Nutrition
English	Pre-Physical Therapy
Entrepreneurship	Pre-Veterinary Medicine
Environmental Science	Psychology
Forestry/Wildlife/Range Management	Public Relations
General Studies	Social Work
Geology	Sociology
History	Theatre
Humanities	
Interdisciplinary Studies	
Journalism	



Fall '17, Spring '18 & Summer '18

## Annual Enrollment

**7,235** Credit Students

- 6,398 College Transfer  
- 837 CTE

**342** Head Start Students

**414** Adult Education Students

**7,101** Area Agency on Aging Clients

42

## Career and Technical Education Programs

Accounting Assistant	Hospitality Management
Administration of Justice	Industrial Mechanic/Millwright
Administrative Assistant	Law Enforcement
Aerospace Technology	Machining & CNC Technology
Automotive Technology	Mechatronics
Aviation Flight Training	Medical Administrative Assistant
Aviation Maintenance Technology	Medical Assistant
Business Leadership	Medical Billing Specialist
Carpentry & Construction Technology	Medical Laboratory Technology
Collision Repair Technology	Medical Receptionist
Computer Aided Design Technology	Nursing (PN)
Computer Applications	Office Specialist/Receptionist
Computer Information Technology	Office Technology
Construction Management	Outdoor Recreation Leadership
Culinary Arts	Paralegal
Diesel Technology	Pharmacy Technology
Fire Service Technology	Physical Therapist Assistant
Graphic Design	Radiography Technology
Healthcare Computer Technician	Virtual Administrative Assistant
Health Information Fundamentals	Web Design
Heating, Ventilation, Air Conditioning & Refrigeration	Welding Technology

**4,883** Workforce Training Center Students

**19,975**  
Total Lives Touched

## About North Idaho College

Founded in 1933, North Idaho College is a comprehensive community college located on the beautiful shores of Lake Coeur d'Alene. NIC offers degrees and certificates in a wide spectrum of academic transfer, career and technical, and general education programs. The college serves a five-county region with outreach centers in Bonners Ferry, Kellogg and Sandpoint, and has an extensive array of internet and interactive video conferencing courses. NIC also plays a key role in the region's economic development by preparing competent, trained employees for area businesses, industries and governmental agencies.

## NIC Services in North Idaho



### Coeur d'Alene

North Idaho College  
Adult Education Center  
GED Testing Site  
Head Start Center

### Rathdrum

North Idaho College Parker  
Technical Education Center  
Head Start Center

### Post Falls

NIC Workforce  
Training Center  
Head Start Center

### Sandpoint

NIC at Sandpoint  
Adult Education Center  
Head Start Center

### Bonn timers Ferry

NIC Bonners Ferry Center  
Adult Education  
GED Testing Site  
Head Start Center

### Kellogg

NIC Silver Valley Center  
Adult Education Center  
Head Start Center

### St. Maries

Head Start Center

## Workforce Training & Community Education

The NIC Workforce Training Center offers a broad range of innovative, accelerated learning classes/ courses to the community and customized talent development solutions for employers. More than 4,800 students are served annually.

### Workforce Training

Heath Care  
Emergency Services  
Apprenticeship  
Commercial Driver's License  
Computers & Technology  
Business  
Industrial Skills & Safety

### Community Education

Home & Garden  
Recreation  
Healthy Living  
Culinary Arts  
Photography & Graphic Arts  
Languages  
Money Matters

**Customized Training Solutions** for employers designed to increase employee competencies.

**Continuing Education Units (CEUs)** for various professions.

**Room Rental** options for community members and other organizations.

**Industry Testing** for a wide variety of fields.

### Qualified Worker Retraining Program/

**WIOA Adult Services** provides qualified adults with workforce preparation, career services, training services and job placement assistance needed to increase occupational skill attainment, obtain industry recognized credentials, and secure employment that leads to self-sufficiency.

Classes are offered weekly and throughout the year.

**NORTH IDAHO COLLEGE**

**SUBJECT**

North Idaho College Biennial Progress Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.4.

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 1: Educational System Alignment. Objective B: Alignment and Coordination.

GOAL 3: Educational Attainment. Objective A: Higher Level of Educational Attainment. Objective B: Timely Degree Completion. Objective C: Access.

GOAL 4: Workforce Readiness. Objective A: Workforce Alignment.

**BACKGROUND/DISCUSSION**

This agenda item fulfills the requirement of Board Policy I.M.4, for North Idaho College (NIC) to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

At the meeting, President MacLennan and NIC leadership will provide an overview of NIC's progress in carrying out the institution's strategic direction and highlight new initiatives and programs designed to meet the strategic goals and objectives of NIC and the State Board of Education.

**IMPACT**

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

**ATTACHMENTS**

Attachment 1 – North Idaho College Facts & Info (Current overview of the college)

**STAFF COMMENTS AND RECOMMENDATIONS**

NIC's biannual overview gives the Board the opportunity to discuss with College leadership progress toward NIC's strategic goals, initiatives the institution may be implementing to meet those goals, and progress toward State educational system initiatives.

**BOARD ACTION**

This item is for informational purposes only.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 20, 2019**

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**IDAHO PUBLIC TELEVISION**

**SUBJECT**

Idaho Public Television Annual Report

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

Board Governance item, required by Board policy.

**BACKGROUND/DISCUSSION**

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

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

**IMPACT**

The annual report provides the Board with an update on Idaho Public Televisions progress over the last year and an opportunity for the Board to ask questions and provide direction.

**ATTACHMENTS**

Attachment 1 – Idaho Public Television Annual Review PowerPoint Presentation  
Attachment 2 – 2019 PBS Trust One Sheet  
Attachment 3 – IdahoPTV Educator One Sheet

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho Public Television serves as a provider of high quality educational content around the state. Idaho Public Television not only provides resources to educators in the classroom, but also to individuals in the home, reaching many areas of the state that have no other access outside of the students attendance at the local public school. The annual report provides the Board with the opportunity to discuss how Idaho Public Televisions efforts support's the Board's strategic goals.

**BOARD ACTION**

This item is for informational purposes only.



**IDAHO  
PUBLIC  
TELEVISION**

## **Agency Overview**

June 20, 2019

Ron Pisaneschi, General Manager

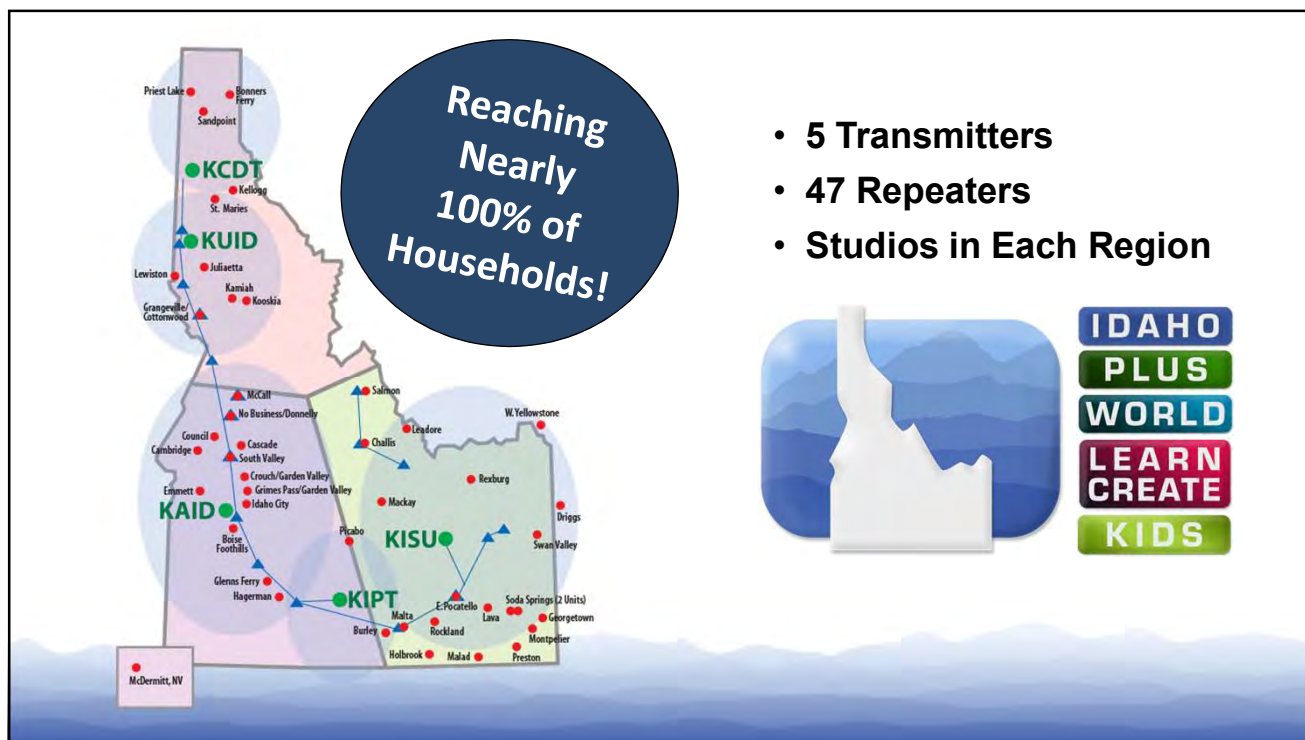
**PBS/IdahoPTV Sizzle Reel**



## Our Mission

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





## Online Access via Desktop & Mobile Devices



iOS & Android Apps; Roku, Chromecast, AppleTV Channels

## IdahoPTV | Passport





## Broadcast vs. Online

### Video Viewing Is Still Mostly on Television



**Broadcast Television**  
29.5 Hours per Week



**Online**  
6 Hours per Week


Source: November 2018 Nielsen Company

## Spectrum Auction/Repacking Update


- KCDT/Coeur d'Alene move from Ch 45 to Ch 18 on track for completion this fall – Funded by FCC
- 10 Translator channels changed so far – Grangeville, Kellogg, Garden Valley, McCall, McDermitt, Malad, Holbrook, Hagerman, Salmon, Snowbank Relay
- 6 Translator channel changes to go – Crouch, Rexburg, Juliaetta, Sandpoint, Priest Lake, Bonners Ferry
- T-Mobile grant for translator changes saving \$500,000+




## **Technical Staffing Concerns**

- Fewer People Entering Broadcast Engineering Field
  - Salaries Not Competitive to Attract Candidates
  - Retention of Existing Staff a Concern
  - FY2021 Budget Request to Address Issue
- 

## **Educational Initiatives**

- PBS Teacher Community Program Grant
  - STEM & Literacy Outreach Initiative
  - CPB Innovation Planning Grant
  - Screenings & New 24 x 7 PBS Kids Channel
  - OSERS Project
  - American Graduate Initiative
  - PBS Parent Engagement in Schools Grant
- 

## **PBS Teacher Community Program**

- Training on Effective Use of Digital Media & Technology in the Classroom
  - Cargill Grant Extended for a Fourth Year
  - Expanding from Buhl, Wendell, and Gooding to Payette, Weiser
  - Research Indicates Positive Impact
  - PBS Learning Media On-line Portal
- 

**New TCP Video**

## **STEM & Literacy Outreach Initiative**

- Working with Governor's Office on Literacy Initiative
- Libraries & After School Network
- Apps & Online Resources for Kids to Use
- Scratch Jr Coding Camps
- Training for Parents & Caregivers – Progress Tracker

## **Screenings & PBS KIDS Channel**

- Teachers use PBS content more than any other source
- PBS KIDS content delivers results
- Parents trust PBS more than any other media brand
- New channel - broadcast & live streaming



## OSERS

- National Comprehensive Center To Improve Literacy for Students with Disabilities at U of Oregon
- Five Year Grant (Now in Year Three)
- Stream Workshops & Produce Teacher Training Videos
- Working with State Department of Education
- Plan Is to Include Training Videos in PBS Teacherline




### - PARTNERS -

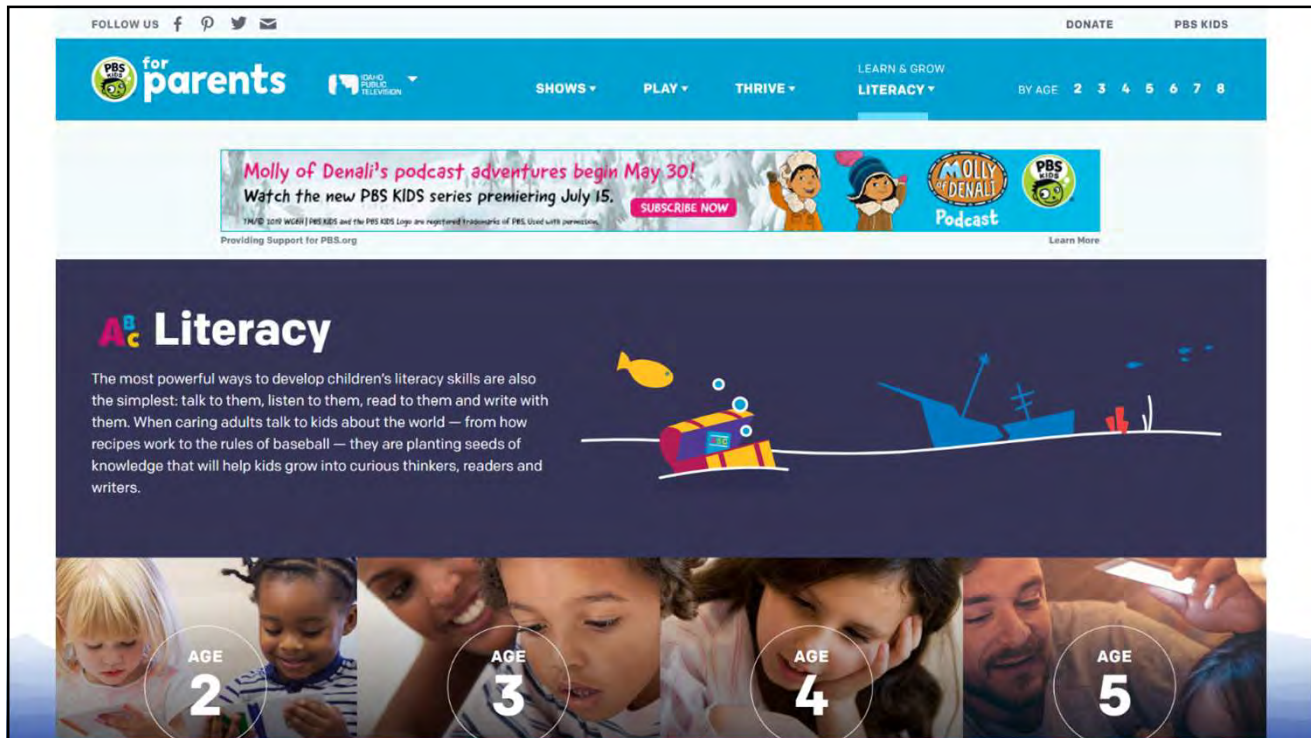




### **1 minute Am Graduate N. Idaho Video**

## **PBS Parent Engagement Grant**

- One of Three Stations Chosen for Two-Year Project
  - Hired Idaho Teacher to Work on Project
  - Working with IAEYC's "Preschool the Idaho Way", RISE/TVEP, Others
  - Planning for Marsing & American Falls
  - Low Income Parents of 3-5 Year-Olds Targeted
  - Provide Resources & Strategies to Help Parents Prepare Children to Enter Kindergarten Ready To Learn
- 



## Local Productions

Science  
TREK

Dialogue

The Idaho  
DEBATES

IDAHO  
IN  
SESSION



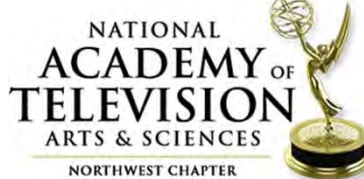
IDAHO  
EXPERIENCE

IDAHO  
REPORTS



# Award Winning Productions

## 69 International, National & Regional Awards



# Science TREK



**Clip: Science Trek “Brain” 1 min**



*Dialogue*





The *Idaho*  
DEBATES



**Crafting a Living**

July 2019

**Living With Wildfire**

October 2019

**Trailblazers**

November 2019

**A State of Change**

December 2019

## Outdoor Idaho Video





## IDEX: Psychiana: Idaho's Mail-Order Messiah Tease

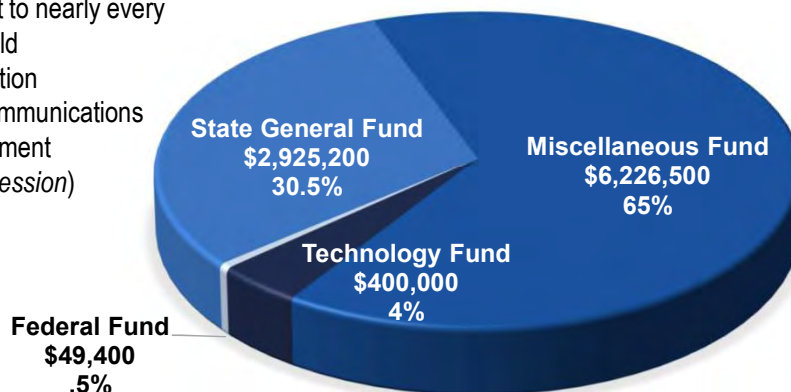




## Appropriated Funding FY 2020 \$9,601,100

### Statewide Delivery System


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




### Educational Content

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

## **Operational Funding Outlook**


- Federal funding to CPB threatened by President
  - Already outperform peers in Private Fundraising – Limited growth projected
  - Increased costs of Programming/Production
  - Only 14 of 69.5 FTP funded with State funds
- 

## **Other Opportunities/Challenges**

- Continue to grow Educational Outreach
  - Continue to grow Local Production efforts
  - Ensure content is available on all platforms
  - Finish transitioning Transmitter/Translators to new channels per FCC repack
- 


## **FY2021 Line Item Request #1**

### **Increase Salaries of Technical Staff to 100% of Policy to Address Recruitment and Retention Problems**

- Inability to Attract New Hires at Salary Available
  - Losing Existing Staff to Better Paying Jobs
  - Solve Equity Between Existing & New Staff
- 


## **FY2021 Line Item Request #2**

### **New Educational Outreach Position**

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


## **FY2021 Line Item Request #3**

### **New Digital Technician Position**

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

## **FY2021 Continue Equipment Funding**

### **Critical Equipment & Infrastructure Concerns**

- \$23.3 Million in State Fixed Assets
  - \$18.3 Million is Depreciated
  - Federal Capital Grant Programs Eliminated
  - Continuing To Address Deferred Replacement
- 

# Q & A

2019

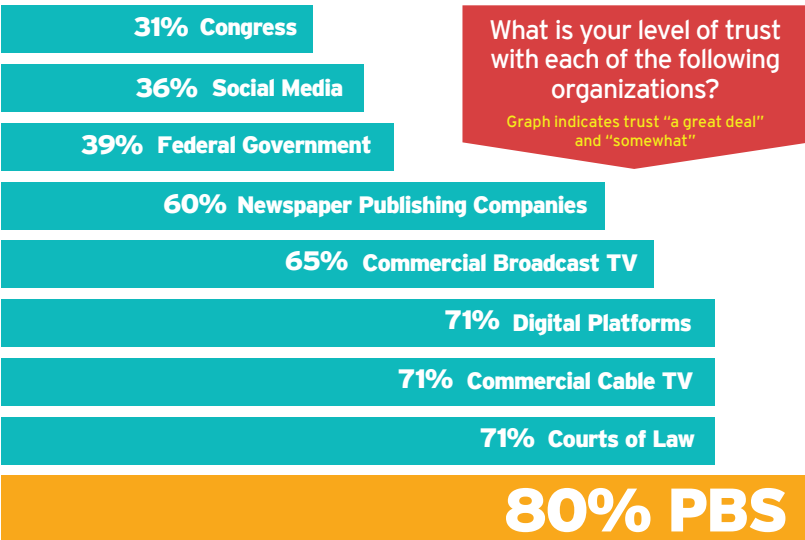
PBS: TRUSTED. VALUED. ESSENTIAL.



FOR 16 YEARS  
**PBS IS #1 IN PUBLIC TRUST**



PBS IS THE  
**MOST TRUSTED**  
**NEWS**  
AND  
**PUBLIC AFFAIRS**  
**NETWORK**

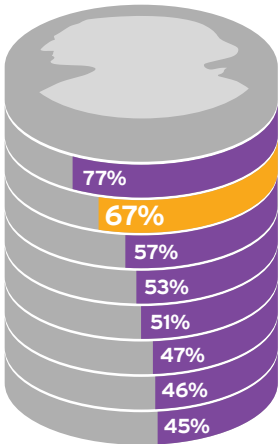


PBS PROVIDES  
**HIGH VALUE FOR TAX DOLLARS**

Rate the value of these taxpayer-funded services provided by the Federal Government.  
Graph indicates "excellent" and "good"

**89%**  
BELIEVE  
FEDERAL FUNDING  
TO PBS IS  
**TOO LITTLE**  
OR ABOUT RIGHT

WATCHED BY  
**86%**  
OF TV HOUSEHOLDS  
(THAT'S 230+ MILLION PEOPLE)  
(Nielsen NPOWER, 9/25/2017 - 9/23/2018, L+7 M-Su 6A-6A TP reach, 50% unif., 1+min., lower income=HH w/Inc <\$25K, rural= Cty Sz C&D. All PBS Stations)



Country's Military Defense  
**PBS**  
Overseeing Safety of Food & Drugs  
Social Security  
Agricultural Subsidies  
Highways/Roads/Bridges  
Federal Aid to College Students  
Environmental Protection



**71%**  
AGREE PBS STATIONS PROVIDE  
**EXCELLENT VALUE**  
TO COMMUNITIES

Marketing & Research Resources, Inc. (M&RR) fielded 14 questions via an online survey during the window of January 3-8, 2019. The survey was conducted among a sample of 1,015 adults ages 18+, 490 men and 525 women. The results are weighted to be nationally representative of the US adult population. Results presented throughout are for all respondents, unless otherwise noted.



2019

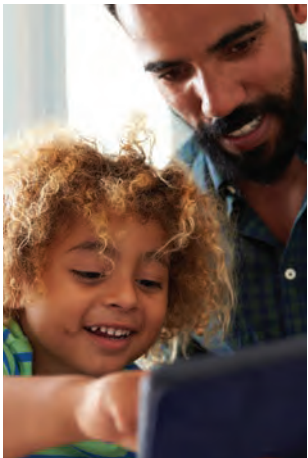
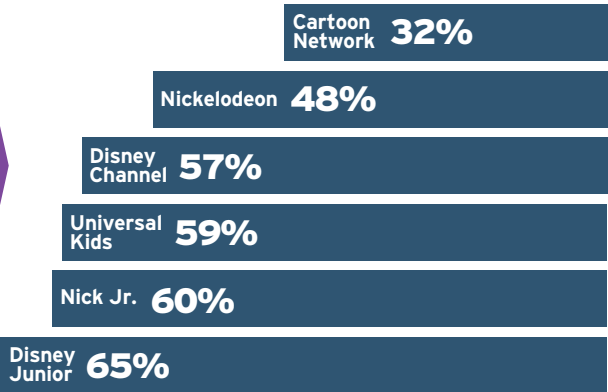
PBS: TRUSTED. VALUED. ESSENTIAL.



PARENTS SAY PBS KIDS  
HELPS PREPARE CHILDREN  
FOR SUCCESS IN SCHOOL

Which network best prepares children for success in school?

Graph indicates "strongly agree" and "agree"



PBS REACHES

**93%**  
OF NON-INTERNET HOMES

**85%**  
OF LOWER-INCOME HOMES

**82%**  
OF RURAL HOMES

(Nielsen NPOWER, 9/25/2017 - 9/23/2018, L+7 M-Su 6A-6A TP reach, 50% unif., 1+min., lower income=HH w/ Inc <\$25K, rural= Cty Sz C&D. All PBS Stations)

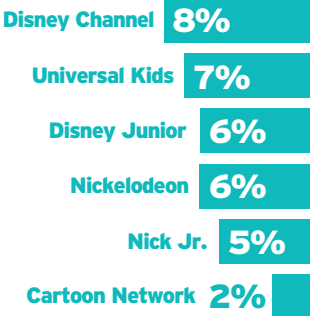


PARENTS RATE PBS KIDS  
MOST EDUCATIONAL MEDIA BRAND

PBS KIDS 66%



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



PBS REACHES

**72%**  
OF ALL KIDS  
2-8 YEARS OLD

(Nielsen NPOWER, 9/25/2017 - 9/23/2018, L+7 M-Su 6A-6A TP reach, All PBS Stations, 50% unif., 1+min.)

PBS STATIONS REACH  
MORE HISPANIC,  
AFRICAN AMERICAN,  
ASIAN AMERICAN  
AND NATIVE AMERICAN  
PRESCHOOL-AGED  
CHILDREN  
THAN ANY  
KIDS TV NETWORK

(Nielsen NPOWER, 9/25/2017 - 9/23/2018, L+7 M-Su 6A-6A TP reach, 50% unif., 1+min., K2-5 Hispanic, Black, Asian/Pacific Islander, American Alaskan Native. All PBS Stations, DSNY, NICK, DSNYJr, NICKJr., SPRT, TOON & DISCFam)

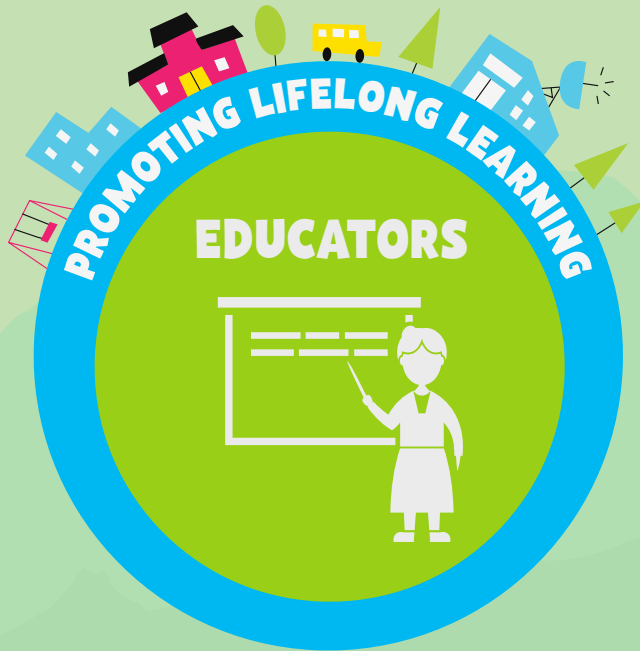
PBS STATIONS REACH  
MORE CHILDREN IN  
LOW-INCOME  
HOMES  
THAN ANY  
KIDS TV  
NETWORK

(Nielsen NPOWER, 9/25/2017 - 9/23/2018, L+7 M-Su 6A-6A TP reach, 50% unif., 1+min., LOH18-49w/C<6, HH w/Inc <\$25K. All PBS Stations, DSNY, NICK, DSNYJr, NICKJr., SPRT, TOON & DISCFam)

PBS LEARNINGMEDIA  
OFFERS  
EDUCATORS  
FREE  
ACCESS  
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THOUSANDS  
OF CLASSROOM-  
READY RESOURCES

FRONT: JUDY WOODRUFF, Courtesy of Robert Severi. U.S. CAPITOL, Courtesy of Shutterstock. ASTRONAUT, Courtesy of the National Aeronautics and Space Administration, June 1965. BALLERINAS, Courtesy of Michael Lidvac. BACK: FATHER AND SON, Courtesy of Shutterstock, DANIEL TIGER'S NEIGHBORHOOD ©2019 The Fred Rogers Company, WILD KRATTS® © 2019 Kratt Brothers Co. Ltd./ 9 Story Media Group Inc. Wild Kratts®, Creature Power® are owned by Kratt Brother Company Ltd. All rights reserved.

# The Learning Ecosystem



## FOR EDUCATORS


At Idaho Public Television, we promote lifelong learning by engaging educators, families and communities to support the entire learning ecosystem — and teachers are the backbone of that environment. That's why we provide Gem State educators with free resources across multiple platforms that help teachers achieve success in their classrooms and careers.

- As part of PBS' **Teacher Community Program**,


IdahoPTV created the Teacher Ambassador position to provide in-person professional development

workshops for

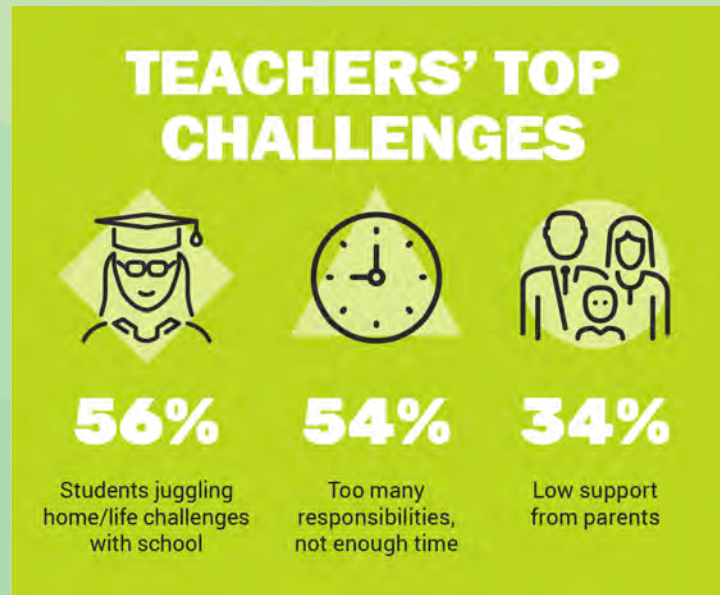
educators. Idaho's Teacher Ambassador, Kari Wardle, offers digital media and coding camps, lessons on integrating PBS resources in the classroom, trainings on digital collaboration platforms, and customized workshops. Visit [idahoptv.org/professionaldevelopment](http://idahoptv.org/professionaldevelopment) for the list of available trainings.

-  **PBS LearningMedia** ([pbslearningmedia.org](http://pbslearningmedia.org)) is the gateway to America's largest and most trusted classroom for teachers and students. It provides PreK-12 educators with access to thousands of innovative, standards-

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- IdahoPTV produces an expanding array of resources for teaching science and local history. **ScienceTREK** is an integrated Web and broadcast project designed to introduce science topics to elementary-age schoolchildren, provide educational materials, and inspire students to investigate STEM careers. Idaho teachers are collaborating with IdahoPTV's new series **IDAHO EXPERIENCE**, to create standards-aligned classroom units on the history of Idaho.

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(**Sarah Castleberry** - **Popplewell Elementary School, Buhl**)

"I have enjoyed PBS having a representative available to teachers. It has been a positive to have Teacher Ambassador Kari Wardle in our district sharing technology ideas and techniques in the classroom." (**Winona Gurney** - **Gooding Elementary School**)

"Using the standards-aligned digital assets on Idaho history from PBS LearningMedia is how I went from using a 1970s textbook that is paper-thin to an entire year's worth of curriculum overnight." (**Donovan Dahl** - **Popplewell Elementary School, Buhl**)

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**IDAHO  
PUBLIC  
TELEVISION**

**CHARTER SCHOOL PERFORMANCE IN IDAHO 2018 – CREDO REPORT**

**SUBJECT**

Charter School Performance in Idaho 2019 – CREDO report

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-5213, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination  
Goal 2: Educational Attainment, Objective A: Higher Level of Educational Attainment

**BACKGROUND/DISCUSSION**

In 2018, BLUUM, an Idaho non-profit, provided grant support to Stanford University's Hoover Institution in order to empirically analyze charter school performance in Idaho. This grant support allowed the Center for Research on Education Outcomes at Stanford University (CREDO) to analyze the academic outcomes of charter schools in Idaho. CREDO requested and received de-identified student-level data from the Data Management Council. CREDO used these data to identify Idaho students who were identical to Idaho charter school students along several dimensions and then compared growth in standardized test scores between the two groups. The results from the study were presented to both the Idaho House Education Committee and the Idaho Senate Education Committee in early 2019.

**IMPACT**

The results from this study will help the Idaho State Board of Education understand charter school performance in Idaho.

**ATTACHMENTS**

Attachment 1 – Charter School Performance in Idaho 2018, CREDO Report  
Attachment 2 – Memorandum from CREDO to the Education Committees of the Idaho House of Representatives and the Senate  
Attachment 3 – CREDO presentation to the State Board

**STAFF COMMENTS AND RECOMMENDATIONS**

CREDO first documented differences in student attributes between traditional public schools, brick-and-mortar charter schools, and online charter schools. Online charter schools were more similar to traditional public schools in terms of the share of students in poverty, the share of special education students, and the share of minority students than were brick-and-mortar charters. Most strikingly, Native American students were over-represented in online charter schools compared to traditional public schools while Hispanic students were under-

represented in both online and brick-and-mortar charters compared to traditional public schools.

CREDO next utilized a sophisticated statistical modeling technique to identify the effect of attending a charter school on a student's academic performance. CREDO presents their results as the average one-year growth of charter school students relative to the constructed comparison group. They found that students who attended charter schools in rural locales saw statistically significant gains in both reading and math. No other locale had these statistically significant gains. CREDO also found that students who attended a brick-and-mortar charter school saw statistically significant learning gains in both reading and math. The gains in reading were equivalent to 30 extra days in reading while the gains in math were equivalent to 35 extra days in math. In contrast, students who attended an online charter school saw a statistically significant loss in learning in math. The loss in math was equivalent to 59 fewer days of learning in math.

CREDO also characterized schools according to both achievement levels on standardized tests as well as growth in scores on standardized tests. They found the majority of the 41 Idaho charter schools included in this analysis were high growth, high achievement in reading (65.9%) and in math (58.6%). In follow-up analysis, CREDO performed this analysis separately for online charter schools and brick-and-mortar charter schools. They found that the majority of the 37 brick-and-mortar charter schools were high growth, high achievement in reading (67.5%) and in math (62.1%). However, among the 4 online charter schools, half were high growth, high achievement in reading (50%), half were low growth, low achievement in reading (50%) and most were low growth, low achievement in math (75%).

Finally, CREDO analyzed whether or not the impact of attending a charter school varied by student demographic. CREDO found statistically significant gains in reading and math for white charter students. It did not find any statistically significant impact for students in poverty, special education students, English Language Learner students, or minority students.

## **BOARD ACTION**

This item is for informational purposes only.



# Charter School Performance in Idaho 2019



# Charter School Performance in Idaho **2019**



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Center for Research on Education Outcomes

Stanford University

Stanford, CA

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CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policymakers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policymakers strengthen their focus on the results from innovative programs, curricula, policies and accountability practices.

### Acknowledgements

CREDO gratefully acknowledges the support of Idaho's Office of the State Board of Education, which contributed its data to this partnership. Our data access partnerships form the foundation of CREDO's work, without which studies like this would be impossible. We strive daily to justify the confidence you have placed in us.

CREDO gratefully acknowledges the support of Bluum for this research.

### Disclaimers

The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study.

This research used data collected and maintained by Idaho's Office of the State Board of Education (OSBE). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, OSBE or any employee thereof.

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## List of Acronyms & Definitions

CREDO	Center for Research on Education Outcomes
EOC	End-of-Course Exam
ELA	English Language Arts
ELLs	English Language Learners
TPS	Traditional Public School
VCR	Virtual Control Record
NAEP	National Assessment of Educational Progress
NCES	National Center for Education Statistics
OSBE	Idaho's Office of the State Board of Education
Feeder	A feeder school is a traditional public school whose students have transferred to a given charter school. We use students attending feeder schools as potential matches for students attending charter schools.
Growth	The year-to-year change in academic performance relative to one's peers. Growth can be positive or negative.

# Charter School Performance in Idaho 2019

## Introduction

Since the enactment of Idaho's public charter school law in 1998, more than 50 public charter schools in Idaho have offered parents and students choices in their education. Throughout the years, there have been controversies over charter schools. Supporters praise the autonomy that charter schools enjoy in adapting school designs to meet the needs of students, especially those in communities with historically low school quality. Opponents complain that charter schools take students and resources from district schools and further strain existing public schools' ability to improve. However, only a fraction of the debate is grounded in well researched evidence about charter schools' impact on student outcomes.

With the cooperation of Idaho's Office of the State Board of Education (OSBE), CREDO obtained the historical sets of student-level administrative records for the school years from 2014-15 to 2016-17. The support of OSBE staff was critical to CREDO's understanding of the character and quality of the data we received. However, the entirety of interactions with the department dealt with technical issues related to the data. CREDO has developed the findings and conclusions presented here independently.

The study provides an in-depth examination of the academic outcomes for charter schools in Idaho. This current report has two main benefits. First, it provides a rigorous and independent view of the performance of the state's charter schools. Second, the study design is consistent with CREDO's reports on charter school performance in other locations, making the results amenable to benchmarking both nationally and in other locations.

This report begins with a comparison of the students in charter schools compared to other settings. Three related analyses follow. The first type of analysis concerns the overall impact of charter schooling. These results are expressed in terms of the academic progress that a typical charter school student in Idaho would realize from a year of enrollment in a charter school. To help the non-technical reader grasp the findings, we translate the scientific estimates into estimated days of learning based on the foundation of a 180-day school year.

Both legislation and public policy operate to influence school level decisions. Accordingly, the second set of findings look at the performance of students by school attributes, as well as by school and present school average results. These findings are important to understand the range of performance at the school level. As online charter

schools serve students with different characteristics and deliver curriculum differently from brick-and-mortar charters, we break down charter impact by brick-and-mortar charters and online charters. Finally, the third set of analyses looks at the impact of charter school attendance on different student subgroups.

The analysis shows that in a year's time, the typical charter school student in Idaho exhibits similar academic progress in math and stronger growth in reading compared to the educational gains that the student would have made in a traditional public school (TPS). Thinking of a 180-day school year as "one year of learning," an average Idaho charter student experiences stronger annual growth in reading equivalent to 24 additional days of learning. When we look across charter schools in Idaho, we find important performance differences. Roughly forty percent of charter schools show academic progress that is significantly better than the local district options in reading and math. Finally, the student subgroup analysis reveals little differences in the performance of students of different race/ethnicity groups and for students in designated student support programs, except for White students. White charter students account for the majority of charter students in Idaho and they experience higher learning gains in reading and math associated with their attendance in charter schools.

## Study Approach

This study of charter schools in Idaho focuses on the academic progress (growth) of students in Idaho's charter schools. In order to study their progress over time, a regular measure of academic performance is needed, so the analysis is constrained to enrolled students who took the state-mandated accountability tests. Our outcome of interest is the one-year gain in learning of charter school students.

Whatever else charter schools may provide their students, their contributions to students' readiness for secondary education, high school graduation, and post-secondary life remains of paramount importance. If charter schools do not succeed in forging strong academic futures for their students, it is unclear whether social and emotional skills can compensate. Furthermore, current data limitations prevent the inclusion of non-academic outcomes in this analysis.

To study academic performance of charter students in Idaho, we relied on scores students received on Idaho state standardized achievement tests. Achievement tests capture what a student knows at a point in time. These test results were fitted into a bell curve format that enabled us to see how students moved from year to year in terms of academic performance. Two successive test scores allow us to see how much progress a student makes over a one-year period; this is also known as a growth score or learning gain. Growth scores allow us to zero in on the contributions of schools separately from other things that affect point-in-time scores. The parsed effect of schools in turn gives us the chance to see how students' academic progress changes as the conditions of their education transform. This is the analytic foundation for our examination of the academic impact of enrollment in charter schools.

We employ the Virtual Control Record (VCR) method developed by CREDO in our analysis.<sup>1</sup> We strive to build a VCR for each charter school student. A VCR, or a “virtual twin”, is a synthesis of the actual academic experiences of up to seven students who are identical to the charter school student, except for the fact that the VCR students attend a TPS that each charter school’s students would have attended if not enrolled in the charter school. This synthesized record is then used as the counterfactual condition to the charter school student’s performance.



[Click here for an infographic about the Virtual Control Record method.](#)

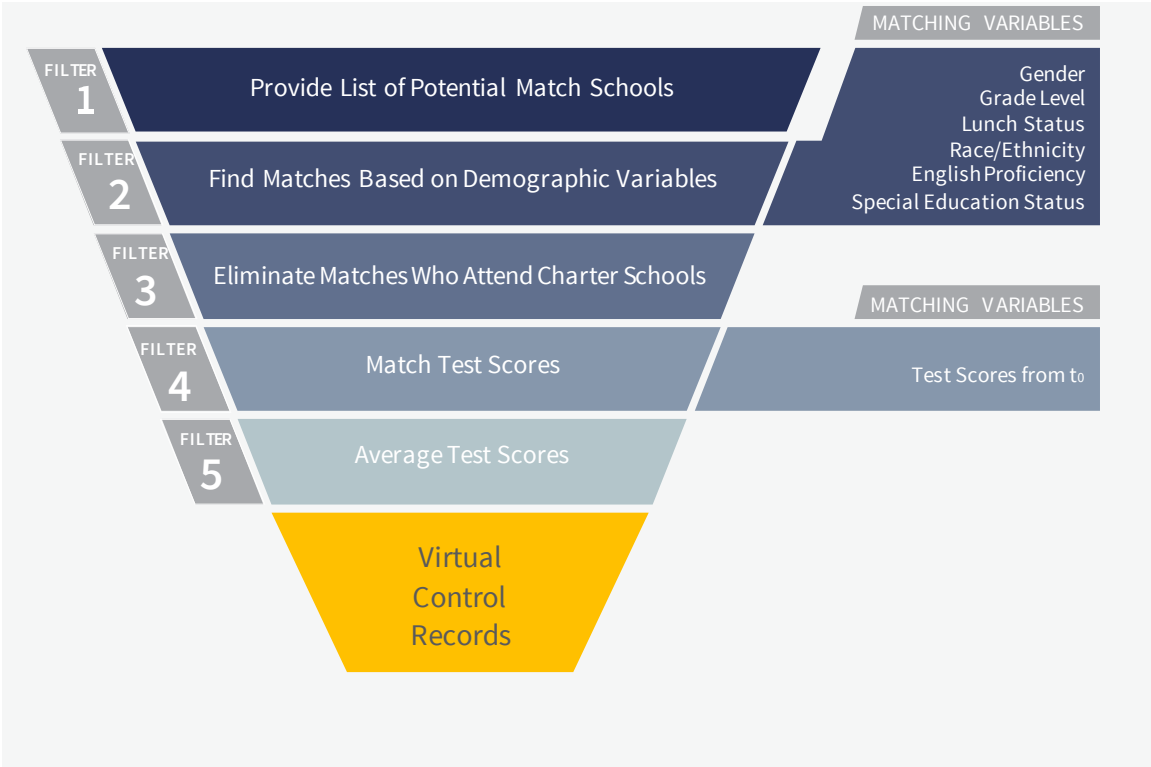
Our approach is displayed in Figure 1. We identify all the traditional public schools whose students transfer to a given charter school; each of these schools is designated as a “feeder school.” Using the records of the students in those schools in the year prior to the test year of interest ( $t_0$ ), CREDO selects all of the available TPS students who match each charter school student.

Match factors include:

- Grade level
- Gender
- Race/Ethnicity
- Free or Reduced-Price Lunch Status
- English Language Learner Status
- Special Education Status
- Prior test score on Idaho state achievement tests

<sup>1</sup> Davis, D. H., & Raymond, M. E. (2012). Choices for studying choice: Assessing charter school effectiveness using two quasi-experimental methods. *Economics of Education Review*, 31(2), 225–236.

Figure 1: CREDO Virtual Control Record Methodology



At the point of selection as a VCR-eligible TPS student, all candidates and the individual charter school student have identical traits and matching baseline test scores. The focus then moves to the subsequent year, t1. The scores from this test year of interest (t1) for as many as seven VCR-eligible TPS students are then averaged and a Virtual Control Record is produced. The VCR produces a score for the test year of interest that corresponds to the expected result a charter student would have realized had he or she attended one of the traditional public schools.

The above VCR method has been used in previous CREDO publications. In our previous reports, if a charter student could be tracked for multiple periods in the study window, we matched the student for all the periods using the records in the year prior to the first growth period. In this study, we match the student period by period to conform to the new baseline equivalence criteria specified in Procedures Handbook Version 4.0 of What Works Clearinghouse (WWC).<sup>2</sup> Altering the match in this way means that caution is advised when comparing findings in this study and previous reports.

<sup>2</sup> What Works Clearinghouse, “Procedures Handbook Version 4.0,” 2017, [https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc\\_procedures\\_handbook\\_v4.pdf](https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_procedures_handbook_v4.pdf).



Using statistical methods, we isolate the contributions of schools from other social or programmatic influences on a student's growth. Student growth data are analyzed in standard deviation units so that the results can be assessed for statistical differences. All the findings that follow are reported as the **average one-year growth** of charter school students relative to their VCR-based comparisons. With three years of student records in this study, it is possible to create two periods of academic growth. Additional details of the matching methodology are provided in the Technical Appendix. In this study of Idaho, it was possible to create virtual matches for 84 percent of tested charter school observations in reading or math.

To assist the reader in interpreting the meaning of growth, we include an estimate of the number of days of learning required to achieve growth of particular units of standard deviations. This estimate was calculated by Dr. Eric Hanushek and Dr. Margaret Raymond based on the 2017 National Assessment of Educational Progress (NAEP) test scores.<sup>3</sup> Using a standard 180-day school year, each one standard deviation (s.d.) change in effect size is equivalent to 590 days of learning.

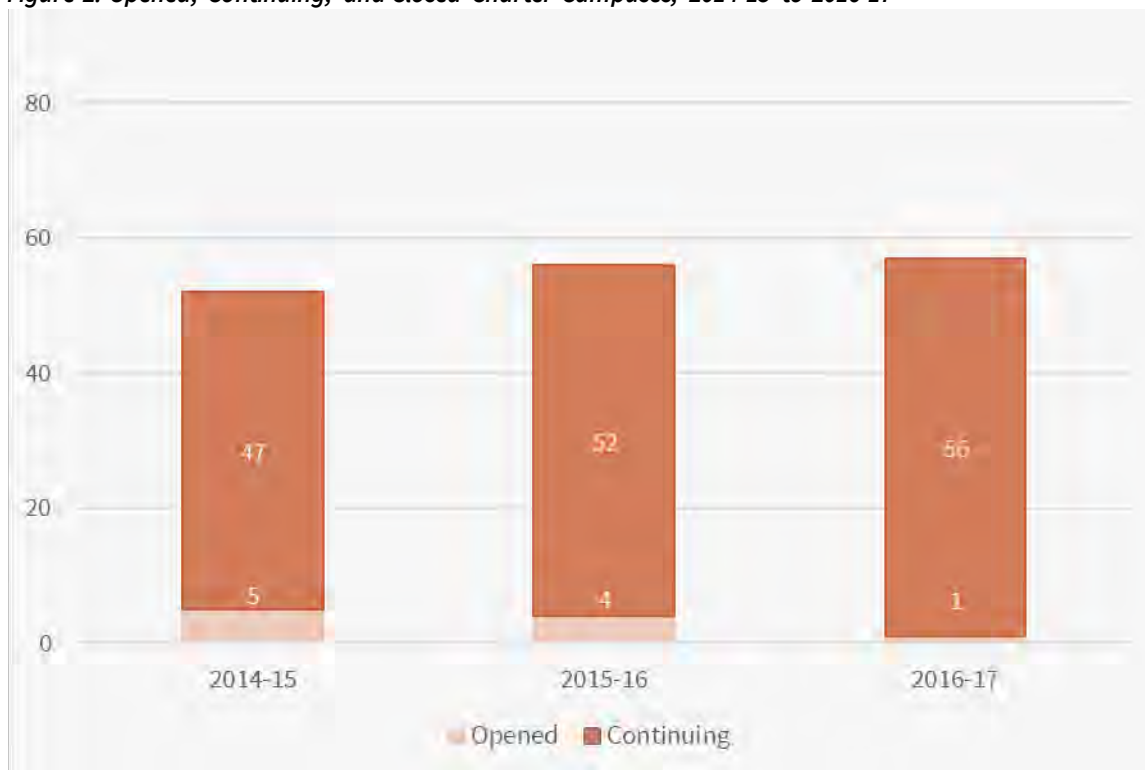
<sup>3</sup> Detailed information about the 2017 NAEP test scores can be accessed via the "NAEP Reading Report Card" at [https://www.nationsreportcard.gov/reading\\_2017/?grade=4](https://www.nationsreportcard.gov/reading_2017/?grade=4) and the "NAEP Mathematics Report Card" at [https://www.nationsreportcard.gov/math\\_2017/?grade=4](https://www.nationsreportcard.gov/math_2017/?grade=4).

## Idaho Charter School Landscape

### Idaho Charter School Demographics

The Idaho charter school sector grew slightly over the three-year study period. Figure 2 notes the newly opened, continuing, and closed charter school campuses from the 2014-15 school year to the 2016-17 year according to the National Center for Education Statistics (NCES).<sup>4</sup> Figure 2 portrays an upward trend in the number of charter schools open in Idaho over three years.

*Figure 2: Opened, Continuing, and Closed Charter Campuses, 2014-15 to 2016-17*



The overall size of the charter school community has three different components. The first is the number of existing charter schools that continue operations from one year to the next. The second is the number of charter schools that are closed in a given year. The third factor is the number of new charter schools that open in a given year. In Idaho, charter campus expansion was partly driven entirely by opening of new campuses; there were no

<sup>4</sup> The data were retrieved from “Public Elementary/Secondary School Universe Survey Data,” National Center for Education Statistics, <https://nces.ed.gov/ccd/pubschuniv.asp>. “Opened schools” indicates schools opened as new schools in the fall of the displayed year. “Continuing schools” indicates schools that were opened prior to the fall of the displayed year and remain open into the next school year (i.e. a school listed as continuing in the 2016-17 column opened some time prior to 2016-17 and did not close in 2016-16). There were no charter schools that ceased operation in the years covered in this study.

closures. The total number of charter schools increased from 52 schools in the 2014-15 school year to 56 and 57 in 2015-16 and 2016-17, respectively.

The demographics of student population in charter schools may not mirror those of the TPS in Idaho as a whole. As charter schools are able to choose their location, the demographic profile of the set of students they attract may differ from the overall community profile. Furthermore, charter schools may offer different academic programs and alternate school models which may disproportionately attract particular groups of students relative to TPS. In addition, parents and students choose to attend charter schools for a variety of reasons, such as location, school safety, small school size, academic focus, or special interest programs. The cumulative result of all these forces is that the student populations at charter schools and their TPS feeders<sup>5</sup> may differ. Table 1 presents the characteristics of the student populations in all Idaho traditional public schools, in those TPS that comprise the set of charter feeder schools, and in the charter schools themselves in the 2015-2016 school year.

**Table 1: Demographic Comparison of Students in TPS, Feeders and Charters: 2015-16**

	TPS	Feeders	Charters
Number of schools	691	382	54
Average enrollment per school	395	502	359
Total number of students enrolled	272,869	191,673	19,381
Students in Poverty	27%	28%	19%
English Language Learners	5%	5%	1%
Special Education Students	11%	11%	9%
White Students	76%	76%	81%
Black Students	1%	1%	1%
Hispanic Students	18%	18%	9%
Asian/Pacific Islander Students	2%	2%	2%
Native American Students	1%	1%	4%
Multi-Racial Students	2%	3%	2%

The data in Table 1 show that the demographic profile of charter schools is different from that of the public school population in Idaho as a whole and also different from the feeder schools their students would otherwise attend. In fact, the demographics for the feeder schools are more similar to the TPS population than to the charter population. The charter schools in Idaho have larger shares of White, and Native-American students and smaller

<sup>5</sup> A feeder school is a traditional public school whose students have transferred to a given charter school. We use students attending feeder schools as potential matches for students attending charter schools.

proportions of Hispanic students than TPS and feeder schools. The percentage of students in poverty enrolled in charter schools is noticeably smaller than in TPS and feeders.<sup>6</sup>

The proportion of students in charter schools receiving special education services is a continuing topic of focus and debate. As seen in Table 1, nine percent of students in Idaho charter schools have a designated Special Education status, two percentage points lower than the distributions in TPS and the feeder schools. The percentage of students with special education needs in Idaho charters differs from Idaho TPS and feeders only by a couple of percentage points. The difference in the proportion of students with special education needs between charters and traditional public schools in Idaho is similar to the difference in the proportion of special education students between national charter schools and traditional public schools at the national level.<sup>7</sup> A smaller share of Idaho charter school population is designated as English language learners than the shares in the feeder schools and all of TPS. The student profile for the entire charter school community as displayed in Table 1 does not reveal any strong advantages in the stock of students attending charter schools.

Online charter schools have received increasing attention in the educational landscape nationally and in Idaho. With no physical or geographic barriers to enrollment, online charter schools draw students from across the state and use online instruction as the method of curriculum delivery. People often use the terms of “online schools”, “cyber schools”, and “virtual schools” interchangeably. Virtual schools in this study adhere to the definition of virtual schools by the National Center for Education Statistics (NCES). According to the definition of NCES (2016, p.9), a school is a virtual school if it is “a public school that only offers instruction in which students and teachers are separated by time or location, and interaction occurs via computers or telecommunications technologies. A virtual school generally does not have a physical facility that allows students to attend classes on site.”<sup>8</sup>

As shown in a one-year snapshot in Table 2, online charter schools educate more than 15 percent of Idaho charter students and serve different student populations than brick-and-mortar charters. It is useful to note that online charters enroll more about 50 percent more students than brick-and-mortar charters; even so, the size of Idaho online charters is much smaller than is seen elsewhere. Of particular interest is the high share of Native American students in Idaho online charter schools, 13 percent contrasts sharply to their share in brick-and-mortar schools as well as TPS and feeder schools, all of which have 1 percent of their enrollment as Native Americans. This larger fraction helps explain why the share of white students in online charters is lower than other charter schools. Online charters also serve more students living in poverty than brick-and-mortar charters. The number of Special Education students is greater in Idaho online charters than in brick-and-mortar charters. Overall, within-sector

<sup>6</sup> Our information on eligibility for subsidized school meals reflects Idaho’s State Department of Education’s information on eligibility confirmed through “Direct Certification.” See also footnote 18.

<sup>7</sup> National Center for Special Education in Charter Schools, “Key Trends in Special Education in Charter Schools”, 2018, retrieved from <http://www.ncsecs.org/blog/2018/10/8/key-trends-in-special-education-in-charter-schools>.

<sup>8</sup> National Center for Education Statistics, “Documentation to the 2014-15 Common Core of Data (CCD) Universe Files,” 2016, retrieved from “Public Elementary/Secondary School Universe Survey Data,” <https://nces.ed.gov/ccd/pubschuniv.asp>.

comparisons in Table 2 indicate that online charter schools serve larger shares of students who are disadvantaged on various dimensions than brick-and-mortar charters.

**Table 2: Demographic Composition of Overall, Brick-and-Mortar, and Online Charter Schools: 2015-16**

	All Charters	Brick-and-Mortar Charters	Online Charters
Number of schools	54	44	10
Average enrollment per school	359	330	488
Total number of students enrolled	19,381	14,501	4,880
Students in Poverty	19%	17%	28%
English Language Learners	1%	1%	1%
Special Education Students	9%	7%	13%
White Students	81%	83%	76%
Black Students	1%	1%	1%
Hispanic Students	9%	10%	8%
Asian/Pacific Islander Students	2%	2%	1%
Native American Students	4%	1%	13%
Multi-Racial Students	2%	3%	2%

## Analytic Findings of Charter School Impacts

### Overall Charter School Impact on Student Progress

A foundational question of this study is whether charter schools differ overall from traditional public schools in how much their students learn. To answer this question, we estimate the one-year academic gains observed for all matched charter school students in all growth periods and compare their average learning gain with that of the VCR students.

Please refer to the text box titled Graphics Roadmap No. 1 where guidance is provided to help readers understand the charts that follow.

As described in the Study Approach section, student growth data are analyzed in units of standard deviations so that the results can be assessed for statistical differences. To help the reader interpret our analysis results, we transform standard deviation units of growth into days of learning, shown in Table 3.<sup>9</sup>

In order to understand “days of learning,” consider a student whose academic achievement is at the 50th percentile in one grade and also at the 50th percentile in the following grade the next year. The progress from one year to the next equals the average learning gains for a student between the two grades. That growth is fixed as 180 days of effective learning based on the typical 180-day school year.

Students with positive differences in learning gains have additional growth beyond the expected 180 days of annual academic progress while those with negative differences in learning gains have fewer days of academic progress in that same 180-day period of time. Interested readers can refer to the Study Approach section and Appendix B (Technical Appendix) for additional details on the computation of days of learning.

<sup>9</sup> The values in Table 3 are updated from past reports using the latest (2017) NAEP scores, which show slower absolute annual academic progress than earlier administrations. See Eric A. Hanushek, Paul E. Peterson, and Ludger Woessmann, “Achievement Growth: International and U.S. State Trends in Student Performance,” *Education Next* 12 (July 2012): 1–35.

#### Graphics Roadmap No. 1

The graphics in this section have a common format.

Each graph presents the average performance of charter students relative to their **pertinent comparison students**. The reference group differs depending on the specific comparison being made. Where a graph compares student subgroup performance, the pertinent comparison student is the same for both subgroups. Each graph is labeled with the pertinent comparison group for clarity.

We show two axes on the graphs to help the reader get a sense of learning gains. The **left axis** indicates standard deviation units of learning gains of charter students relative to their comparison students. The **right axis** displays the same learning gains in days of learning. The statistical tests are performed on the values as they are enumerated on the left axis.

The **height** of the bars in each graph reflects the difference between charter school performance and the comparison student group.

**Stars** are used to reflect the level of statistical significance of the difference between the group represented in the bar and its comparison group of similar students in TPS. The absence of stars means that the schooling effect is not statistically different from zero.

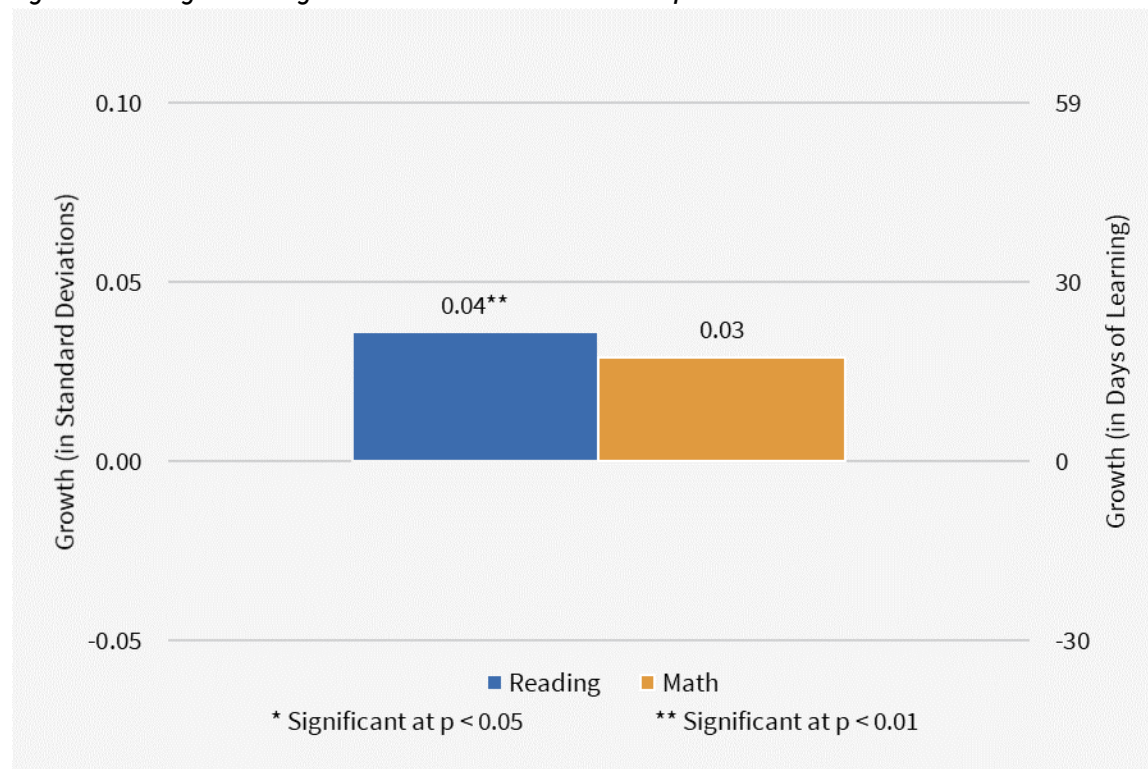


Table 3: Transformation of Average Learning Gains to Days of Learning

Standard Deviations	Days of Learning
0.05	30
0.10	59
0.15	89
0.20	118
0.25	148
0.30	177
0.35	207

Figure 3 displays the overall charter school impact on student academic progress in Idaho. The reference group, represented by the 0.00 baseline in the graph, is the average TPS VCRs in the state. Using the results from Figure 3 and the transformations from Table 3, we can see that in a typical school year, charter students in Idaho experience higher academic progress than their TPS peers in reading. This advantage for charter students is equivalent to 24 additional days of learning in reading in a 180-day school year. Because the difference in the growth in math is not statistically significant, Idaho charter students experience similar growth in the 180-day period as they would have in a traditional school setting.

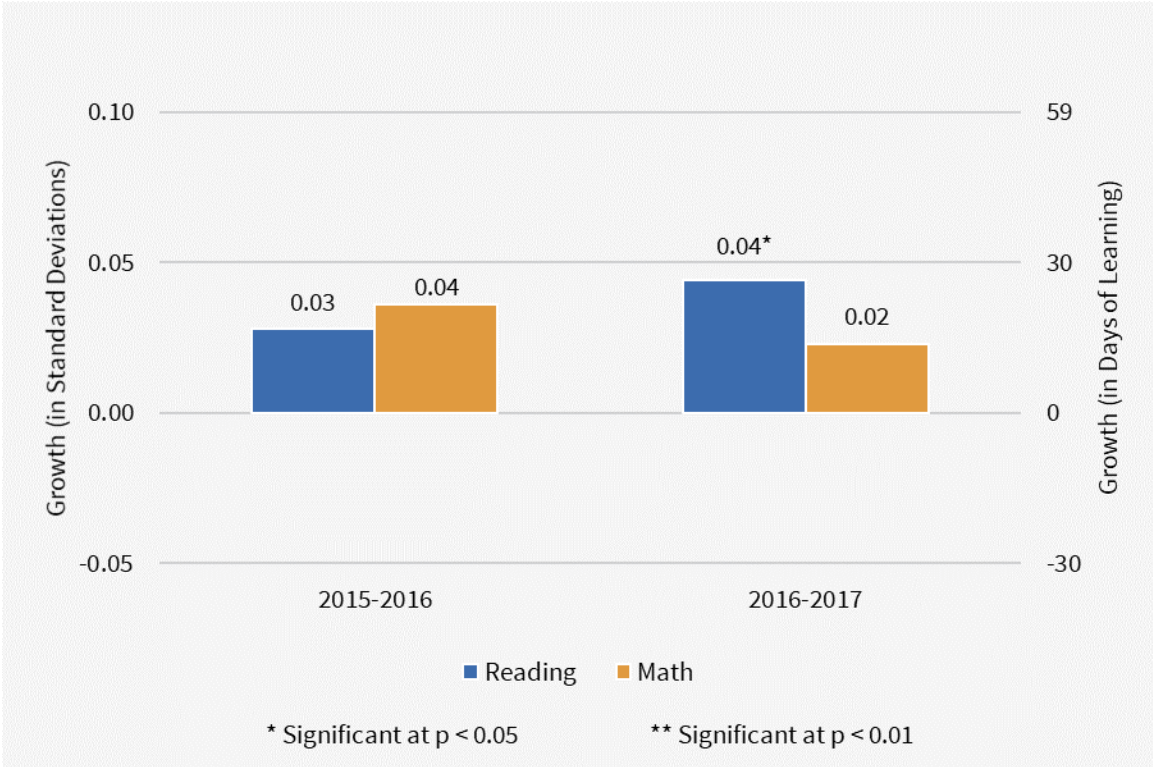
Figure 3: Average Learning Gains in ID Charter Schools Compared to Gains for TPS VCRs



Charter School Impact by Growth Period

To determine whether performance is consistent over the window of this study, the impact of attending a charter school on academic progress is examined separately for each of the three growth periods. Recall that a growth period is the measure of progress from one school year to the next. In the presentation of results in Figure 4, the denotation "2015-2016" covers academic growth that occurred between the end of the 2014-2015 school year and the end of the 2015-2016 school year. Similarly, the denotation "2016-2017" corresponds to the year of growth between the 2015-2016 and the 2016-2017 school years. To determine whether performance was consistent over recent time, the average charter school effects were disaggregated into the two growth periods of this study.

Figure 4: Average Learning Gains in ID Charter Schools Compared to Gains for VCR Students by Growth Period, 2015-2017



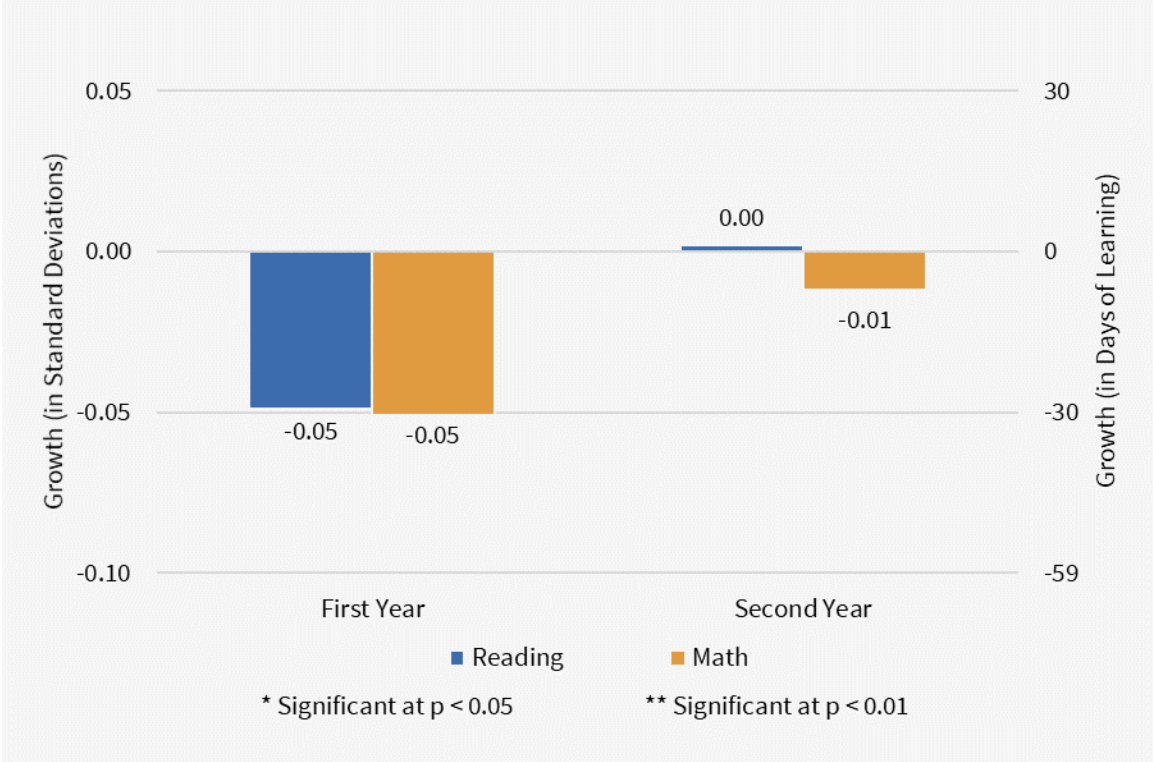
The gains of Idaho charter school students in the 2015-2016 growth period do not differ statistically from the performance of their TPS peers in either reading or math. At the same time, the gains of Idaho charter school students in the 2016-2017 growth period are significantly higher than the growth of their TPS peers in reading. We do not find charter school students to have statistically different math gains from the gains of their TPS peers. During the 2016-2017 growth period, charter students demonstrate growth of approximately 24 more days of learning in reading compared to their TPS counterparts.

Charter School Impact by Students' Years of Enrollment

Students’ academic growth may differ depending on how many years they enroll in a charter school. To test the relationship between progress and the length of enrollment in a charter school, we group separately test scores from students in the first year of charter enrollment and scores from students in their second year of charter attendance. In this scenario, the analysis is limited to the charter students who enroll for the first time in a charter school between the 2015-16 and 2016-17 school years and their TPS VCRs. Thus, while the analysis of the overall charter impact uses 14,915 student observations in reading and 14,814 student observations in math, the analysis of charter impact by the number of years of charter enrollment speaks to 4,016 and 4,005 student observations in reading and math, respectively. A further breakout of the number of student observations by different lengths of charter attendance is provided in Appendix A.

Although this approach reduces the number of students included, it ensures an accurate measure of the effect of continued enrollment over time. The results for this subset of the full study sample should not be directly compared with other findings in this report. The results are shown below in Figure 5.

Figure 5: Average Learning Gains in ID Charter Schools Compared to Gains for VCR Students by Years in Charter



As Figure 5 shows, Idaho charter school students experience learning growth in the first and the second year of charter attendance that is not statistically different from that of students (VCR) enrolled in traditional public school settings. Drawing from CREDO’s National Charter School Study II (2013), we find that the learning gains associated with the second year of charter school attendance in Idaho are not too far below the average learning gains associated with the second year of charter school attendance. At the same time, in the earlier national

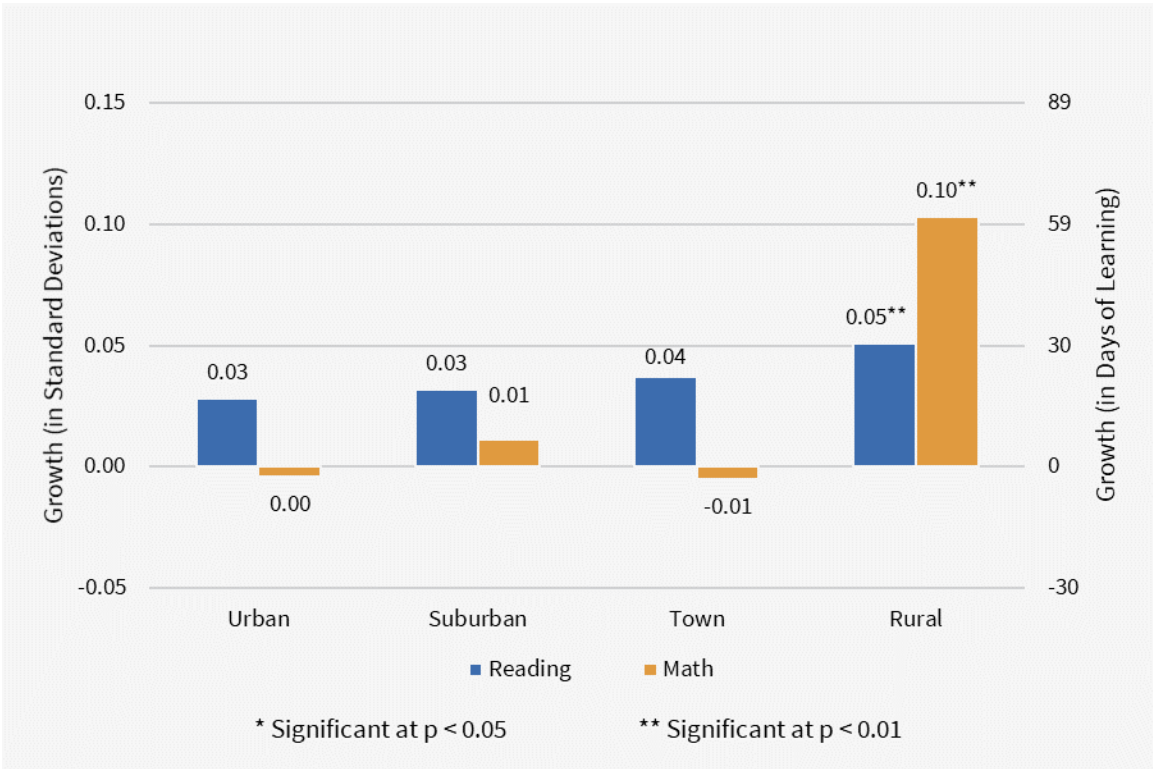
study, the second year of charter school attendance is associated with higher learning growth when compared to the first year of charter school attendance. This pattern is also seen in Idaho, although this trajectory is short, given the limited year span of this study.

### Charter School Impact by School Attribute

#### Charter School Impact by School Locale

Depending on their locales, charter schools may serve different student populations, face different levels of available human capital or both. Though charter schools in urban areas receive the bulk of media attention, charter schools in other locales may produce different results. The results in Figure 5 represent the disaggregated impacts of charter school enrollment for urban, suburban, town, and rural charter schools. In this breakdown, charter students in different locations are compared with their virtual twins in TPS.<sup>10</sup> For the following analysis, the comparison is relative to whatever actual progress each group of VCRs realized. But the reader should not assume that the transformation of each VCR group to 0.00 means that all the VCRs have equivalent academic growth.

Figure 6: Average Learning Gains in ID Charter Schools Compared to Gains for VCR by School Locale



<sup>10</sup> The National Center for Education Statistics defines 12 urban-centric locales which are divided into four main locale types: city, suburb, rural, and town.

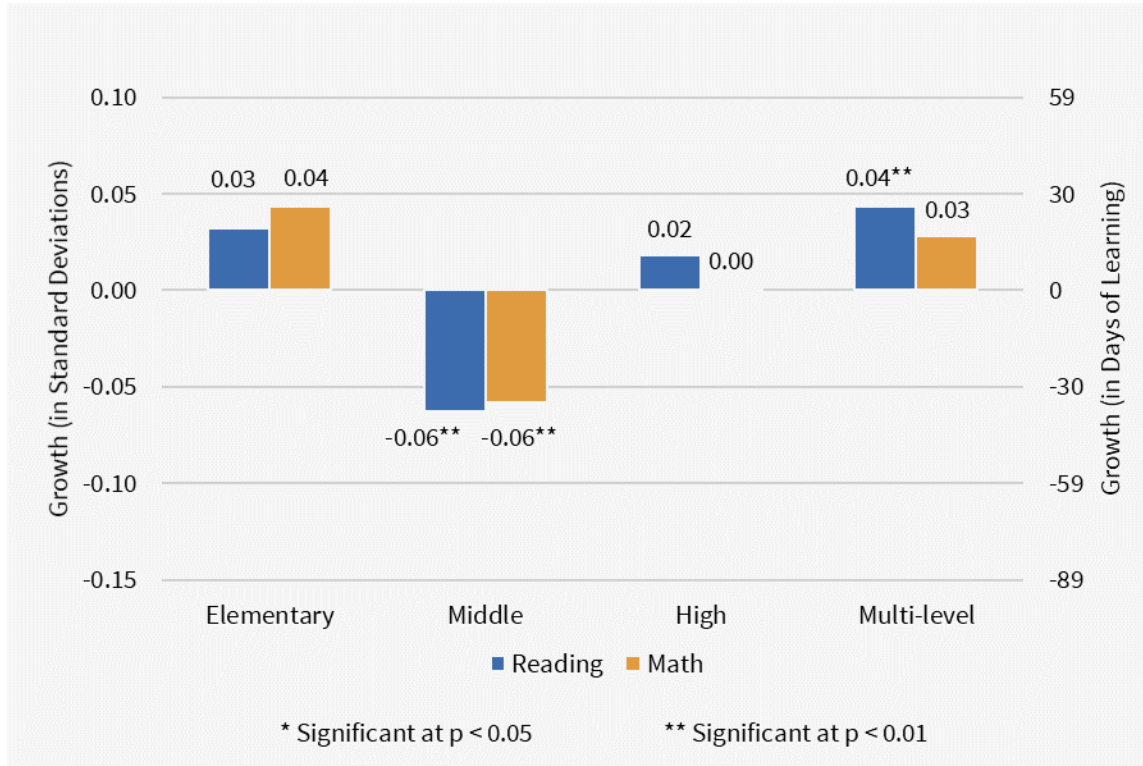
Figure 6 illustrates differences in the academic growth of charter students across locales. Figure 6 shows that Idaho charter students in urban, suburban or town locations perform similarly to their respective TPS VCRs in both reading and math. Students in rural charter schools outperform their TPS VCRs by 30 days of learning in reading and 59 days of learning in math. This finding is important for two reasons. It stands in sharp contrast to results for rural charter schools in other states. The second insight is that rural charters contribute significantly to the overall differences between students from all charters and their TPS VCRs shown earlier in Figure 3.

#### Charter School Impact by School Grade Configuration

All charter schools choose which grade levels to offer. Some charter operators focus on particular grades, some seek to serve a full range of grades, and others develop by adding one additional grade each year. The National Center for Education Statistics assigns schools the label of “elementary school,” “middle school,” “high school,” or “multi-level” school based on their predominant grade pattern.<sup>11</sup> The designation “Multi-level charter schools” can apply to a school that serves elementary and middle grades, middle and high grades, or all K-12 grades. Looking at performance by school grade configuration helps inform us whether specialization in a specific range of grades produces better results. Figure 7 shows the learning gains of students in charter schools of different grade configurations compared to their respective VCRs in TPS. The reader should not assume that the transformation of each VCR group to 0.00 means that all the VCRs have equivalent academic growth.

<sup>11</sup> The National Center for Education Statistics (NCES) designates a school as an elementary, middle, high, or multi-level school. CREDO uses the designation by NCES. The sole exception is that CREDO considers a school to be a high school if the lowest grade served is ninth grade or above.

Figure 7: Average Learning Gains in ID Charter Schools Compared to Gains for VCR by School Grade Configuration



The results in Figure 7 show that, on average, charter multi-level school students post the strongest academic growth compared to their TPS virtual twins in reading. Their growth in math is similar. The reading result is equivalent to 24 additional days of learning. Students attending elementary or high charter schools demonstrate similar growth in reading and math, compared to their TPS VCRs.

Opposite patterns are found among charter students enrolled in middle schools. Students in middle charter schools experience the weakest growth compared to their TPS virtual twins in both reading and math, where they have an equivalent of 35 fewer days of learning than TPS VCRs in either subject.



### Charter School Impact by Delivery System

There are both brick-and-mortar and online charters in Idaho.<sup>12</sup> Students from all over the state can attend online charter schools and receive instruction online. As Table 2 reveals, online charter schools enroll over 25 percent of charter students; 4,880 of the state's roughly 19,000 students attend the 10 online campuses in Idaho. Table 2 also shows that online schools have different student compositions compared to brick-and-mortar charters. CREDO's earlier study also finds that online charter schools serve students with higher mobility rates and, across the group of online schools studied, had significantly negative impacts on student academic progress.<sup>13</sup>

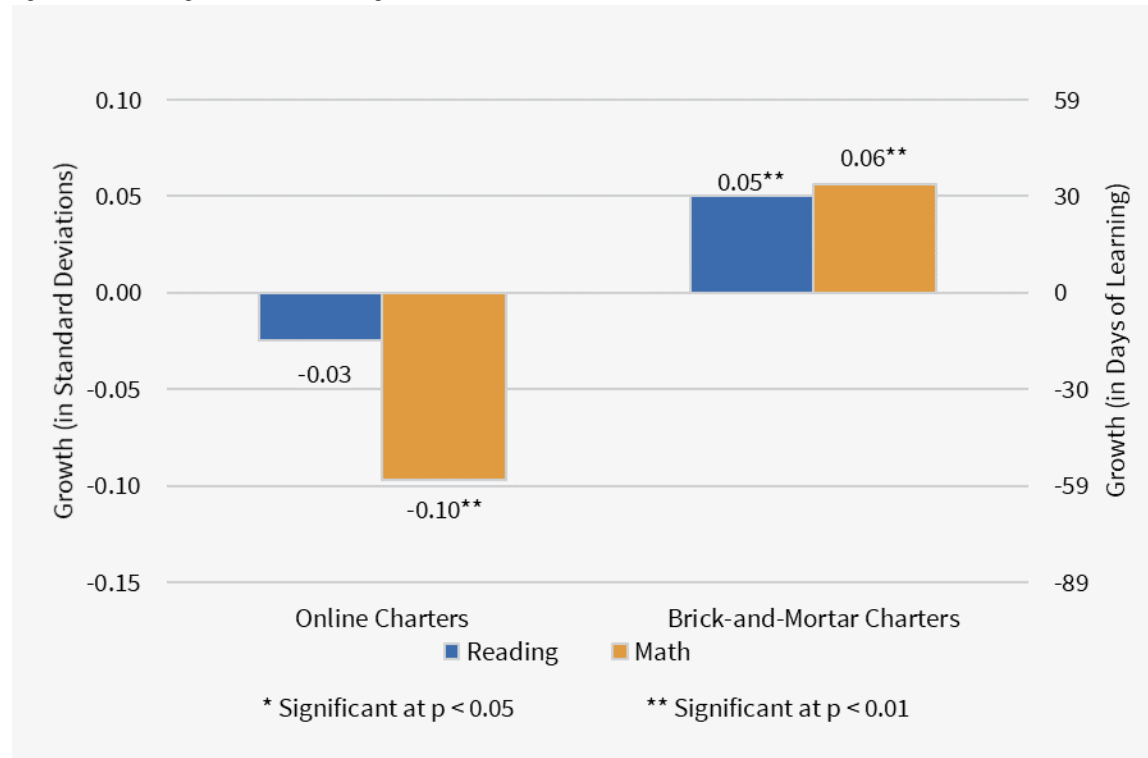
In this sector, we break down the charter school impact on student performance by delivery system and display two distinct comparisons in two graphs:

1. Figure 8 compares the performance of students in online charter schools and students in brick-and-mortar charters against the performance of a common reference group, the "statewide average TPS VCR."
2. Figure 8a compares the difference in learning of students enrolled in online charter schools and those who attend brick-and-mortar charters.

<sup>12</sup> We use information from Idaho's State Department of Education to identify online charter schools: <https://www.sde.idaho.gov/school-choice/files/School-Choice-Packet.pdf>, Retrieved on Dec 5th, 2018

<sup>13</sup> James L. Woodworth, Margaret E. Raymond, Kurt Chirbas, Maribel Gonzalez, Yohannes Negassi, Will Snow, and Christine Van Donge, *Online Charter School Study 2015*, CREDO (Center for Research on Education Outcomes), Stanford University, <https://credo.stanford.edu/pdfs/Online%20Charter%20Study%20Final.pdf>.

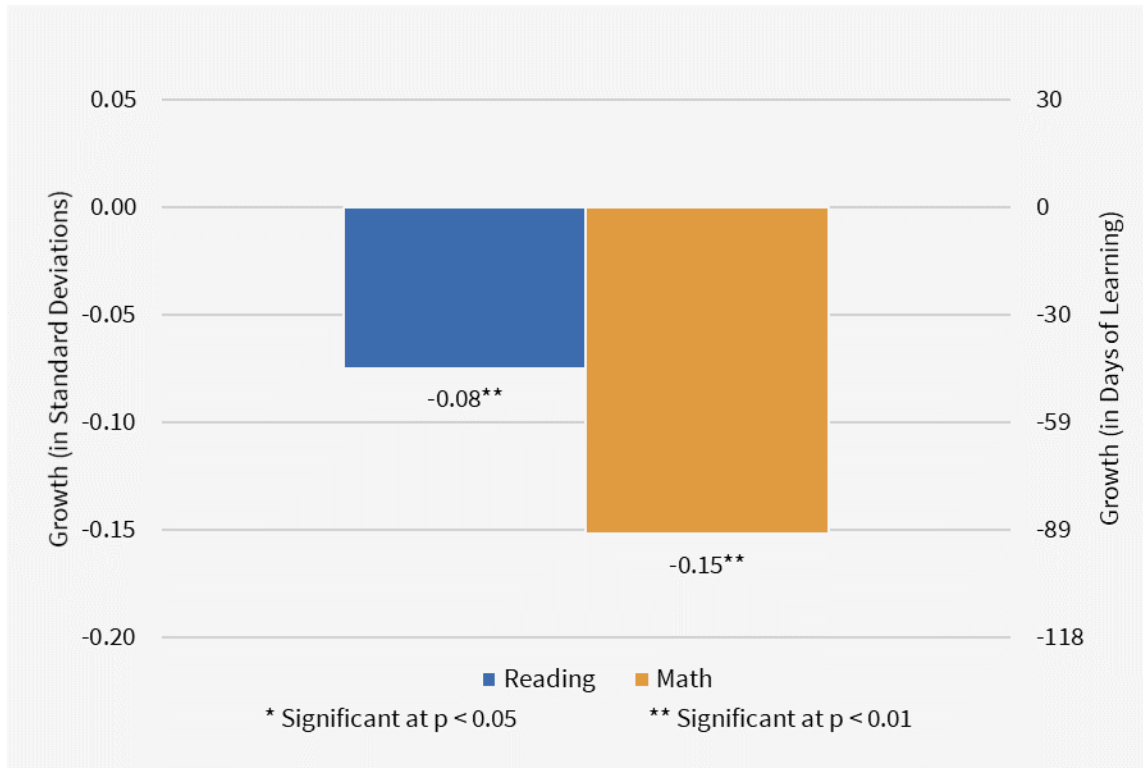
**Figure 8: Student Learning Gains for Students in Online and Brick-and-Mortar Charter Schools Benchmarked against Learning Gains for Average TPS VCRs**



According to Figure 8, students attending online charter schools have similar growth in reading and weaker growth in math compared to the average TPS VCRs. The gap translates to 59 fewer days of learning in math for online charter students. It is worth highlighting the contrast between the results for online charter schools in Idaho to our earlier findings for online charters schools in 17 states and the District of Columbia.<sup>13</sup> Specifically, CREDO’s earlier study found significant learning losses for online charters in both reading and math. We find no learning loss in reading associated with online charter schools in Idaho, while the learning loss in math is smaller than that at the national level, found in CREDO’s earlier study. Students in brick-and mortar charters exhibit stronger growth in reading and math, equivalent to 30 and 35 extra days of learning, respectively, compared with the average TPS students.

Figure 8a benchmarks the performance of students in online charter schools against that of students attending brick-and-mortar charters (whose performance is represented by the 0.00 line). Online charter school students gain significantly less in both subjects. To be specific, they are behind brick-and-mortar charter students by 47 days of learning in reading. The lag in math is greater, with online charter students losing an equivalent of 77 days of learning as compared to students in brick-and-mortar charters.

*Figure 8a: Student Learning Gains in Online Charter Schools Benchmarked against Students in Brick-and-Mortar Charter Schools*



Figures 8 and 8a above demonstrate two important points: First, Idaho online charter students fall behind in both reading and math compared to the average statewide student in TPS or brick-and-mortar charter schools. Second, the negative performance of online charter students is sufficiently large to wipe out the positive growth of brick-and-mortar charter students in math, which leads to the lack of overall Idaho charter effect in math growth in Figure 3. Similarly, the overall positive charter impact on reading progress in Figure 3 is lessened by the lagging growth in reading of students in online charter schools.

## School-Level Analysis

The numbers reported in the previous sections represent the typical learning gains at the student level across the state; they reveal what would be the likely result if a typical student were enrolled in any of the Idaho charter schools. The prior results do not let us discern whether some charter schools are better than others. Since school-level results are of interest to policy makers, parents and the general public, we aggregate charter student performance up to the school level for each charter school in the state. This view is necessarily limited to charter schools with a sufficient number of tested students to make a reliable inference on performance.

It is important to understand the counterfactual used in this section. As shown in Table 1 earlier in the report, the student populations within the typical charter school and their feeder schools differ, making whole-school to whole-school comparisons unhelpful. Here instead, we pool each school's VCRs to simulate "apples to apples" for traditional public schools and to serve as the control condition for testing the performance of charter schools. This simulated TPS reflects a precise estimate of the alternative local option for the students actually enrolled in each charter school.

## The Range of School Quality

To determine the range of charter school performance, we estimate the annual learning impact of each charter school over the two most recent growth periods (2015-2016 and 2016-2017). The estimated learning impact for each charter school can be positive (statistically different from zero with a positive sign), negative (statistically different from zero with a negative sign), or zero. We use it to infer how the academic quality of a charter school compares to the quality of traditional public schools which students in that charter school would have potentially attended if they had not attended a charter school.

A statistically positive learning impact for a charter school suggests that the charter school has stronger learning growth than the alternative TPS options for its students. A statistically negative learning impact for a charter school implies the school makes less progress than the traditional schools its students would have attended. A zero learning impact means that the charter school and the TPS alternatives for its students have similar performance.

Our total sample consists of 41 schools with reading scores and 41 schools with math scores in the 2015-2016 and 2016-2017 growth periods.<sup>14</sup> Table 4 below shows the breakout of the performance for the included Idaho charter schools.

<sup>14</sup> As noted in Table 1, charter schools are smaller on average than their corresponding feeder schools. Furthermore, some charter schools elect to open with a single grade and mature one grade at a time. Consequently, care is needed when making school-level comparisons to ensure that the number of tested students in a school is sufficient to provide a fair representation of the school's impact. Our criterion for inclusion is at least 60 matched charter student records over the two growth periods or at least 30 matched charter records for schools with only one growth period.

Table 4 shows the performance comparison of charter schools in Idaho relative to traditional public schooling options in reading and math, respectively. In reading, 17 out of 41 Idaho charter schools, or 41 percent, perform significantly better than the traditional schooling environments the charter students would have otherwise attended. In math, the result is the same: 17 of 41 or 41 percent of charter schools post growth that is significantly higher than that of their traditional public schooling counterparts. The results show that the share of charter schools performing significantly better than the traditional schooling alternatives is higher than the national average. To benchmark these figures at the national level using the 2013 National Charter Study II, 25 percent of charter schools outperform the traditional schooling alternatives in reading and 29 percent do so in math.<sup>15</sup>

**Table 4: Performance of Charter Schools Compared to Traditional Schooling Alternatives in Idaho**

	<b>Significantly Worse</b>		<b>Not Significantly Different</b>		<b>Significantly Better</b>	
<b>Subject</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Reading	7	17%	17	41%	17	41%
Math	8	20%	16	39%	17	41%

At the other end of the distribution, seven of 41 Idaho charter schools, or 17 percent, have reading performance that is significantly weaker than the traditional public schooling option as compared to the national figure of 19 percent. In math, eight out of 41 of charter schools, 20 percent, post growth results weaker than the traditional public schooling option compared to the 2013 national figure of 31 percent.

In reading, 17 Idaho charter schools, 41 percent, do not differ significantly from the traditional public school option. In math, 16, or 39 percent of charter schools have growth results that is indistinguishable from the traditional public school option. It is important to emphasize that “no difference in growth” does not reflect the actual level of growth, as it is possible for charter schools to have high levels of growth that are similar to that of the traditional schooling alternative, and the reverse is also true.

<sup>15</sup> Cremata et al., *National Charter School Study 2013*.

Growth and Achievement

While the impacts of charter schools on academic growth relative to their local competitors is informative, we are also interested in how well students perform in absolute terms. Since many of the students served by charter schools start at low levels of achievement, the combination of absolute achievement and relative growth is vital to understanding student success overall.

For each school, the tested achievement of their students over the same two periods covered by the academic growth analysis (2015-2016 and 2016-2017) is averaged and transformed to a percentile within the statewide distribution of achievement.<sup>16</sup> The 50th percentile indicates statewide average performance for all public school students (traditional and charter). A school achievement level above the 50th percentile indicates that the school's overall achievement exceeds the statewide average. We use standard deviations discussed above to measure growth. We display each school's achievement and growth in a two-dimensional plot, displayed in Tables 5 and 6.

Graphics Roadmap No. 2

There are **four quadrants** in each of the tables 5 and 6. We have expanded on the usual quadrant analysis by dividing each quadrant into four sections. The value in each box is the percentage of charter schools with the corresponding combination of growth and achievement. The value in the center of each quadrant is the sum of the four sections in that quadrant. These percentages are generated from the 2016 and 2017 growth periods.

The uppermost box on the left denotes the percentage of charters with very low average growth but high average achievement. The box in the bottom left corner depicts low-growth, low-achieving schools.

Similarly, the uppermost box on the right contains the percentage of charters with high average growth and high average achievement. The bottom right corner contains high-growth, low-achieving schools.

The major quadrants were delineated using national charter school data. We would expect the majority of schools to have an effect size between -0.15 and 0.15 standard deviations of growth (the two middle columns). Similarly, we would expect about 40 percent of schools to achieve between the 30th and 70th percentiles. These expectations are based on how we view a normal distribution with the majority of the sample falling within one standard deviation from the mean.

<sup>16</sup> Average achievement was computed using students' z-scores from the end of the growth period (e.g., spring 2016 and spring 2017). The resulting school-level mean was then converted into a percentile.



Table 5: School-Level Reading Growth and Achievement in Idaho Charter Schools

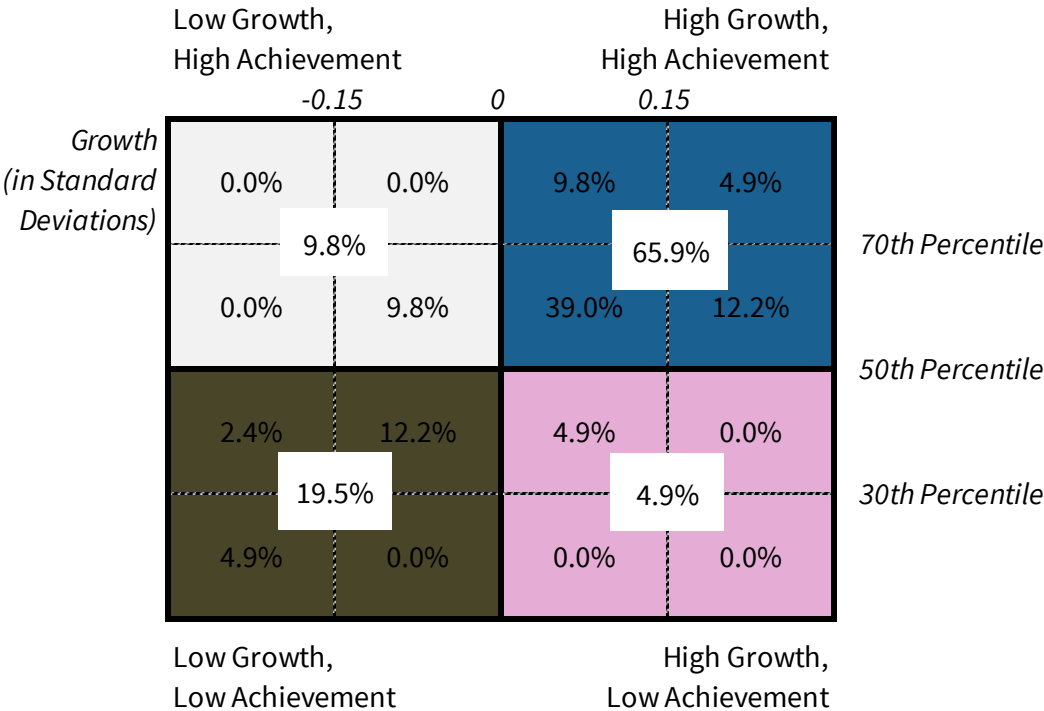
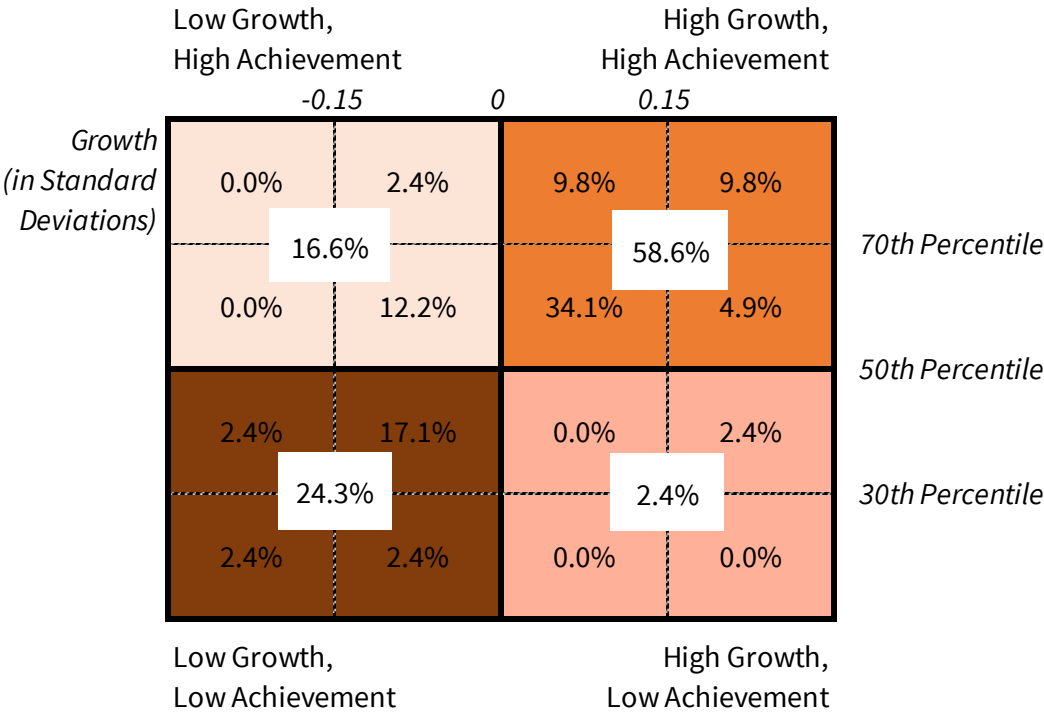


Table 5 presents the reading achievement and growth results for the Idaho charter schools included in this analysis. In the table, Seventy-one percent, 29 of the 41 Idaho charter schools, have positive average growth compared to their peer schools. (This percentage is the sum of the eight squares in the blue and pink quadrants in the right half of the table). Sixty-six percent of charters have positive growth and average achievement above the 50th percentile of the state (i.e., the total for the blue quadrant on the top right). A total of five percent of charter schools in the pink box post above-average gains but remain below the state average in absolute achievement. Over time, if the five percent of charter schools in the pink box maintain or improve their average growth, their achievement would increase, eventually moving them into the blue box.

Roughly 29 percent of schools post smaller learning gains than their peer TPS (the sum of gray and brown quadrants on the left half of the table). If their growth remains steady or worsens, they will fall in the overall distribution of achievement as other schools pull away. Approximately 24 percent of charters perform below the 50th percentile of achievement (the sum of the brown and pink cells in the lower portion of the table). The area of the greatest concern is the roughly 20 percent of schools that fall into the lower left quadrant of the table. These schools are characterized by both low achievement and low growth.

Table 6: School-Level Math Growth and Achievement



In math, 25 of the 41 Idaho charter schools (61 percent) have positive average growth in math, as seen in the combined orange and pink quadrants in the right half of Table 6. About 59 percent of charters have positive growth and average achievement above the 50th percentile (the orange quadrant in the upper right of the table). Approximately 27 percent of charters post achievement results below the 50th percentile of the state for math (the sum of cells in the lower half of the table); these percentages are slightly smaller than those presented in Table 6 for reading. In the pink quadrant in the lower right of the table, roughly two percent of the schools classified as having low achievement have high growth and appear to be on an upward trajectory. As in the previous table, the schools of the greatest concern are those in the lower left (brown) quadrant that have both low achievement and low growth; they account for roughly 20 percent of the Idaho charter schools in reading (9 of the 41), and roughly 24 percent of the charter schools in math (10 of the 41).

## Charter School Impacts by Student Subgroups

### Charter School Impact for Students by Race/Ethnicity

One of the enduring advances of the *No Child Left Behind Act* of 2001 and the subsequent *Every Student Succeeds Act* of 2015 is the recognition that average results may not be evenly distributed across all students. Attention to the differences in the performance of students of various racial/ethnic backgrounds and other attributes has become standard practice in most assessments of school performance. Table 1 shows that Idaho charter schools serve a somewhat diverse student population. Their ability to support the progress of disadvantaged students is an important policy goal in the state and a strong focus of this study. The effectiveness of charter schools across ethnic and racial groups is especially important given the significant shares of historically underserved students that charter schools enroll. This section investigates the impact of charter school attendance on learning gains of students of different racial backgrounds compared to their same-group peers in traditional settings.

The impact of charter schools on the academic gains of White, Black and Hispanic students is presented in Figures 9 through 11a. For Black and Hispanic students, we present two related graphs. Graphics Roadmap No. 3 in the sidebar provides guidance on how to interpret the graphs and their relation to each other. In short, the first graph depicts the growth of TPS students and charter students in the particular subgroup of

#### Graphics Roadmap No. 3

Figures 10 through 11a show two important contrasts for Black and Hispanic student groups. For each student subgroup we present two graphs:

The **first graph** displays the growth of TPS students and charter students in the particular **subgroup of interest** compared to the growth of the "average White TPS student." In this comparison, the White TPS student is male and does not qualify for subsidized school meals, special education services, or English Language Learner support and is not repeating his current grade. The graph sets the performance of the average White TPS student to **zero** and shows how learning of students in the subgroup compares.

The **stars** indicate if the learning gains of the subgroup are statistically different from the reference group. Thus, if there are no stars, we interpret the difference in learning gains as similar to the white TPS comparison student. The reader should not be swayed by seemingly large differences if there are no stars. If there is no difference in the learning gains, the bar would be missing entirely. If the learning of the student group in question is not as great as the comparison baseline, the bar is negative. If the learning gains exceed the comparison, the bar is positive.

**Graphs labeled "a"** display the results of a second comparison testing whether the learning gains in the charter school student subgroup differ significantly from their VCRs in the same student subgroup. In these graphs, the performance of the TPS peers in the subgroup are set to **zero** and the learning gains of the charter school students in the subgroup are measured against that **baseline**. As with the first graph, stars denote statistical significance.

interest as compared to the growth of the "average White TPS student". Graphs labeled “a” show whether the learning gains in the charter school student subgroup differ significantly from their VCRs in the same subgroup.

White students account for approximately 81 percent of the student population in charter schools in Idaho. Figure 9 displays the relative differences in learning between White students enrolled in TPS and White students enrolled in charter schools. The 0.00 baseline reflects the one-year academic progress of White TPS VCRs in Idaho. White students in charter schools show higher learning growth than White students attending traditional public school settings, that is equivalent to 24 additional days of learning in both math and reading.

Figure 9: Relative Learning Gains for White Charter School Students Benchmarked against Their White TPS Peers

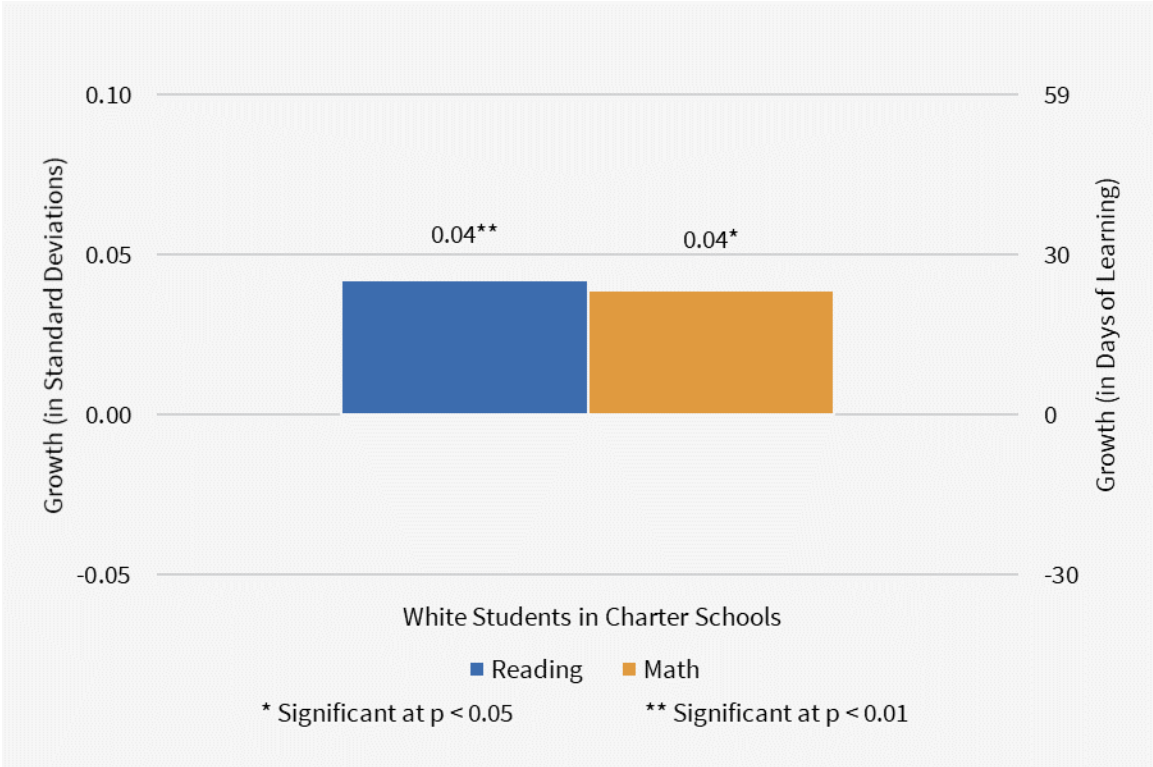
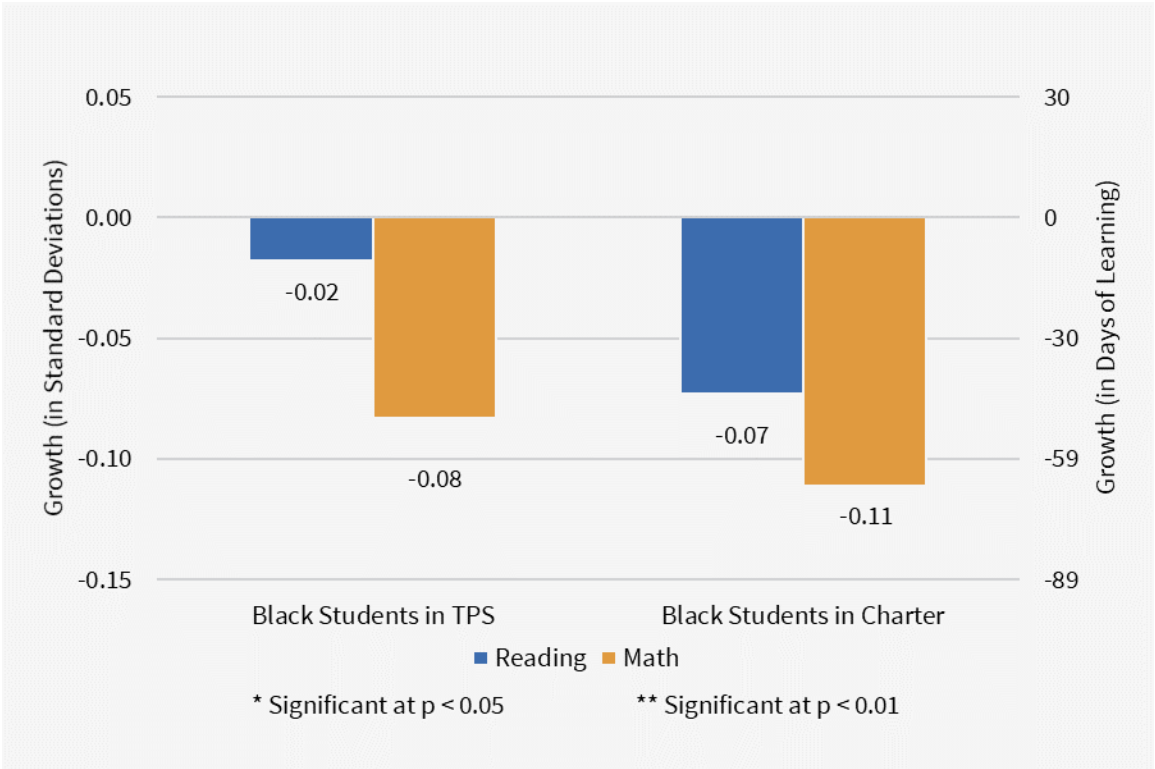
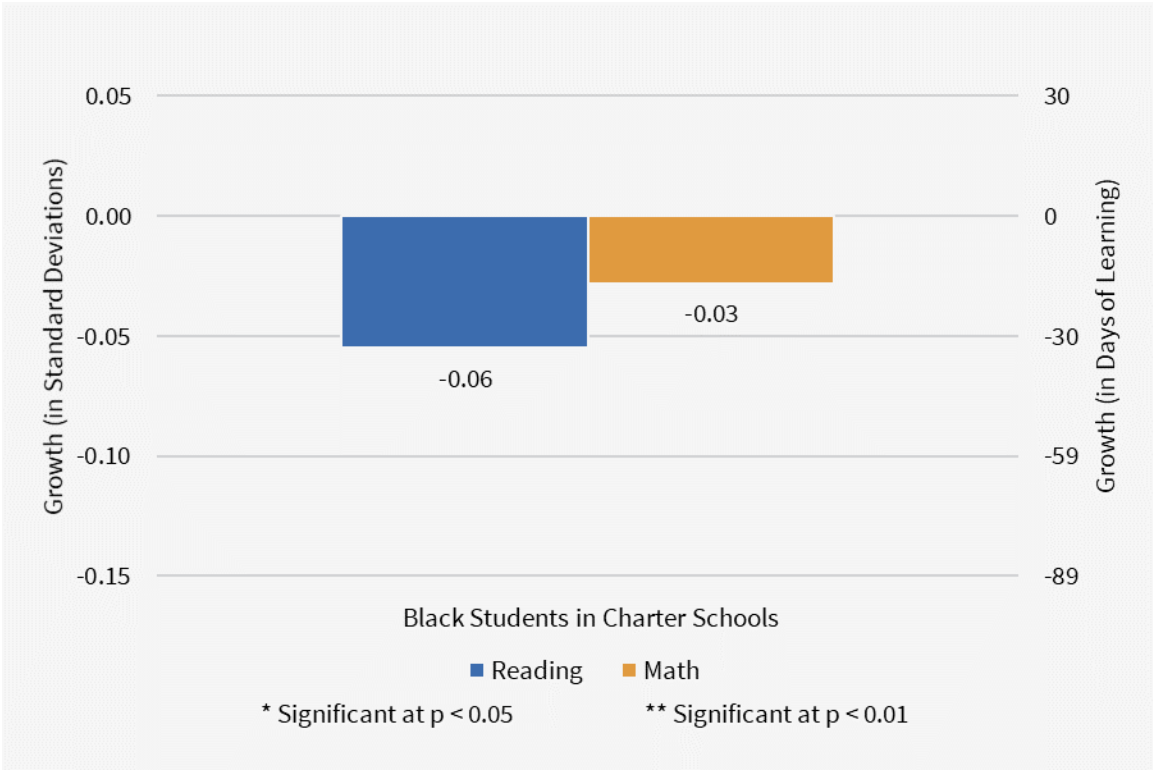


Figure 10: Learning Gains of Black Students Benchmarked against Learning Gains of White TPS Students



Black students account for roughly one percent of the charter school population in Idaho. As shown in Figure 10, Black students in TPS are found to have similar annual academic learning gains in reading and math when compared to the average White TPS (VCR) student. Accordingly, Black charter school students exhibit statistically similar learning growth to White TPS students in both math and reading. It is worth noting that given the limited number of black students in Idaho, it would take exceptionally large differences to trigger significance in a statistical sense.

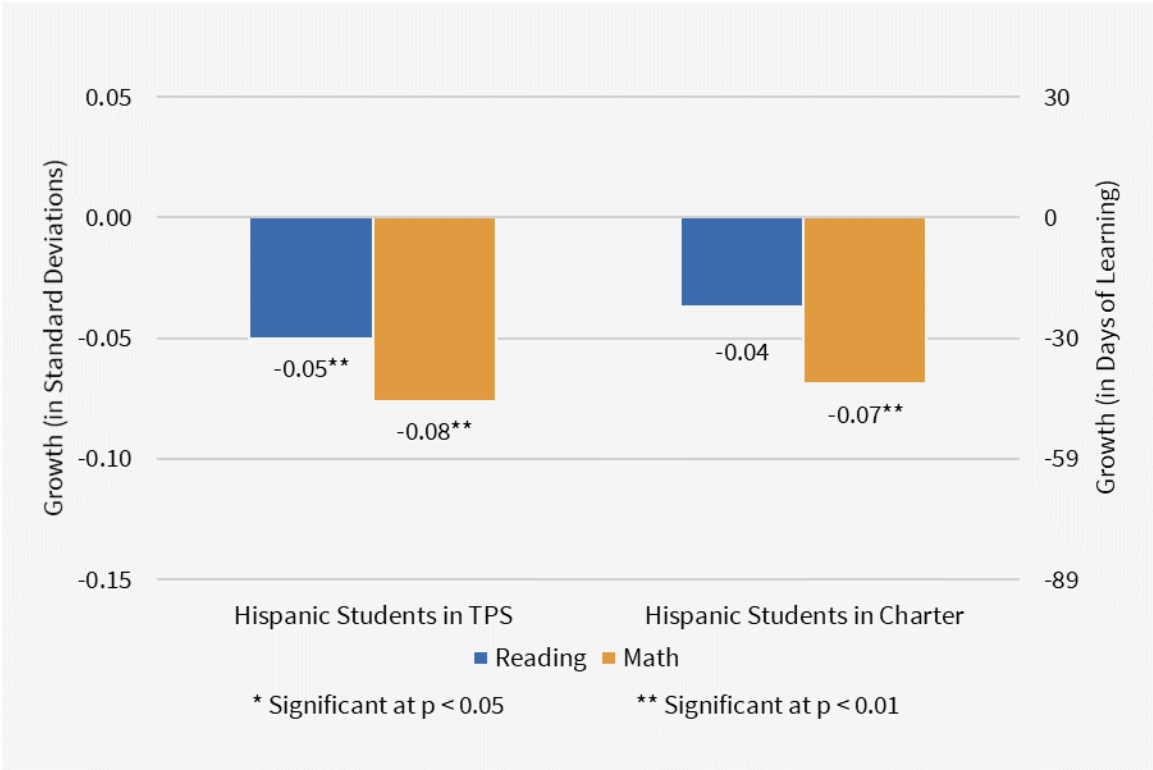
Figure 10a: Relative Learning Gains for Black Charter School Students Benchmarked against Their Black TPS Peers



A second comparison examines the learning gains for the same student group across the two school settings to see whether the student group, in this case Black students, fare better in one or the other environment. Figure 10a displays the differences in learning growth between Black students enrolled in TPS and Black students enrolled in charter schools. In Idaho, Black charter school students experience similar growth to their Black TPS counterparts in reading and math.



Figure 11: Learning Gains of Hispanic TPS and Charter Students Benchmarked against Learning Gains of White TPS Students



An equivalent analysis for Hispanic students is presented in Figures 11 and 11a. Hispanic students account for 9 percent of charter school students in Idaho. Hispanic students in TPS are found to have significantly weaker academic growth in both reading and math compared to the average White TPS student, amounting to 30 fewer days of learning in reading and 47 fewer days of learning in math in a year. Hispanic students in charter schools have significantly weaker learning growth in math, but similar growth in reading, when compared to White TPS students over the same time period. Specifically, compared to the average White TPS student, Hispanic charter students experience 41 fewer days of math learning in a year. The finding of similar academic progress in reading between Hispanic charter students and the average White TPS student suggests a stabilization of the achievement gap in reading.

*Figure 11a: Relative Learning Gains for Hispanic Charter School Students Benchmarked against Their Hispanic TPS Peers*

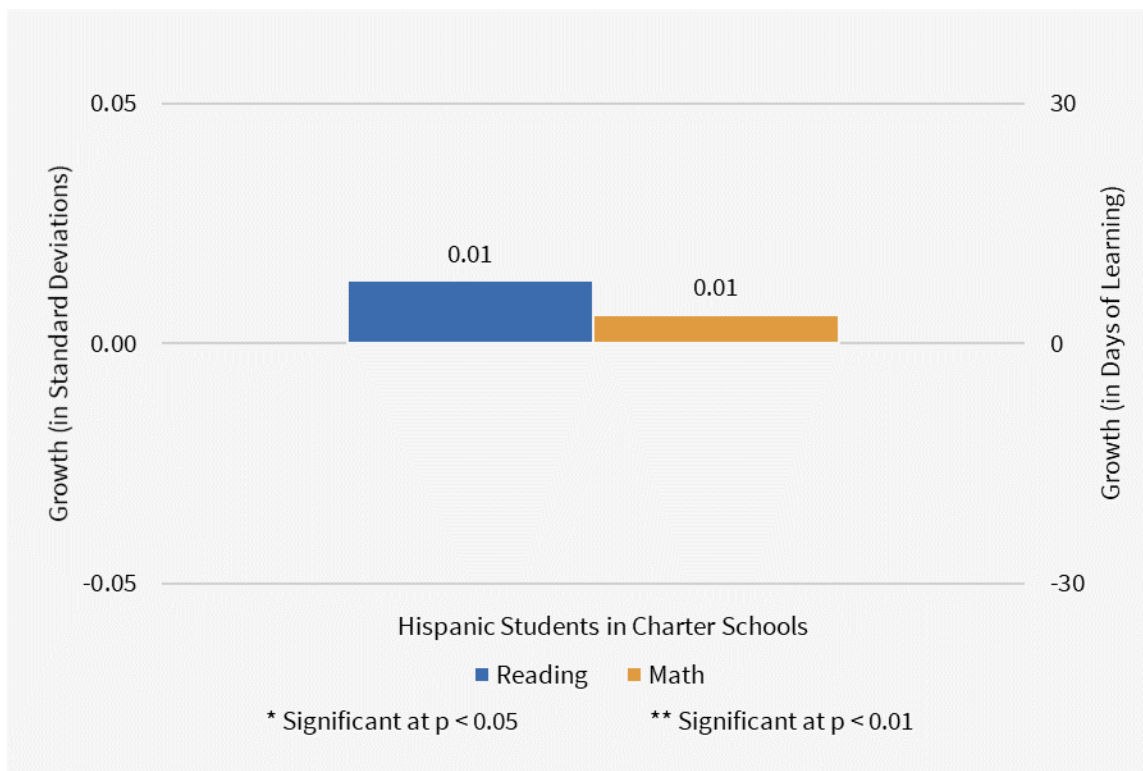


Figure 11a displays the relative differences in learning between Hispanic students enrolled in TPS and Hispanic students enrolled in charter schools. Hispanic students in charter schools show similar learning growth to Hispanic students attending traditional public school settings in both math and reading.

To summarize the race/ethnicity analyses, White students in charter schools post significantly higher academic progress than the average White TPS student in both reading and math. Black students in both charter schools and TPS make similar annual academic progress to the average White TPS student in reading and math. When we compare the progress of Black students across sectors, Black charter students post similar growth to that of Black TPS VCRs in both reading and math. Hispanic TPS and charter students post smaller gains in math, compared to the average White TPS student, while Hispanic TPS post weaker growth in reading as well. When the focus shifts to comparing the outcomes of Hispanic students by sector, Hispanic charter students are on a par with Hispanic TPS peers in both subjects.

The results indicate that charter school enrollment does not diminish learning for Black or Hispanic students. At the same time, we find that the overall positive learning gains in reading associated with charter attendance are primarily driven by the significantly higher learning gains of White charter students compared to White TPS VCRs. The overall not significant charter school impact on learning gains in math associated mask the positive impact

of charter attendance on the academic progress in math of White students, who represent 81 percent of the student population in charter schools in Idaho.

### Charter School Impact for Students in Poverty

Many charter school operators expressly aim to improve educational outcomes for traditionally underserved students, especially for students in poverty. According to the latest data collected by the National Alliance for Public Charter Schools, students in poverty account for 55 percent of the national charter school population.<sup>17</sup> In Idaho, 19 percent of charter school students are eligible for subsidized school meals, a proxy for low income households, compared to 27 percent of TPS students.

Our information on eligibility for subsidized school meals reflects Idaho's State Department of Education's information on eligibility confirmed through "Direct Certification." Direct certification involves matching school enrollment records against the most current available Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Families in Idaho (TAFI), foster care data, or through several other allowable categorically eligible designations. Direct certification is a statutory mandate pursuant to Section 9 of the Richard B. Russell National School Lunch Act (NSLA) as amended by reauthorization legislation (Public Law 108-265). We recognize that several aspects of direct certification contribute to the estimated lunch eligibility being only loosely correlated with lunch eligibility estimated in the Child Nutrition Program reports.<sup>18</sup>

Figure 12 presents the annual academic growth for students in poverty. It is important to note that in this graph, the baseline differs from the race/ethnicity graphs presented earlier: it is a student who is not eligible for free or reduced price school meals in TPS.<sup>19</sup> The study isolates the relationship between poverty and growth. This leaves a picture of the difference in the impact of charter attendance on students in poverty compared to similar students in TPS who are not in poverty. The bars on the right side of Figure 10 (-.05\* for reading and -.08\*\* for math) represent the impact of being a student in poverty and attending a charter school.<sup>20</sup> The bars on the left side of Figure 12 picture a TPS student in poverty. Both are compared to TPS students who are not in poverty, represented by the .00 line.

<sup>17</sup> The data were retrieved from "National Charter School Facts," National Alliance for Public Charter Schools, <https://data.publiccharters.org/>, when the report was produced.

<sup>18</sup> For additional information on Idaho's direct certification, please visit: <https://www.sde.idaho.gov/cnp/sch-mp/files/reference/direct-certification/Direct-Certification.pdf>

<sup>19</sup> Eligibility for free or reduced-price lunch (FRL) has been used as an indicator of poverty in education research for decades. Although we acknowledge that FRL is not as sensitive as we would desire, FRL is currently the best available proxy for poverty.

<sup>20</sup> The learning gains for a charter student in poverty include both the gains associated with charter attendance and the gains associated with being in poverty.

Figure 12: Overall Learning Gains for TPS and Charter Students in Poverty Compared to Students Not in Poverty

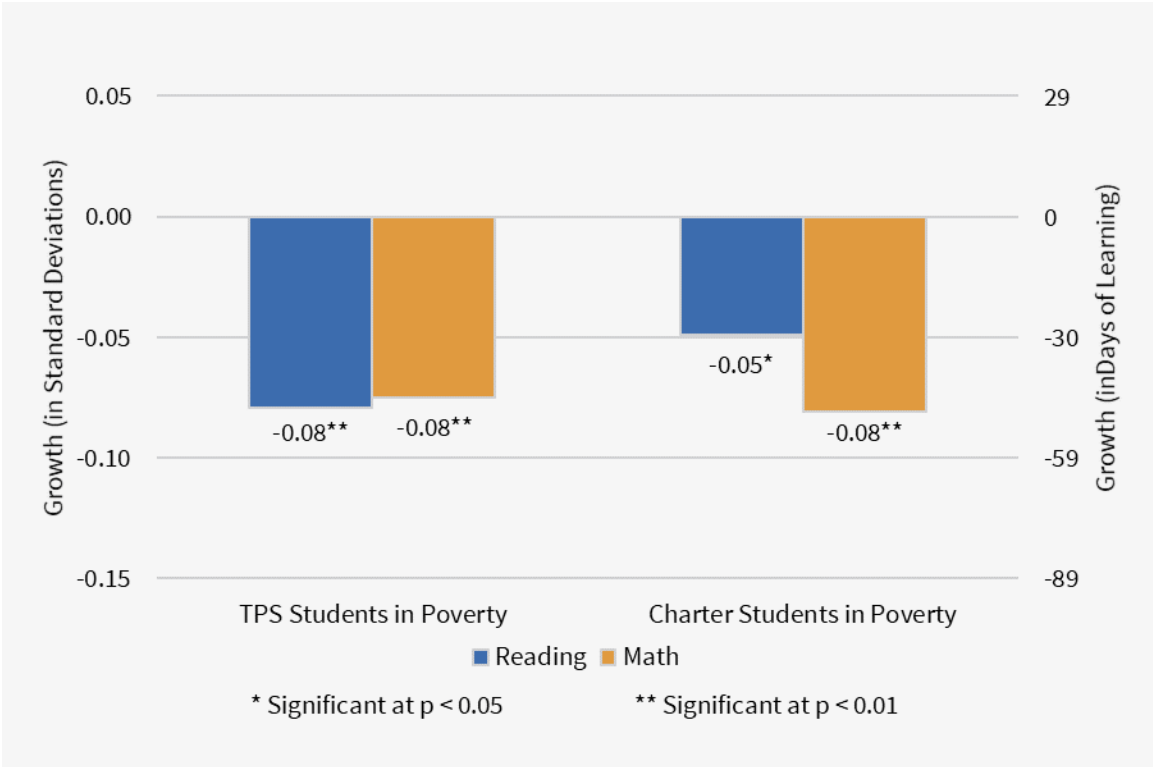


Figure 12a compares the growth of charter students in poverty versus their TPS peers. The results in Figure 12 suggest that student in poverty, regardless of whether they attend TPS or charter schools, significantly underperform TPS students not in poverty in both reading and math. TPS students in poverty make less academic progress than non-poverty TPS students by 47 days of learning in reading and 47 days of learning in math. Charter school students in poverty achieve less academic growth in reading compared to their non-poverty TPS students too, with the deficit amounting to 30 days of learning in reading and 47 days of learning in math. These results mean that learning gaps for charter and TPS students on the socio-economic status have persisted.

Figure 12a: Relative Learning Gains for Charter School Students in Poverty Benchmarked against Their TPS Peers in Poverty

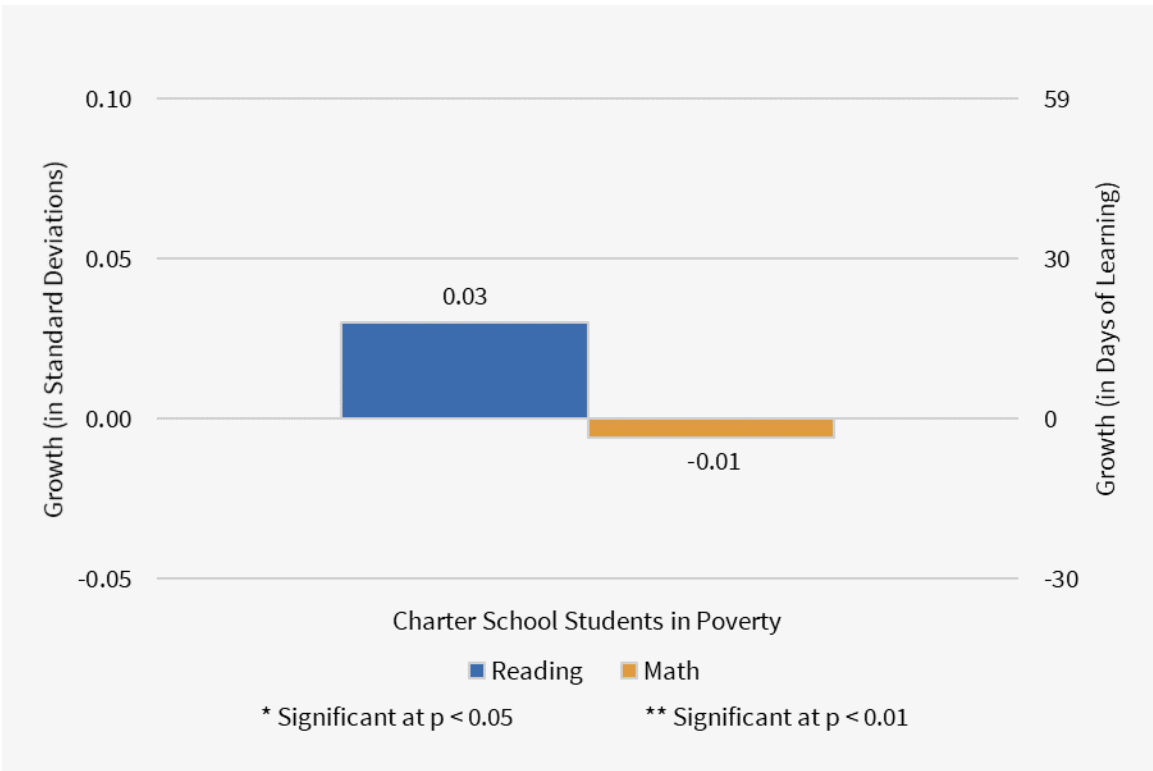


Figure 12a compares the growth of charter students in poverty versus their TPS peers. Charter school students in poverty make similar progress to TPS peers in poverty in both reading and math.

### Charter School Impact for Students in Poverty by Race/Ethnicity

In public education, some of the most academically challenged students are those who are both living in poverty and also members of historically-underserved racial or ethnic minorities. These students represent a large subgroup, and their case has been the focus of decades of attention. Within the national charter school community, these groups receive special attention. To examine the extent to which gaps are being addressed in Idaho, we further disaggregate the charter school impact on students in poverty by different race/ethnicity groups. We benchmark the discussion by showing the impact of Idaho charter schools on the academic gains of White students living in poverty, presented in Figures 13 and 13a. Figures 14 and 14a show the academic progress of Hispanic students living in poverty. Small numbers of students prevent the same study of Blacks in poverty versus non-poverty Blacks.

Figure 13 compares White students living in poverty, enrolled in TPS or charter schools, with the average White TPS student who is not in poverty. The results show that White TPS students living in poverty make less academic progress annually in reading and math than White TPS students not living in poverty in Idaho. White charter students in poverty exhibit similar academic progress in reading and lower growth in math, compared to White

non-poverty TPS students. White TPS students in poverty exhibit approximately 53 fewer days of learning in reading and 47 fewer days of learning in math than White non-poverty TPS students. White charter students in poverty experience similar growth in reading compared to White non-poverty TPS students. White charter students in poverty experience 41 fewer days of learning in math than White non-poverty TPS students. When focusing on peer comparison as displayed in Figure 13a, we find that White charter students living in poverty make similar learning gains compared to their White TPS peers in poverty in both reading and math.

Figure 13: Learning Gains of White TPS and Charter Students in Poverty Compared to Learning Gains of White TPS Students Not in Poverty

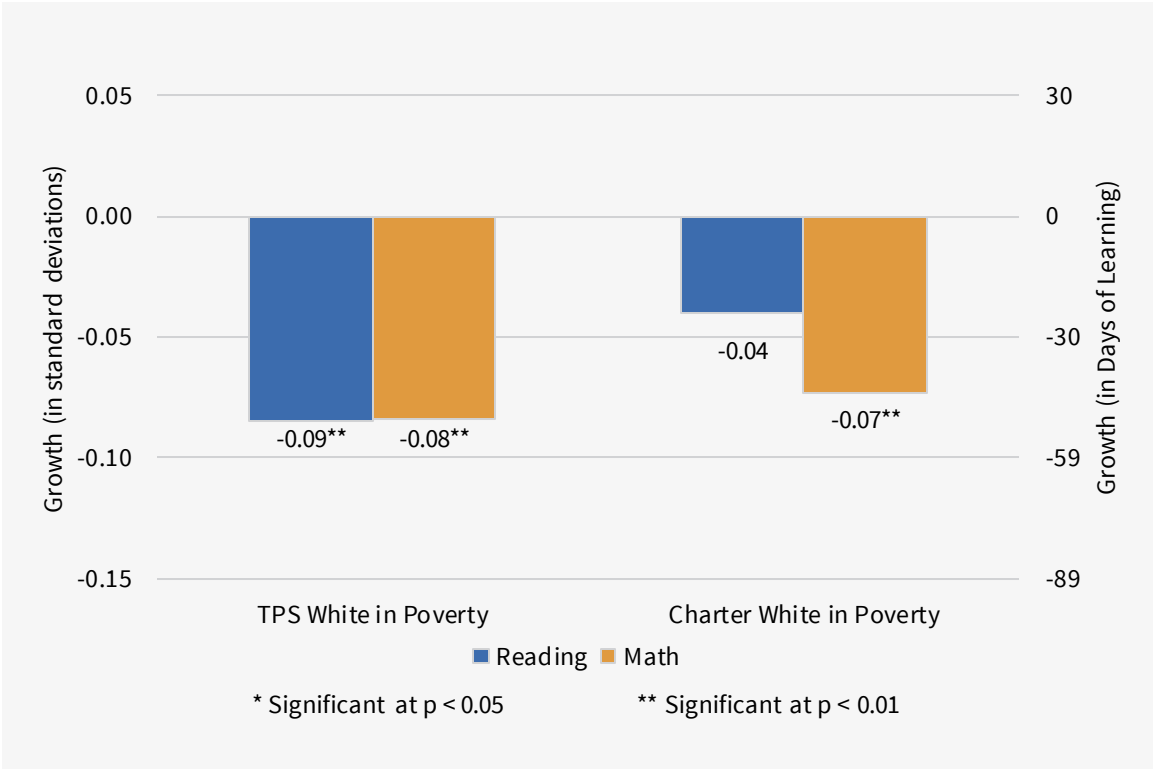




Figure 13a: Relative Learning Gains for White Charter School Students in Poverty Benchmarked against Their White TPS Peers in Poverty

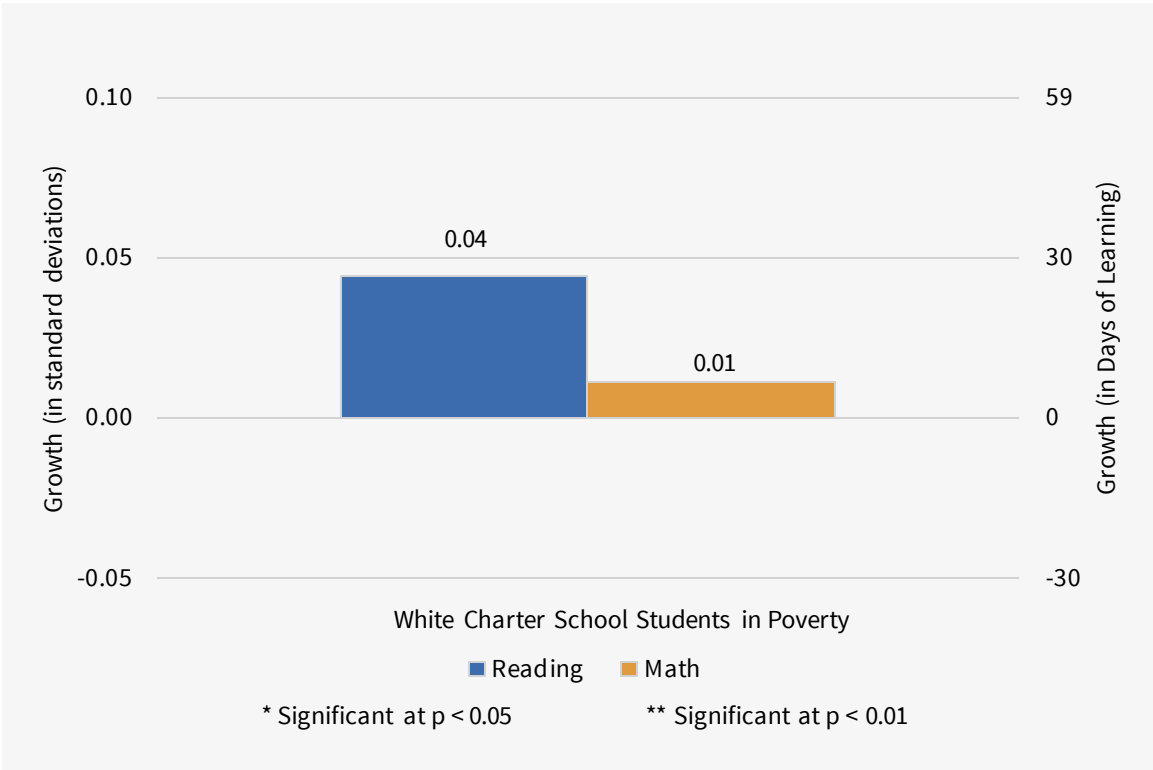


Figure 14: Learning Gains of Hispanic TPS and Charter Students in Poverty Compared to Learning Gains of White TPS Students Not in Poverty

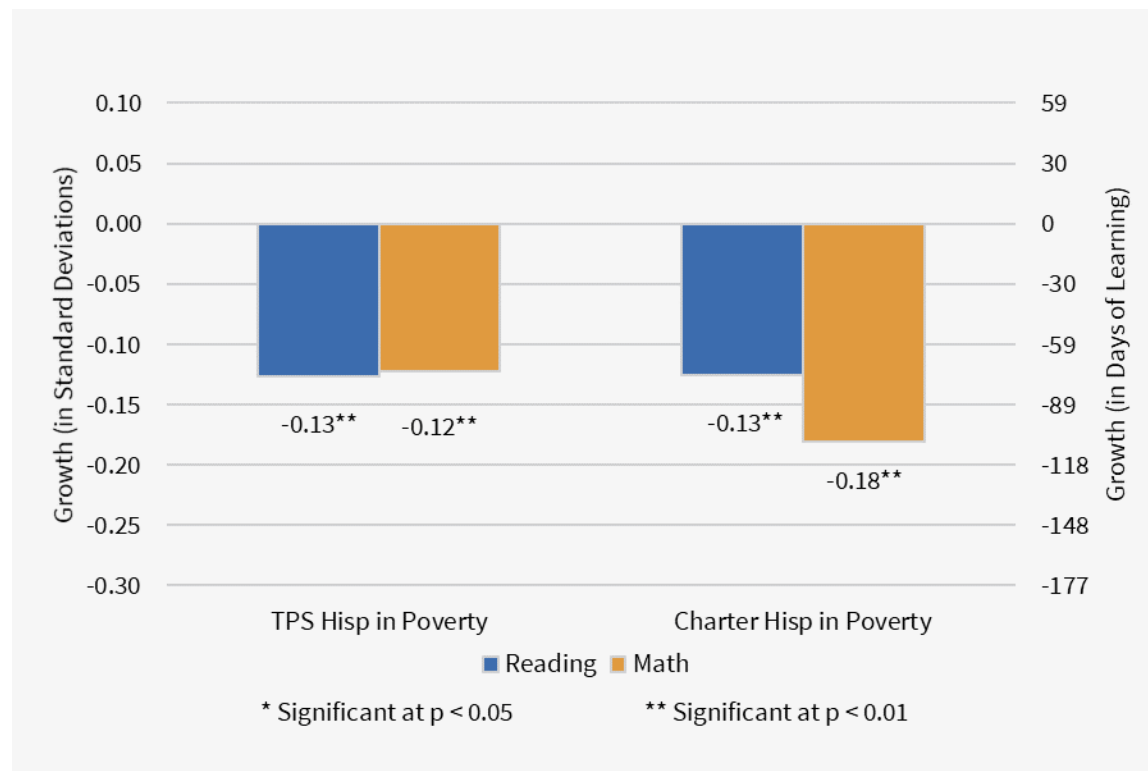
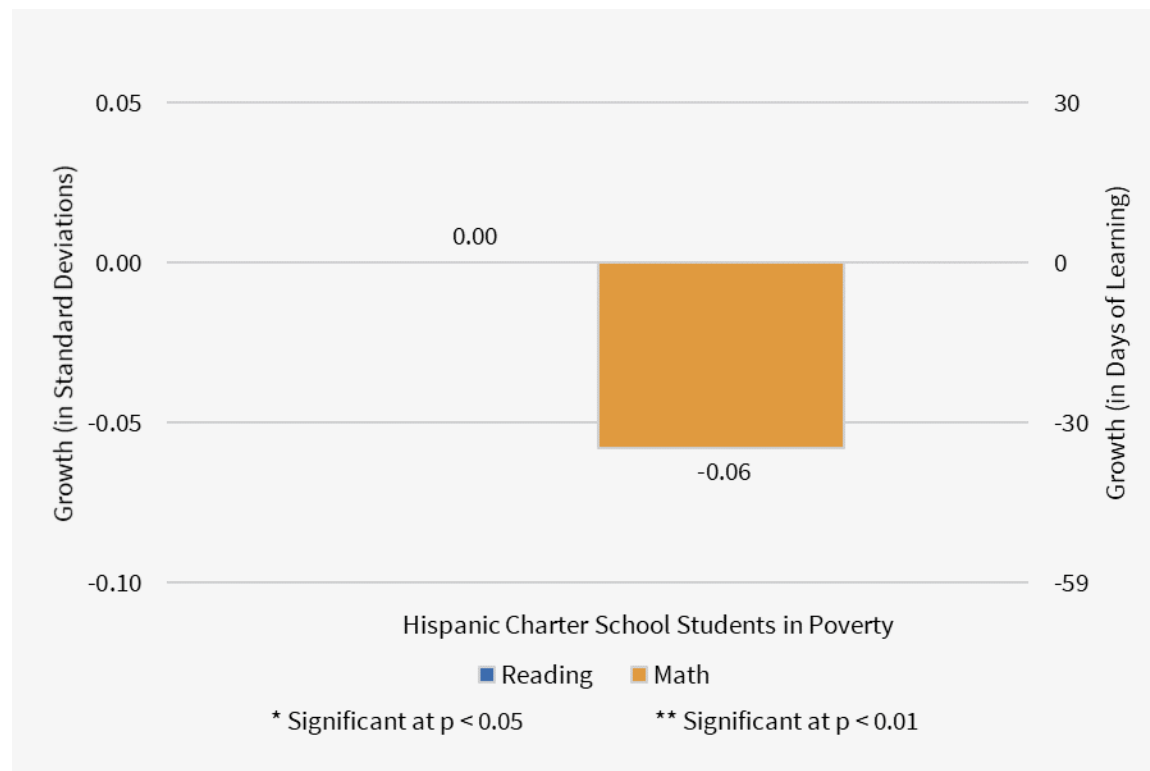


Figure 14 compares Hispanic students living in poverty, enrolled in TPS or charter schools, with the average White TPS student who is not in poverty. The patterns show that Hispanic students living in poverty, regardless of TPS or charter attendance, make less academic progress annually than White TPS students not living in poverty in Idaho. Hispanic TPS students in poverty exhibit approximately 78 fewer days of learning in reading and 71 fewer days of learning in math than White non-poverty TPS students. Hispanic charter students in poverty experience 78 fewer days of learning in reading and 106 fewer days in math than White non-poverty TPS students. When focusing on peer comparison as displayed in Figure 14a, we find that Hispanic charter students living in poverty make similar learning gains relative to their TPS peers in both reading and math.

*Figure 14a: Relative Learning Gains for Hispanic Charter School Students in Poverty Benchmarked against Their Hispanic TPS Peers in Poverty*



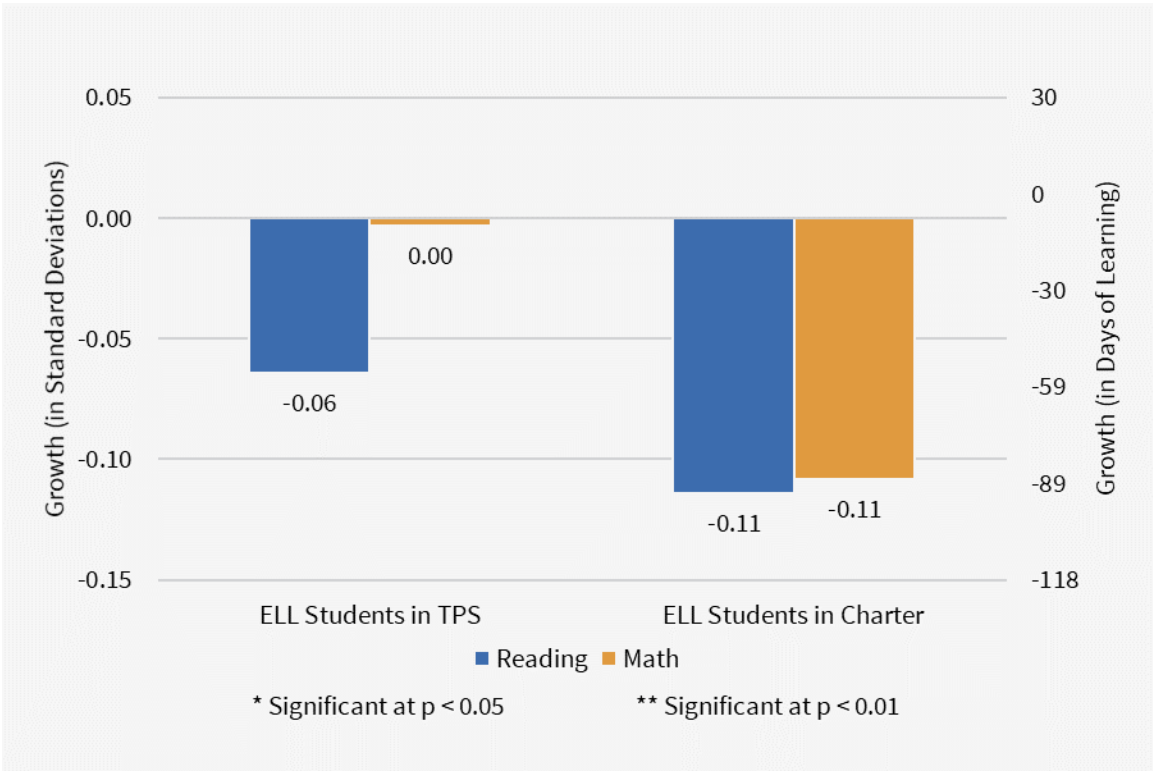
To summarize the findings illustrated in Figure 13 through Figure 14a, we find that the academic progress of White students in poverty, regardless whether they attend TPS or charter schools, lags behind the academic progress of White TPS students not living in poverty. The results suggest that the overall positive charter impacts shown in Figure 3 are chiefly driven by non-poverty White students.

At the same time, there are substantial learning gaps in both subjects for Hispanic students living in poverty, no matter whether they study in TPS or charter schools, compared to white non-poverty students in TPS. Charter attendance does not affect the learning gains of Hispanic students in poverty in either subject.

**Charter School Impact for English Language Learners**

There is a growing population of students enrolled in the public school system with a primary language other than English. Their present success in school will influence their progress in the future once they exit the school system. The 2017 National Assessment of Education Progress (NAEP) documented the performance gap between English language learners (ELL) and their English proficient peers, with ELL students having weaker performance.<sup>21</sup> Even though the share of charter school students who are English Language Learners in Idaho is only 1 percent, demographic trends in the country point to larger shares over time. The analyses in Figure 15 and Figure 15a can provide important baselines for comparisons over time.

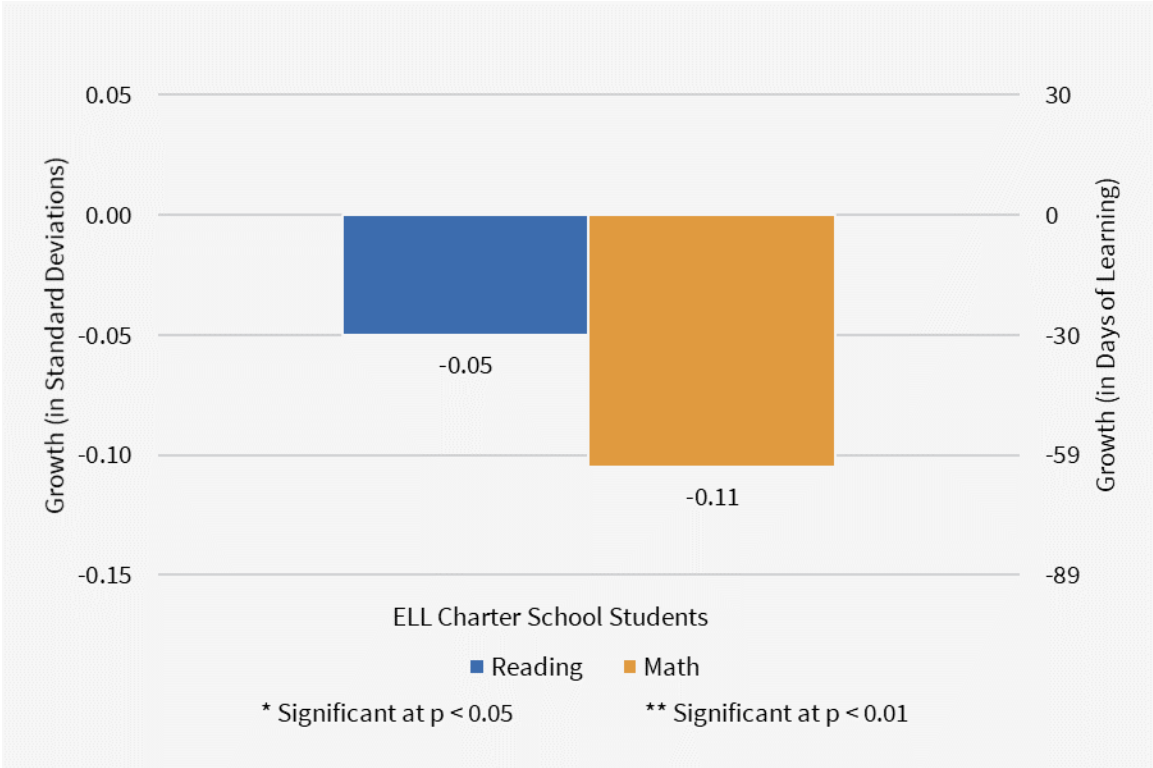
**Figure 15: Learning Gains for TPS and Charter Students with ELL Designation Compared to Non-ELL TPS Students**



The comparison student for Figures 15 is a TPS student who is English proficient. English language learners in TPS schools achieve comparable learning gains in both reading and math relative to non-ELL TPS students. Charter school students with ELL designation have no difference in reading and math gains compared to non-ELL TPS students. When the progress in ELL students is compared across school settings, as displayed in Figure 15a, charter ELL students post similar progress to their TPS ELL peers in both reading and math.

<sup>21</sup> “National Student Group Scores and Score Gaps,” NAEP Mathematics Report Card, [https://www.nationsreportcard.gov/math\\_2017/nation/gaps/?grade=4#?grade=4](https://www.nationsreportcard.gov/math_2017/nation/gaps/?grade=4#?grade=4).

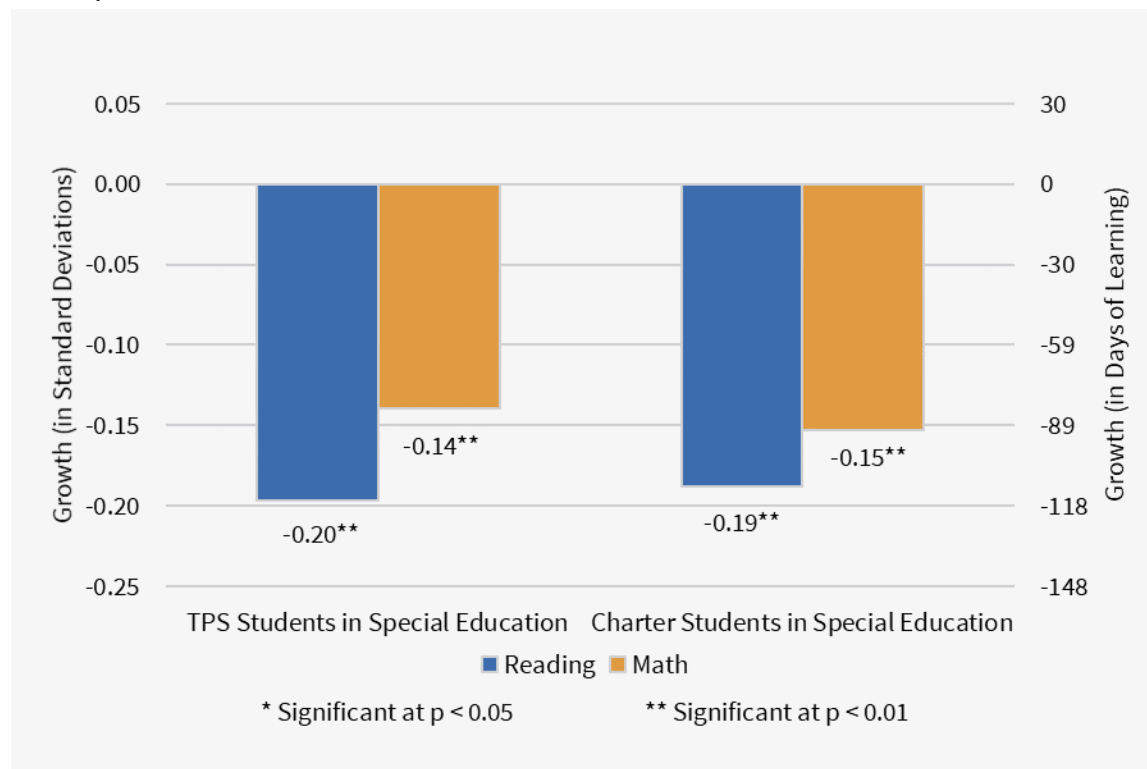
Figure 15a: Relative Learning Gains for ELL Charter School Students Benchmarked against Their ELL TPS Peers



### Charter School Impact for Special Education Students

Because of the differences in individual needs, comparing the outcomes of special education students is difficult, regardless of where they enroll. In the ideal world, we would only compare students with the same Individual Education Program (IEP) designation, matching for it along with the rest of the matching variables. That approach faces real challenges, however, because of the large number of designations. The finer distinction leads to very small numbers of cases that match between charter schools and their feeder schools, which hinders the analysis. To obtain any estimates of charter school impacts for students with special education needs, it is necessary to aggregate across all IEP categories. It is important to consider this when viewing the results in Figure 16 and Figure 16a.

**Figure 16: Overall Learning Gains for TPS and Charter Students in Special Education Compared to TPS Students Not in Special Education**



In Figure 16, we firstly compare students in Special Education in TPS and charter to students in TPS not receiving Special Education services. Idaho special education students in both TPS and charter schools have significantly weaker academic growth than students in TPS who do not receive special education services. Figure 16 shows that TPS students in special education programs experience 118 fewer days of learning in reading and 83 fewer days of learning in math when compared to TPS students not receiving special education services. A special education student in charter schools also makes less progress than a non-special-education student in TPS, and

the gap is larger, reaching 112 fewer days of learning in reading and 89 fewer days in math. The second comparison is between charter students in Special Education and TPS students in Special Education.

Figure 16a contrasts the growth of special education students attending charter schools relative to their peers in TPS. Figure 16a shows that charter students in Special Education fare as well as their TPS VCRs in reading and math, as the differences are not statistically significant.

*Figure 16a: Relative Learning Gains for Charter School Students in Special Education Benchmarked against Their TPS Peers in Special Education*

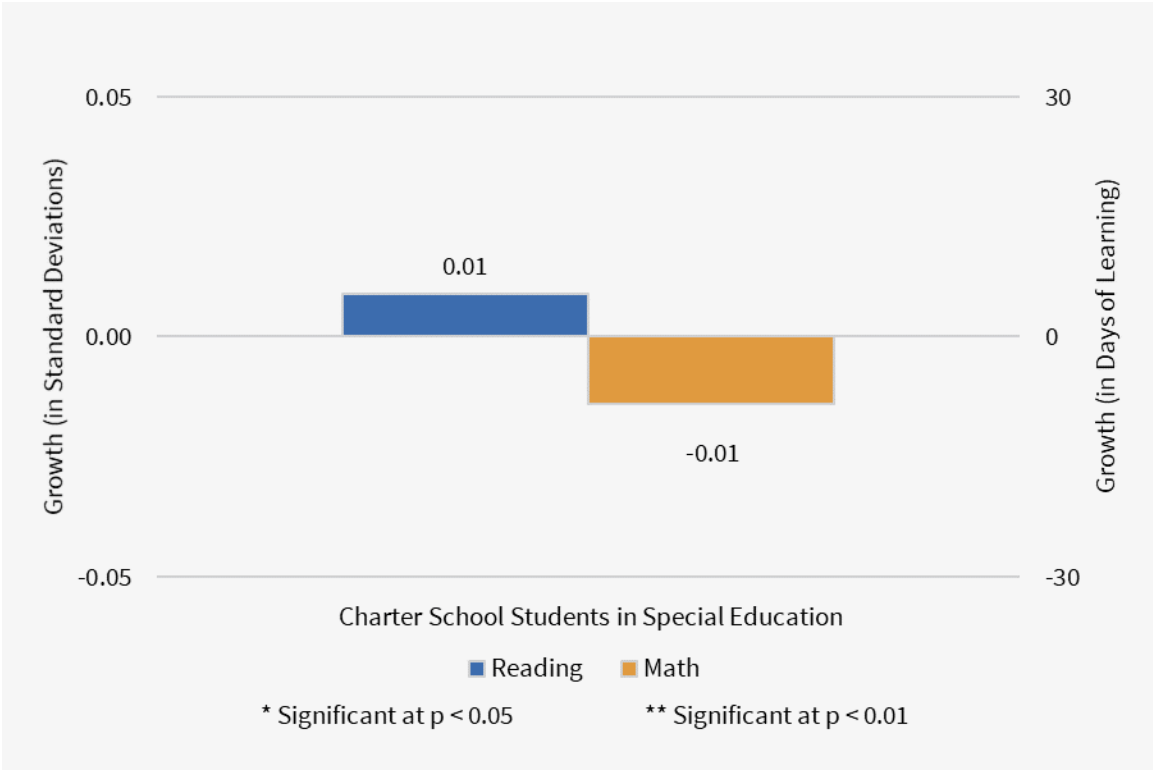




Table 7 summarizes the effect that charter schools have on student group populations. The coefficients represent the growth of each group relative to their counterpart group in TPS.

**Table 7: Charter School Impact on Student Subgroup Performance**

Student Group	Charter Effect on Student Groups Benchmarked against their TPS Peers	
	Reading	Math
Charter School Students in Poverty	0.03	-0.01
White Charter Students	0.04**	0.04*
Black Charter Students	-0.06	-0.03
Hispanic Charter Students	0.01	0.01
White Charter Students in Poverty	0.04	0.01
Hispanic Charter Students in Poverty	0.00	-0.06
Special Education Charter Students	0.01	-0.01
English Language Learner Charter Students	-0.05	-0.11
Overall Charter Effect	0.04**	0.03

\* Significant at the 0.05 level, \*\*Significant at the 0.01 level

## Synthesis and Conclusions

In this study, we examine the academic progress of students in Idaho charter schools in a year's time compared to the gains of identical students in the traditional public schools the students otherwise would have attended. The study employs three years of annual data from 2014-15 to 2016-2017, in order to create two year-to-year measures of progress. The year-to-year measure is referred to as growth or gains. For the reader's convenience, the following table summarizes the key findings of this report.

**Table 8: Summary of Statistical Significance of Findings for Idaho Charter School Students Benchmarked Against Comparable TPS Students**

	Reading	Math
Idaho Charter Students	Positive	Similar
Students in Online Charter Schools	Similar	Negative
Students in Brick-and-Mortar Charter Schools	Positive	Positive
Students in Charters in 2015-16	Similar	Similar
Students in Charters in 2016-17	Positive	Similar
Students in Urban Charter Schools	Similar	Similar
Students in Suburban Charter Schools	Similar	Similar
Students in Town Charter Schools	Similar	Similar
Students in Rural Charter Schools	Positive	Positive
Students in Elementary Charter Schools	Similar	Similar
Students in Middle School Charter Schools	Negative	Negative
Students in High School Charter Schools	Similar	Similar
Students in Multi-level Charter Schools	Positive	Similar
First Year Enrolled in Charter School	Similar	Similar
Second Year Enrolled in Charter School	Similar	Similar
White Charter School Students	Positive	Positive
Black Charter School Students	Similar	Similar
Hispanic Charter School Students	Similar	Similar
Special Education Charter School Students	Similar	Similar
English Language Learner Charter School Students	Similar	Similar
Charter Students in Poverty	Similar	Similar
White Charter Students in Poverty	Similar	Similar
Hispanic Charter Students in Poverty	Similar	Similar

On average, students in Idaho charter schools experience similar learning gains in math and stronger growth in reading in a year than their TPS peers. The advantage in reading for charter students is as if the students obtained 24 additional days of learning in a school year.

Beyond the overall results, the analysis probes the consistency of charter school performance in Idaho over many dimensions. Urban, suburban and town charter school students grow similarly to their TPS peers in both reading and math. Students enrolled in rural charter schools have stronger gains in both reading and math compared to their TPS virtual twins.

Comparison of charter performance by grade span shows that students in Idaho charter elementary and high schools exhibit similar growth in reading and math compared to their TPS peers. Charter multi-level school students show similar progress in math, while they gain an edge over their TPS peers in reading. However, students in charter middle schools experience weaker growth in reading and math than their TPS peers.

In Idaho, there are different types of operation for charter schools. Online and brick-and-mortar charters have distinct physical or geographic boundaries, student profiles, and means of curriculum delivery. Our investigation reveals remarkably weaker growth in both reading and math among online charter students relative to the average TPS students or brick-and-mortar charter students. In fact, it is the poor performance of online charter schools that drags down the overall charter impact on student academic growth.

The learning gains associated with charter school attendance vary across different demographic subgroups. White charter students post higher academic growth than their White virtual twins in TPS. On the other hand, Black and Hispanic students obtain similar learning gains in both subjects as compared to their respective virtual twins in TPS. Attendance in charter schools produces similar learning gains in both subjects to TPS attendance for students living in poverty. White and Hispanic students in poverty post gains in reading and math equivalent to those of their respective TPS virtual twins. Charter English language learners experience similar learning in reading and math and charter special education students are on par in both subjects compared to their peers enrolled in TPS. When we compare the overall positive charter impacts on White students with the results of non-positive charter impacts on the academic progress of non-White students and students in poverty, we conclude that charter attendance in Idaho is associated with higher academic progress for more traditionally advantaged student populations.

Looking at the results at the school level, around 40 percent of Idaho charter schools outpace their local TPS peers in learning in reading and math. Still, 17 percent of charter schools have results that are significantly worse than TPS for reading and 20 percent of charter schools are underperforming in math relative to their local TPS peers.

The student-to-student and school-to-school results show charter schools to be either ahead or on a par with TPS. The complementary question of whether charter schools are helping students achieve at high levels is also important. More than 75 percent of charter schools in Idaho fall above the 50th percentile in achievement in both reading and math. These outcomes are of course influenced by locational decisions and the starting points of the students they serve. In addition, 71 percent of charter schools have positive academic growth in reading and 61 percent of charter schools have positive academic growth in math irrespective of achievement. Some schools below the 50th percentile of achievement have positive growth in reading and math. With positive and sustained growth, these schools will likely post achievement gains over time. However, the outlook for a considerable

proportion of charter schools with below-average growth and low achievement (20 percent for reading and 24 percent for math) is a source of great concern in Idaho. Students in these schools will fall further behind their TPS peers in the state academically over time if their negative growth persists.

In the 2014-15 school year, a new assessment was administered in Idaho, namely the Smarter Balanced Assessment. Only three years of student performance data are available under this new assessment. It will be worth to continue examining the performance of charter schools in a wider time window with future updates of our study. In the meantime, there are promising examples of stronger performance that are worth attention as well as examples where concern is warranted.

APPENDICES

## Appendix A: Sample Size in Each Subgroup

The numbers in the table below represent the number of charter observations associated with the corresponding results in the report. An equal number of VCRs were included in each analysis.

**Appendix Table 1: Number of Observations for All Results**

Student Group	Matched Charter Student Records	
	Reading	Math
Idaho Charter Students Tested & Matched	14,915	14,814
Students in Charters in 2015-2016	7,113	7,024
Students in Charters in 2016-2017	7,802	7,790
Students in Urban Charter Schools	3,421	3,402
Students in Suburban Charter Schools	5,745	5,704
Students in Town Charter Schools	1,898	1,893
Students in Rural Charter Schools	3,851	3,815
Students in Elementary Charter School	4,413	4,368
Students in Middle School Charter Schools	365	369
Students in High School Charter Schools	518	529
Students in Multi-level School Charter Schools	9,619	9,548
Students in First Year Enrolled in Charter School	3,233	3,224
Students in Second Year Enrolled in Charter School	783	781
Students in Online Charters	2,592	2,565
Students in Brick-and-Mortar Charters	12,323	12,249
Black Charter School Students	28	24
Hispanic Charter School Students	1,338	1,323
White Charter School Students	13,217	13,140
Charter School Students in Poverty	2,175	2,168
Hispanic Charter School Students in Poverty	380	376
Special Education Charter School Students	905	896
English Language Learner Charter School Students	76	77
Grade Repeating Charter School Students	11	18

## Appendix B: Technical Appendix

### Source of Student-Level Data

For the purpose of this study, student-level data were provided by Idaho's Office of State Board of Education (OSBE). CREDO has no power to audit or control the quality of records held by OSBE. Therefore, we recognize that there is a level of data specificity that is beyond the means CREDO can control.

### Demographic Composition of Charter Students in the Study

This study examines the performance of students in charter schools who participated in annual accountability testing in Idaho, occurring in grades 3-8, 11 and in whatever grade the end-of-course assessments were taken. The test scores allow us to use a common measure of performance across schools and over time. However, in each growth period of the study, students who are enrolled in non-tested grades are not included in the analysis of performance. This partially accounts for the differences in school and student counts in our analysis data compared to other published figures about the charter school population in Idaho.

As discussed in the Study Approach section, we match tested charter students by period if they can be tracked for two or three periods in the study so as to conform to the new baseline equivalence requirement in the *Procedures Handbook Version 4.0 of What Works Clearinghouse*. Appendix Tables 2-3 present the student profiles across all and across matched Idaho charter students tested in math in each matching period.

**Appendix Table 2: Demographic Composition of Charter Students in the Study: Period 1**

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
Idaho Charter Students	12,318		10,378	
% Matched	84%			
Black Students	96	1%	13	0%
Hispanic Students	1,275	10%	952	9%
White Students	10,274	83%	9,186	89%
Students in Poverty	2,058	17%	1,601	15%
Special Education Students	1,092	9%	641	6%
English Language Learners	105	1%	56	1%
Grade Repeating Students	174	1%	18	0%



Appendix Table 3: Demographic Composition of Charter Students in the Study: Period 2

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
Idaho Charter Students	5,388		4,436	
% Matched	82%			
Black Students	46	1%	11	0%
Hispanic Students	498	9%	371	8%
White Students	4,562	85%	3,954	89%
Students in Poverty	764	14%	567	13%
Special Education Students	445	8%	255	6%
English Language Learners	37	1%	21	0%
Grade Repeating Students	38	1%	0	0%

Note: Appendix Tables 2 and 3 refer to every student who tested in Math.

#### Comparison of Starting Scores of Matched Students and VCRs

The VCR method used in this study of Idaho provided matches for 84 percent of tested charter students with growth scores in reading or math. To assess the quality of the matches, we compare the starting scores of matched charter students and the Virtual Control Records obtained from the matches in both reading and math. The statistical tests of equality of means are shown in Appendix Figures 1 and 2 for math and reading, respectively. We find that the starting scores of matched students and the “virtual twins” used as points of comparison are almost identical. As matched students and their “virtual twins” have identical starting points in terms of learning in the beginning of a growth period, we can be confident that any difference in their final scores and therefore their learning growth can be attributed to charter school attendance, as the only observed way in which matched students and VCRs differ is that the former attend a charter school while the latter consist of students attending a traditional public school.

Appendix Figure 1: Comparison of Starting Math Scores of Matched Charter Students and VCRs

Two-sample t test with unequal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
TPS Charter	14,814	.2853061	.0074589	.9078481	.2706856	.2999265
	14,814	.2858377	.0074831	.9107889	.2711699	.3005055
combined	29,628	.2855719	.0052827	.9093044	.2752175	.2959263
diff		-.0005316	.0105656		-.0212407	.0201775

diff = mean(TPS) - mean(Charter) t = -0.0503  
Ho: diff = 0 Welch's degrees of freedom = 29627.7

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0  
Pr(T < t) = 0.4799 Pr(|T| > |t|) = 0.9599 Pr(T > t) = 0.5201

Appendix Figure 2: Comparison of Starting Reading Scores of Matched Charter Students and VCRs

Two-sample t test with unequal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
TPS Charter	14,915	.281179	.0074765	.9130844	.2665241	.2958339
	14,915	.2819089	.0075	.9159515	.267208	.2966098
combined	29,830	.2815439	.0052949	.9145038	.2711657	.2919222
diff		-.0007299	.01059		-.0214868	.020027

diff = mean(TPS) - mean(Charter) t = -0.0689  
Ho: diff = 0 Welch's degrees of freedom = 29829.7

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0  
Pr(T < t) = 0.4725 Pr(|T| > |t|) = 0.9451 Pr(T > t) = 0.5275

### Measuring Academic Growth

With three years of data, each subject-grade-year group of scores has slightly different mid-point averages and distributions. For end-of-course assessments (EOCs) there are only subject-year groups because EOCs are not grade specific. This means a student takes this assessment after completing the course, no matter what grade he is in. In our study, scores for all these separate tests are transformed to a common scale. All test scores have been converted to standardized scores to fit a "bell curve", in order to allow for year-to-year computations of growth.<sup>22</sup>

<sup>22</sup> For each subject-grade-year set of scores, scores are centered around a standardized midpoint of zero, which corresponds to the actual average score of the test before transformation. Then each score of the original test is

When scores are standardized, every student is placed relative to their peers in the entire state of Idaho. A student scoring in the 50th percentile in Idaho receives a standardized score of zero, while a standardized score of one would place a student in the 84th percentile. Students who maintain their relative place from year to year would have a growth score of zero, while students who make larger gains relative to their peers will have positive growth scores. Conversely, students who make smaller academic gains than their peers will have negative growth scores in that year.

#### Model for the Analysis of the Academic Impact of Charter Schools

After constructing a VCR for each charter student, we then set out to develop a model capable of providing a fair measure of charter impact. The National Charter School Research Project provided a very useful guide to begin the process<sup>23</sup>. First, it was useful to consider student growth rather than achievement. A growth measure provided a strong method to control for each student's educational history as well as the many observable differences between students that affect their academic achievement. The baseline model included controls for each student's grade, race, gender, free or reduced price lunch status, special education status, English language learner status, and whether he was held back the previous year. The literature on measuring educational interventions found that the best estimation techniques must also include controls for baseline test scores.<sup>24</sup> Each student's prior year test score is controlled for in our baseline model. Additional controls are also included for year, and period (first year in charter, second year in charter, etc.). The study's baseline model is presented below.

$$\Delta A_{i,t} = \theta A_{i,t-1} + \beta X_{i,t} + \rho Y_t + \gamma C_{i,t} + \varepsilon_{i,t} \quad (1)$$

where the dependent variable is

$$\Delta A_{i,t} = A_{i,t} - A_{i,t-1} \quad (2)$$

and  $A_{it}$  is the state-by-test z-score for student  $i$  in period  $t$ ;  $A_{it-1}$  is the state-by-test z-score for student  $i$  in period  $t - 1$ ;  $X_{i,t}$  is a set of control variables for student characteristics and period;  $Y_t$  is a year fixed effect;  $C$  is a vector of variables for whether student  $i$  attended a charter school and what type of charter school in period  $t$ ; and  $\varepsilon$  is the error term. Errors are clustered around charters schools and their feeder patterns as well. The parameters of interest are estimated using Ordinary Least Squares (OLS) in STATA 14.

recast as a measure of variation around that new score of zero, so that scores that fall below the original average score are expressed as negative numbers and those that are higher receive positive values.

<sup>23</sup> Julian Betts and Paul Hill, "Key Issues in Studying Charter Schools and Achievement: A Review and Suggestions for National Guidelines," National Charter School Research Project, White Paper Series No. 2, May 2006.

<sup>24</sup> Julian Betts and Y. Emily Tang, "The Effect of Charter Schools on Student Achievement: A Meta-Analysis of the Literature," National Charter School Research Project, May 2006.

The baseline model above was extended to explore additional interactions beyond a simple binary to indicate charter enrollment. One type of extension included both “double” and “triple” interactions between the charter variable and student characteristics. For example, to identify the impact of charter schools on different racial groups, we estimate models that break the charter variable into “charter\_black,” “charter\_hispanic,” etc. To further break down the impact of charters by race and poverty, the variables above were split again. For example, black students in charter schools are split further into students that qualify for free or reduced price lunches (“charter\_black\_poverty”) and those that do not (“charter\_black\_nonpoverty”).

### Presentation of Results

In this report, we present the impacts of attending charter schools in terms of standard deviations. The base measures for these outcomes are referred to in statistics as z-scores. A z-score of 0 indicates the student’s achievement is average for his or her grade. Positive values of the effect size represent higher performance while negative values represent lower performance. Likewise, a positive effect size value means a student or group of students has improved relative to the students in the state taking the same exam. This remains true regardless of the absolute level of achievement for those students. As with the z-scores, a negative effect size means the students have on average lost ground compared to their peers.

It is important to remember that a school can have a positive effect size for its students (students are improving) but still have below-average achievement. Students with consistently positive effect sizes will eventually close the achievement gap if given enough time; however, such growth might take longer to close a particular gap than students spend in school.

While it is fair to compare two effect sizes relationally (i.e., 0.08 is twice 0.04), this must be done with care as to the size of the lower value. It would be misleading to state one group grew twice as much as another if the values were extremely small such as 0.0001 and 0.0002.

Finally, it is important to consider whether an effect size is significant or not. In statistical models, values which are not statistically significant should be considered as no different from zero. Two effect sizes, one equal to .001 and the other equal to .01, would both be treated as no effect if neither were statistically significant.

To assist the reader in interpreting the meaning of effect sizes, we include an estimate of the average number of days of learning required to achieve a particular effect size. This estimate was calculated by Dr. Eric Hanushek and Dr. Margaret Raymond based on the latest (2017) 4th and 8th grade test scores from the National Assessment of Educational Progress (NAEP). Using a standard 180-day school year, each one standard deviation (s.d.) change in effect size was equivalent to 590 days of learning in this study. The values in Table 3 are updated from past reports using more recent NAEP scores, which show slower absolute annual academic progress than earlier administrations.<sup>25</sup>

<sup>25</sup> Hanushek, Peterson, and Woessmann, “Achievement Growth: International and U.S. State Trends in Student Performance.”

**To:** The Education Committees of the Idaho House of Representatives and the Senate  
**From:** The Center for Research on Education Outcomes (CREDO) at Stanford University  
**Date:** February 11, 2019  
**Subject:** Response to data and analysis requests from education committees

### Memorandum

Dear Representatives and Senators,

We would like to re-iterate our enthusiasm and appreciation for the opportunity to present the findings of our first study on the performance of charter schools in Idaho to the honorable members of the education committees of the House of Representatives and the Senate on January, 31 2019. In addition, we would like to provide responses to the data and analysis requests made during our presentations. Please find below a list of all the requests made from either committee with the accompanying response. The responses aim to address the essence of each request as the exact phrasing of each question was difficult to recall from memory or infer from notes.

1. Request: Can you provide a list of the schools included in the study with the corresponding locale designation?

Response: Yes, we provide a table with the schools included in the study and their associated locale designation. Please see note [1].

2. Request: Can you provide a list of the schools included in the study with the corresponding grade level designation?

Response: Yes, we provide a table with the schools included in the study and their associated grade level. Please see note [1].

3. Request: Can you provide a list of the schools included in the study with their corresponding online or brick-and-mortar charter designation by locale?

Response: Yes, the table provided in note [1] contains a column with the designation of online and brick-and-mortar charters.

4. Request: Is it possible to estimate charter impact effects for each grade?

Response: Unfortunately, due to small counts, it is not possible to generate reliable estimates of the impact of charter attendance at each grade.

5. Request: Is it possible to estimate charter impact effects for each race/ethnicity group in each level/grade?

Response: Unfortunately, the small counts do not allow us to generate reliable estimates of the impact of charter attendance for each race/ethnicity group at each grade.

6. Request: Do you know how many students at the basic, below basic, and proficient achievement level transfer to online and brick-and-mortar charter? How many students at the basic, below basic, and proficient achievement level transfer out of their school in general in Idaho?

Response: Unfortunately, our data do not allow for a calculation of the numbers requested. We would be extremely interested in investigating this question in a future study of charter schools in Idaho with additional data.

7. Request: Can you provide a schematic of quadrants relating achievement and growth separately for online and for brick-and-mortar charters?

Response: Yes, similar to the schematics of quadrants in our report, we have generated separate schematics for online and brick-and-mortar charters. Please find them in note [2].

8. Request: How many first and second period student records does the study include for online and brick-and-mortar charters? Do they have different impact?

Response: We have calculated the number of growth periods a student is observed in the same charter school in our dataset. We break out these counts for online and brick-and-mortar charters and present them in note [3].

The maximum number of growth periods a student can be observed in the same charter school in a dataset spanning three years of data (between 2014-15 and 2016-17) is two. We cannot infer whether a student was enrolled in a charter school for longer than we observe them in the dataset.

We understand that the aim of this request was to infer whether students who enroll in online charter schools experience higher mobility. Although student mobility was outside the direct scope of our study of charter school performance in Idaho, an earlier national study our team conducted may be able to provide additional useful insights.

The 2015 CREDO study of online charter schools across the nation (17 states and the District of Columbia) studied student mobility inter alia. The study showed that pre-online mobility is the same for online charter students and their virtual twins (Virtual Control Records or VCR) in traditional public schools (TPS). In particular, the study of student mobility showed that students who eventually enroll in online charter schools have pre-online mobility rates similar to those of their VCR comparisons. However, after enrolling in online charter schools these students tend to become more mobile, changing schools at a rate 2 to 3 times higher than their TPS peers. A link to the 2015 CREDO national study of online charter schools is provided below for your reference.

<https://credo.stanford.edu/pdfs/Online%20Charter%20Study%20Final.pdf>

9. Request: Is it possible to estimate charter impact effects for online and brick-and-mortar charters in each locale?

Response: The small counts do not allow us to generate reliable estimates of the impact of charter attendance at each locale. It is possible though to estimate the impact of charter attendance by groups of locales. In note [4] we present charter impacts for online and brick-and-mortar charters in urban or suburban and town or rural locales.

Best Regards,

The CREDO team



**Notes:**

- [1] See attached list of schools included in the study with their locale, grade level, and online/brick-and-mortar designations.
- [2] Please see attached quadrant schematics of school-level growth and achievement for online and brick-and-mortar charters.
- [3] Please see attached table with student counts by number of growth periods for online and brick-and-mortar charter schools.
- [4] Please see attached figure with charter impacts by growth period for online and brick-and-mortar charter schools.
- [5] Please see attached figure with charter impacts by locale (urban/suburban and town/rural) for online and brick-and-mortar charter schools.

## Note 1: List of Schools Included in the Study with their Designations

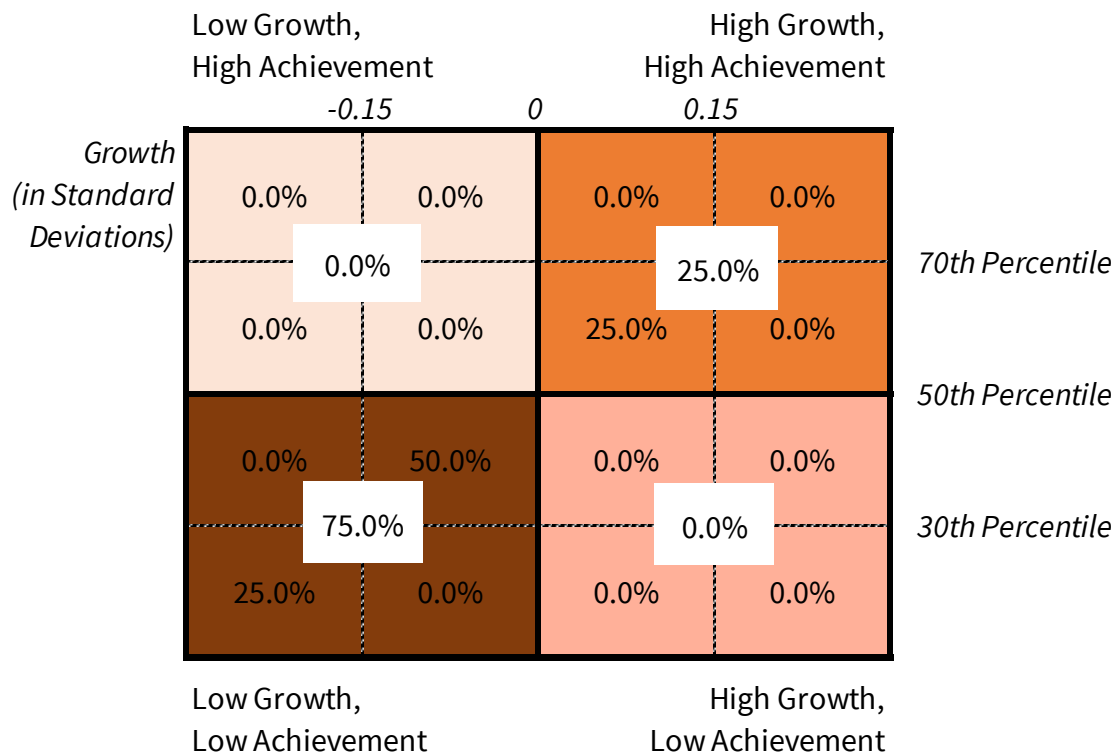
School Name	Level	Virtual	Locale
MOSCOW CHARTER SCHOOL	Elementary School	Brick-and-mortar	Town
ANSER CHARTER SCHOOL	Elementary School	Brick-and-mortar	Suburban
MERIDIAN TECHNICAL CHARTER HIGH	High School	Brick-and-mortar	Suburban
POCATELLO COMMUNITY CHARTER	Elementary School	Brick-and-mortar	Urban
COEUR D'ALENE CHARTER ACADEMY SCHOOL	Multi-level School	Brick-and-mortar	Urban
FORREST M BIRD CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Town
BLACKFOOT CHARTER COMMUNITY	Elementary School	Brick-and-mortar	Town
NORTH STAR CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Rural
MERIDIAN MEDICAL ARTS CHARTER	High School	Brick-and-mortar	Suburban
WHITE PINE CHARTER SCHOOL	Elementary School	Brick-and-mortar	Suburban
IDAHO ARTS CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Suburban
THOMAS JEFFERSON CHARTER	Multi-level School	Brick-and-mortar	Suburban
IDAHO DISTANCE EDUCATION ACADEMY	Multi-level School	Online	Rural
UPPER CARMEN PUBLIC CHARTER SCHOOL	Elementary School	Brick-and-mortar	Rural
VICTORY CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Rural
IDAHO VIRTUAL ACADEMY	Multi-level School	Online	Suburban
RICHARD MCKENNA CHARTER HIGH	High School	Online	Town
ROLLING HILLS PUBLIC CHARTER	Elementary School	Brick-and-mortar	Suburban

<b>COMPASS PUBLIC CHARTER SCHOOL</b>	Elementary School	Brick-and-mortar	Suburban
<b>FALCON RIDGE PUBLIC CHARTER</b>	Elementary School	Brick-and-mortar	Town
<b>INSPIRE VIRTUAL CHARTER SCHOOL</b>	Multi-level School	Online	Urban
<b>LIBERTY CHARTER SCHOOL</b>	Multi-level School	Brick-and-mortar	Rural
<b>ARTEC CHARTER SCHOOL</b>	High School	Brick-and-mortar	Rural
<b>CONNOR ACADEMY</b>	Elementary School	Brick-and-mortar	Urban
<b>TAYLORS CROSSING CHARTER SCHOOL</b>	Multi-level School	Brick-and-mortar	Rural
<b>VISION CHARTER SCHOOL</b>	Multi-level School	Brick-and-mortar	Suburban
<b>XAVIER CHARTER SCHOOL</b>	Multi-level School	Brick-and-mortar	Rural
<b>ISUCCEED VIRTUAL HIGH SCHOOL</b>	High School	Online	Urban
<b>NORTH VALLEY ACADEMY</b>	Multi-level School	Brick-and-mortar	Town
<b>KOOTENAI BRIDGE ACADEMY</b>	High School	Online	Urban
<b>IDAHO CONNECTS ONLINE SCHOOL</b>	Multi-level School	Online	Suburban
<b>PALOUSE PRAIRIE CHARTER SCHOOL</b>	Elementary School	Brick-and-mortar	Town
<b>IDAHO SCIENCE &amp; TECHNOLOGY CHARTER SCHOOL</b>	Middle School	Brick-and-mortar	Town
<b>SAGE INTERNATIONAL SCHOOL OF BOISE</b>	Multi-level School	Brick-and-mortar	Urban
<b>ANOTHER CHOICE VIRTUAL CHARTER</b>	Multi-level School	Online	Suburban
<b>PAYETTE RIVER TECHNICAL ACADEMY</b>	High School	Brick-and-mortar	Town
<b>MONTICELLO MONTESSORI CHARTER SCHOOL</b>	Elementary School	Brick-and-mortar	Suburban
<b>HERITAGE ACADEMY</b>	Elementary School	Brick-and-mortar	Town
<b>THE VILLAGE CHARTER SCHOOL</b>	Elementary School	Brick-and-mortar	Urban

LEGACY CHARTER SCHOOL	Elementary School	Brick-and-mortar	Suburban
NORTH IDAHO STEM CHARTER ACADEMY	Multi-level School	Brick-and-mortar	Rural
HERITAGE COMMUNITY CHARTER	Elementary School	Brick-and-mortar	Suburban
IDAHO CONNECTS ONLINE ALTERNATIVE SCHOOL	Multi-level School	Online	Urban
IDAHO VISION HIGH SCHOOL	High School	Brick-and-mortar	Suburban
CHIEF TAHGEE ELEMENTARY ACADEMY	Elementary School	Brick-and-mortar	Rural
AMERICAN HERITAGE CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Rural
SOUTHEAST IDAHO PROFESSIONAL TECHNICAL SCHOOL	High School	Brick-and-mortar	Rural
RICHARD MCKENNA CHARTER HIGH SCHOOL ALTERNATIVE	High School	Brick-and-mortar	Town
SYRINGA MOUNTAIN CHARTER SCHOOL	Elementary School	Brick-and-mortar	Town
BINGHAM ACADEMY	High School	Brick-and-mortar	Town
IDAHO COLLEGE & CAREER READINESS ACADEMY	High School	Online	Suburban
GEM PREP: POCA TELLO SCHOOL	Elementary School	Brick-and-mortar	Urban
COMPASS PUBLIC CHARTER SCHOOL JR/SR HIGH	Multi-level School	Brick-and-mortar	Suburban
GEM PREP: NAMPA	Elementary School	Brick-and-mortar	Urban
ALTURAS INTERNATIONAL ACADEMY	Elementary School	Brick-and-mortar	Urban
UPPER CARMEN CHARTER HIGH SCHOOL	High School	Brick-and-mortar	Town

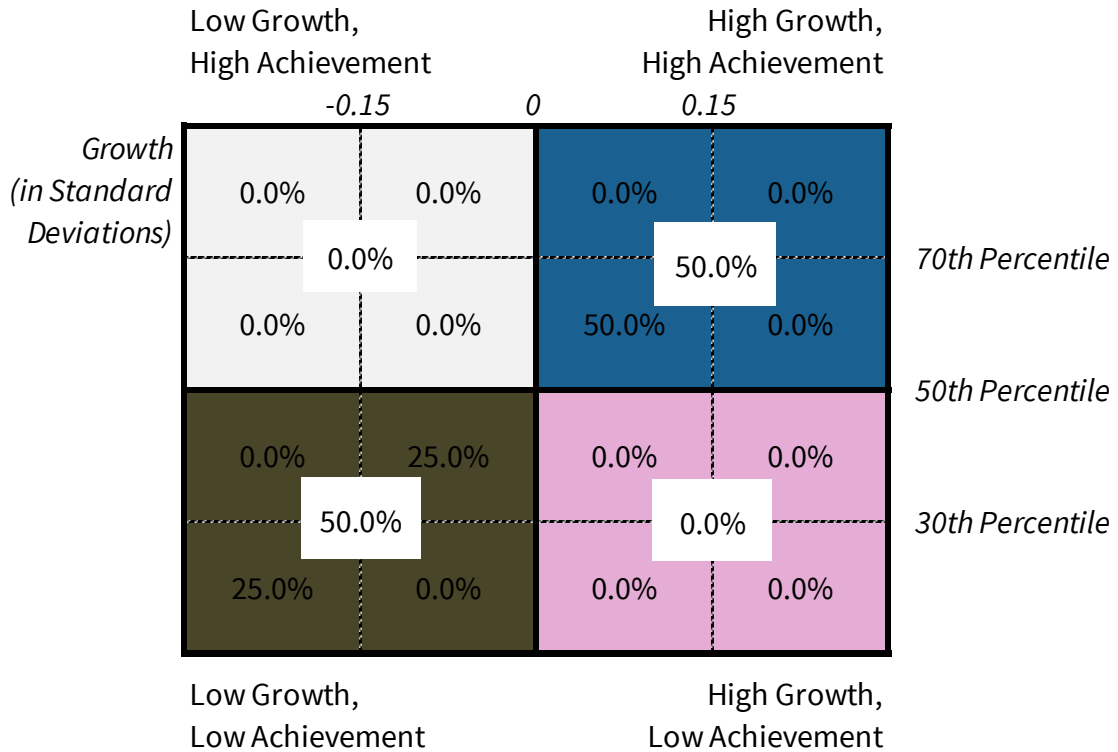
## Note 2: Quadrant Schematics of School-Level Growth and Achievement for Online and Brick-and-Mortar Charters

### Idaho Online Charter Schools in Mathematics



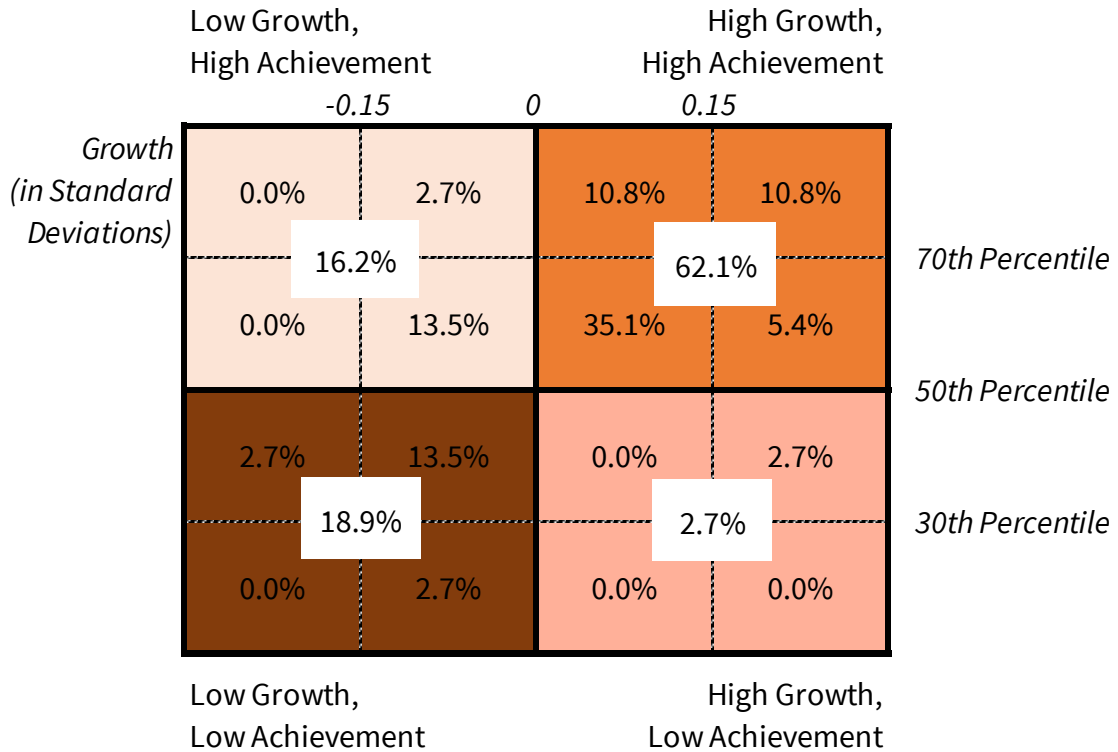
The data provided sufficient counts to generate reliable individual growth estimates for four online charter schools in Idaho. Three out of four online charter schools in Idaho exhibit lower growth in mathematics than the traditional public school option and achievement below the state average. At the same time, one out of four online charter schools in Idaho post higher growth than the traditional public school option and achievement above the state average in mathematics.

## Idaho Online Charter Schools in Reading



Two out of four online charter schools in Idaho exhibit lower growth than the traditional public school option and achievement below the state average in reading. The other two online charter schools in Idaho post higher growth than the traditional public school option and achievement above the state average in reading.

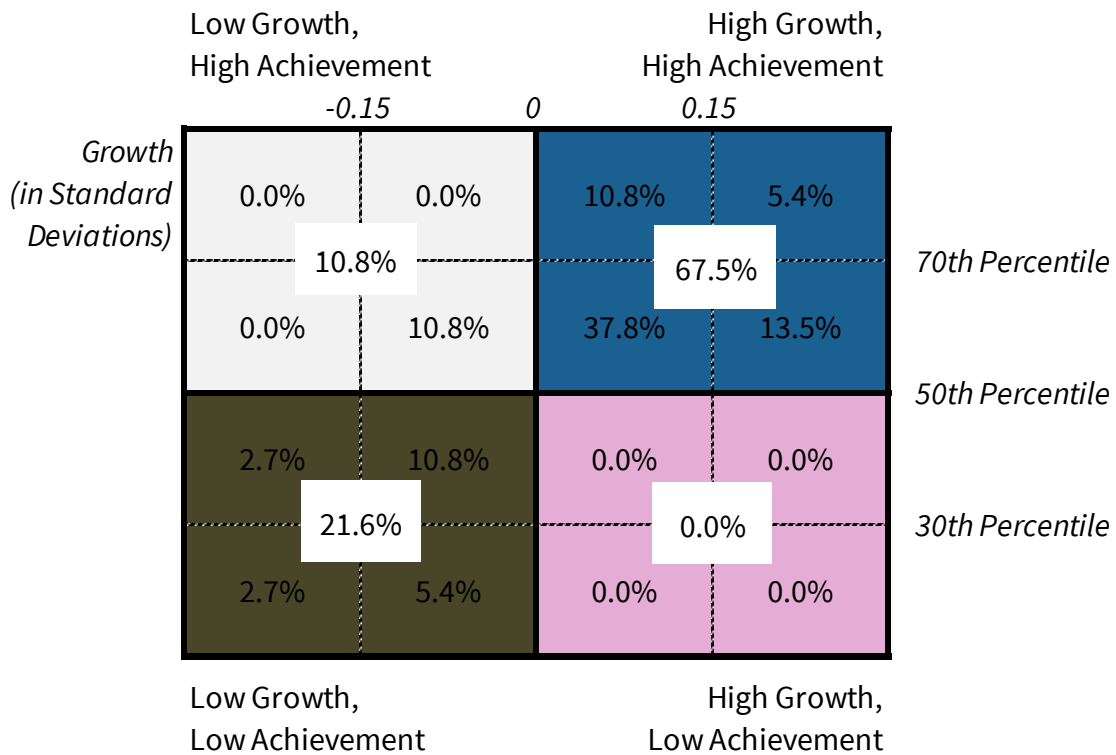
### Idaho Brick-and-Mortar Charter Schools in Mathematics



The data provided sufficient counts to generate reliable individual growth estimates for 37 brick-and-mortar charter schools in Idaho. Roughly 19 percent of brick-and-mortar charter schools in Idaho exhibit lower growth than the traditional public school option brick-and-mortar charter schools in mathematics and achievement below the state average. At the same time, 62.1 percent of brick-and-mortar charter schools in Idaho post higher growth than the traditional public school option in mathematics and achievement above the state average. Sixteen percent of brick-and-mortar charter schools in Idaho have higher achievement than the state average in Idaho in mathematics but academic growth below that of the traditional public school option. The remaining three percent of brick-and-mortar charter schools in Idaho have higher growth compared to traditional public schools and achievement below the state average in mathematics.



## Idaho Brick-and-Mortar Charter Schools in Reading



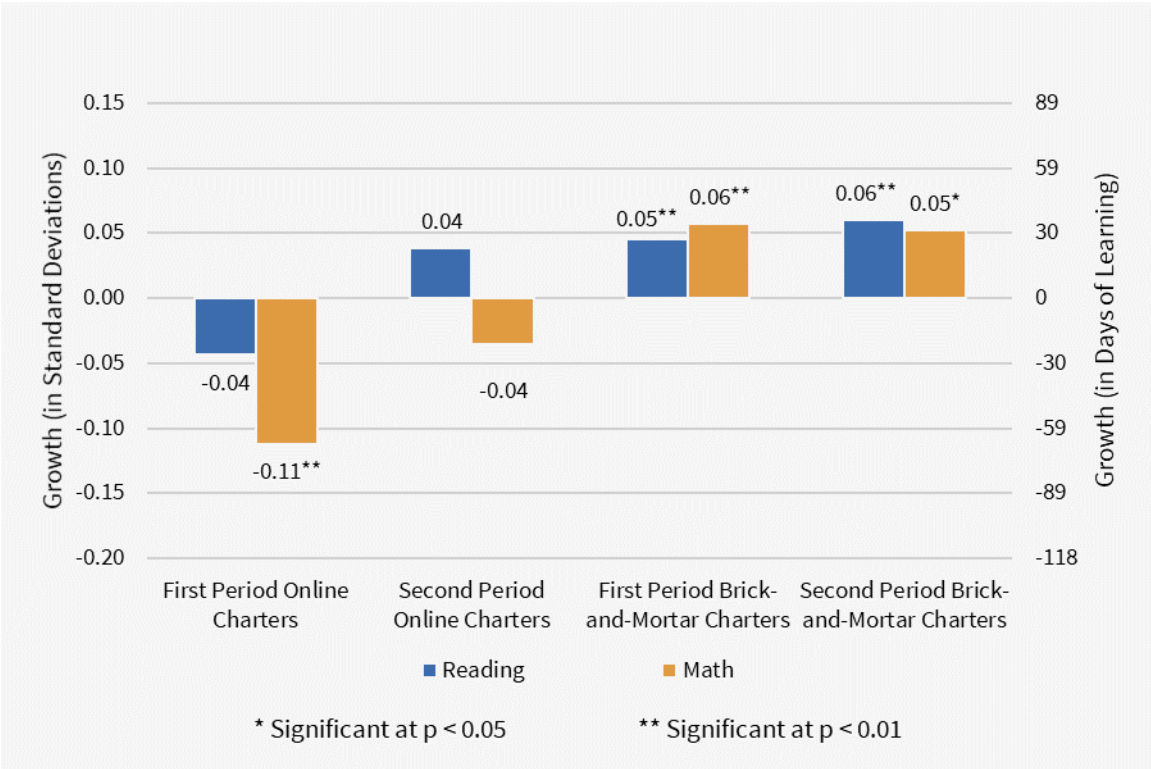
Approximately 22 percent of brick-and-mortar charter schools in Idaho exhibit lower growth than the traditional public school option brick-and-mortar charter schools in reading and achievement below the state average. At the same time, 67.5 percent of brick-and-mortar charter schools in Idaho post higher growth than the traditional public school option in reading and achievement above the state average. Eleven percent of brick-and-mortar charter schools in Idaho have higher achievement than the state average in Idaho in reading but academic growth below that of the traditional public school option. The remaining three percent of brick-and-mortar charter schools in Idaho have higher growth compared to traditional public schools and achievement below the state average in reading.

### Note 3: Student Counts by Growth Period for Online and Brick-and-Mortar Charter Schools

Student Group	Matched Charter Student Records			
	Reading	Percentage	Math	Percentage
Idaho Charter Students Tested & Matched	14,915		14,814	
Students in Online Charter Schools	2,592	100%	2,565	100%
Students in First Period in Online Charter Schools	2,071	80%	2,061	80%
Students in Second Period in Online Charter Schools	521	20%	504	20%
Students in Brick-and-Mortar Charter School	12,323	100%	12,249	100%
Students in First Period in Brick-and-Mortar Charter Schools	8,857	72%	8,799	72%
Students in Second Period in Brick-and-Mortar Charter Schools	3,466	28%	3,450	28%

Twenty-eight percent of the student records from brick-and-mortar charter schools included in the study correspond to second-period growth. In other words, 28 percent of the students in our data set remained in the same charter school for all three years covered by the study. In contrast, 20 percent of student records from online charter schools correspond to second-period growth. Online charter school students are less likely to be observed for a second growth period in our dataset compared to brick-and-mortar charter students.

Note 4: Charter Impacts by Growth Period for Online and Brick-and-Mortar Charter Schools

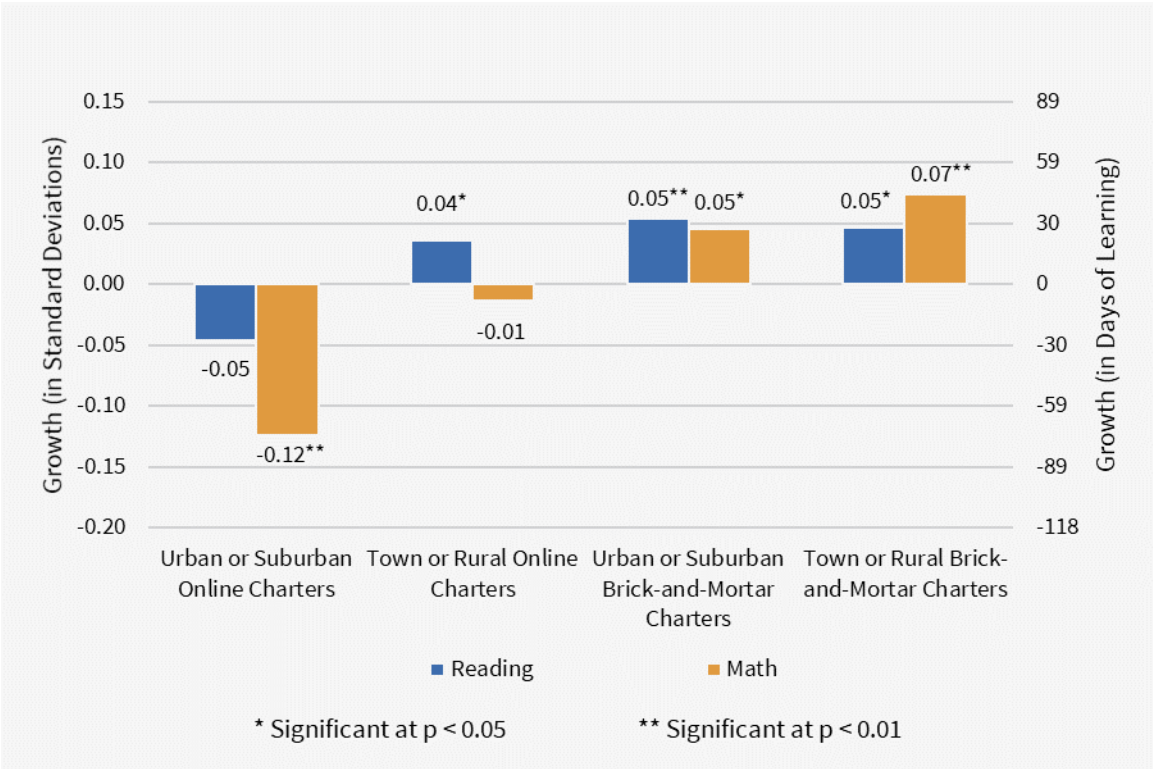


First period in online charter schools in associated with significantly lower progress in math compared to traditional public schools, that is equivalent to 65 fewer days of learning. Online charter school students in the first period in our dataset post a growth in reading that is on par with that of traditional public school students. Online charter school students in Idaho in their second period in our dataset post equivalent academic progress to that of traditional public school students in either math or reading.

First period in brick-and-mortar charter schools in associated with significantly higher progress in math and reading compared to traditional public schools that is equivalent to 35 and 30 additional days of learning, respectively. Online charter school students in the first period in our dataset post a growth in reading that is on par with that of traditional public school students. Brick-and-mortar charter school students in Idaho in their second period in our dataset post higher academic progress than traditional public school students in math or reading, that is equivalent to 30 and 35 additional days of

learning, respectively. Please note that we cannot exclude the possibility that charter students attended a charter school for longer than we observe them in the data.

### Note 5: Charter Impacts by Locale (Urban/Suburban and Town/Rural) for Online and Brick-and-Mortar Charter Schools



Online charter schools in urban or suburban locales are associated with significantly lower progress in math compared to traditional public schools, that is equivalent to 71 fewer days of learning. Online charter schools in urban or suburban locales show similar progress in reading to that of traditional public schools. Online charter schools in town or rural locales post a growth in reading that is higher than that of traditional public schools and equivalent to 24 additional days of learning. Online charter school students in town or rural settings post equivalent academic progress to that of traditional public school students in Math.

Brick-and-mortar charter schools in urban or suburban settings are associated with significantly higher progress in math and reading compared to traditional public schools

that is equivalent to 30 additional days of learning in either subject. Brick-and-mortar charter school students in town or rural settings in Idaho show higher academic progress than traditional public school students in math and reading, that is equivalent to 41 and 30 additional days of learning, respectively.



## *Charter School Performance in Idaho*

5/16/2019

### Topics

- Charter School Demographics
- Charter School Impacts
  - Full Sample
  - School-level
  - Student subgroups



2

## Statewide Comparison of TPS, Feeders, and Charters

	TPS	Feeders	Charters
Number of schools	691	382	54
Average enrollment per school	395	502	359
Total number of students enrolled	272,869	191,673	19,381
Students in Poverty	27%	28%	19%
English Language Learners	5%	5%	1%
Special Education Students	11%	11%	9%
White Students	76%	76%	81%
Black Students	1%	1%	1%
Hispanic Students	18%	18%	9%
Asian/Pacific Islander Students	2%	2%	2%
Native American Students	1%	1%	4%
Multi-Racial Students	2%	3%	2%



3

## Impact Evaluation Methodology

- **Outcome** 1-year academic growth
  - » 1 growth period requires 2 years of data
  - » Two growth periods are possible
- **Test Scores** used from 56 Charters in Math, 55 in Reading
 

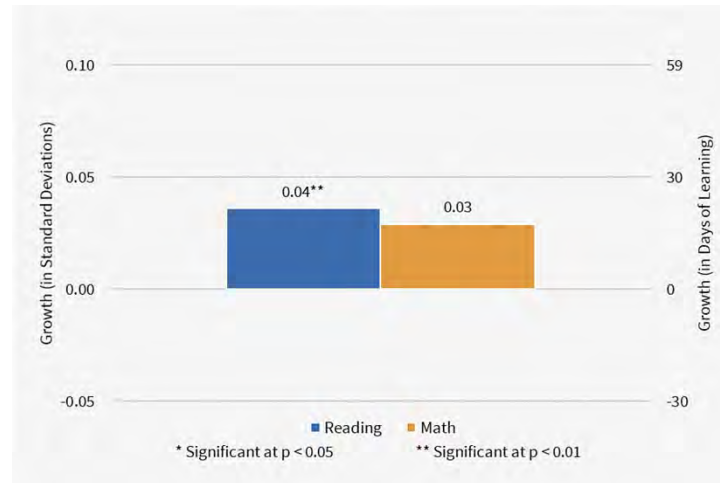
Sample Size	2015-16	2016-17
Reading	7,113	7,802
Math	7,024	7,790

  - » Small samples require big impacts to reach statistical significance
- **Comparisons** are obtained from Virtual Control Records (VCR)
  - » Feeder and Charter students matched on all demographics and baseline achievement -- 84% match rate



4

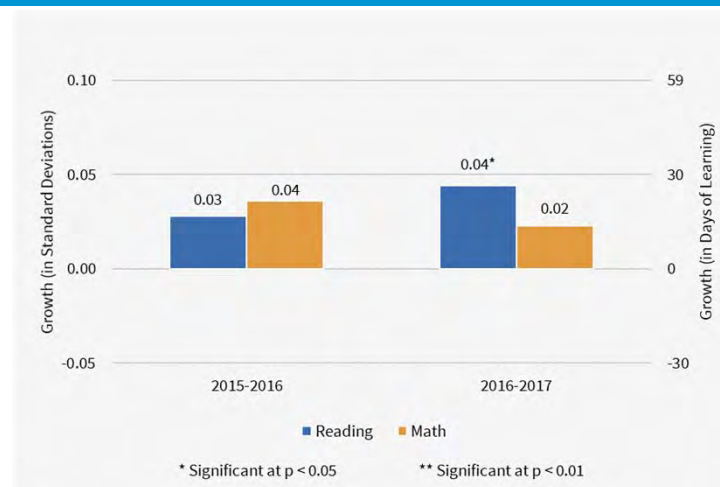
## Overall Charter Impact



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## Impact by Growth Period

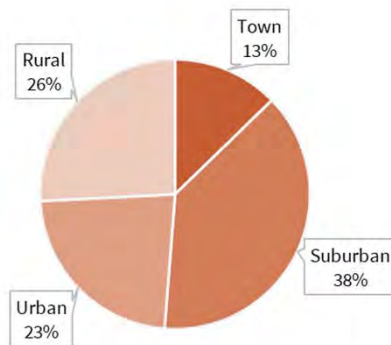


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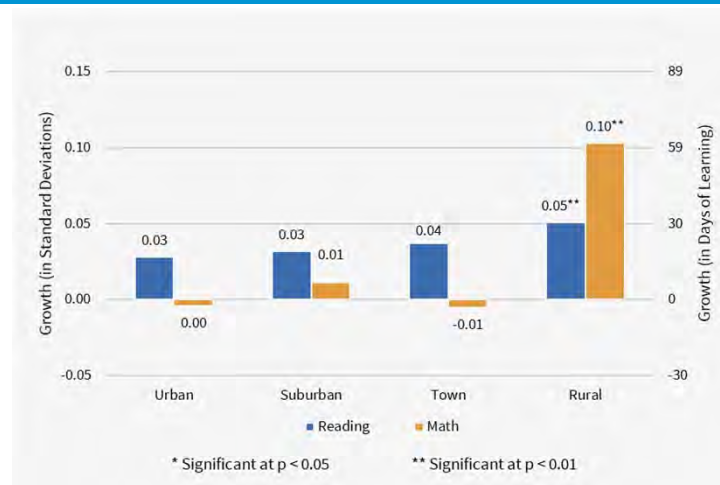


## Charter Students by Locale



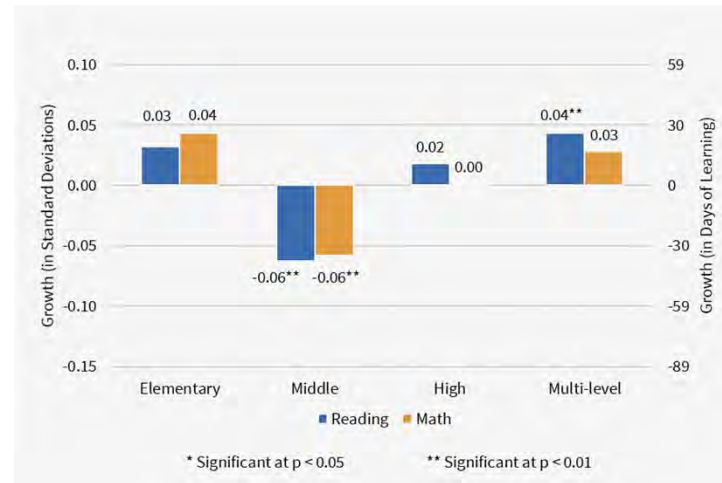
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## Impact by School Locale



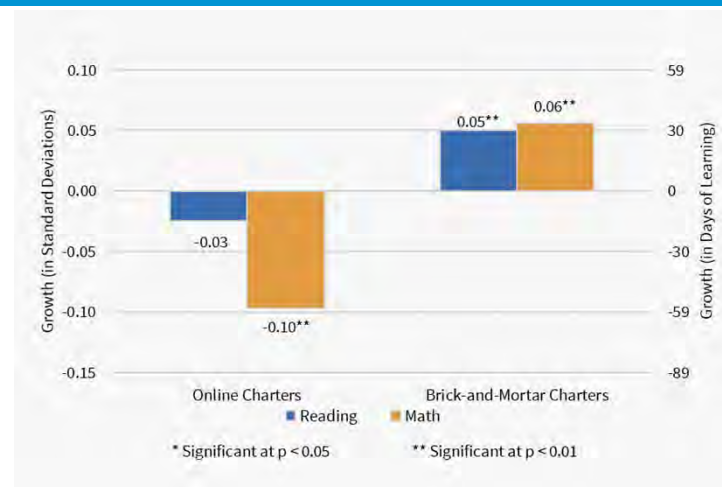
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## Impact by School Level



9

## Impact by Delivery System



10



## School-Level Findings

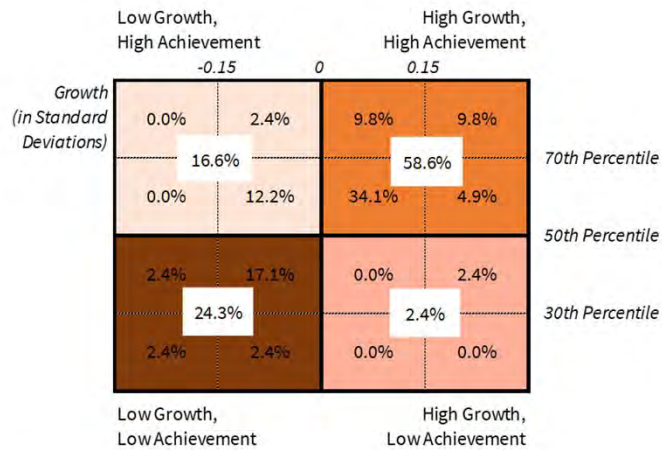
11

## School-Level Growth and Achievement (Read)



12

## School-Level Growth and Achievement (Math)



13



## Subgroups

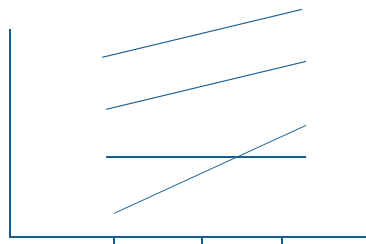
14

## Subgroups

### Achievement Gaps

Differences in knowledge between student groups at a fixed point in time.

White students are the benchmark.



15

## Subgroups

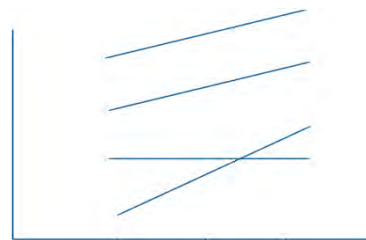
Learning Gaps = Differences in growth of knowledge between student groups in the same year or period.

White student growth is the benchmark.

Same growth – gaps stay the same

Less growth – gaps increase

More growth – gaps decrease



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## Impact by Student Subgroups

Student Group	Benchmark	Reading		Difference
		TPS	Charter	
White Students	Non-Poverty Non-SpEd Non-ELL White VCR	---	0.04**	0.04**
White Students in Poverty		-0.09**	-0.04	0.04
Students in Poverty		-0.08**	-0.05*	0.03
Black Students		-0.02	-0.07	-0.06
Hispanic Students		-0.05**	-0.04	0.01
Hispanic Students in Poverty		-0.13**	-0.13**	0.00
Special Education Students	Non-SpEd VCR	-0.20**	-0.19**	0.01
English Language Learner Students	Non-ELL VCR	-0.06	-0.11	-0.05



## Impact by Student Subgroups

Student Group	Benchmark	Math		Difference
		TPS	Charter	
White Students	Non-Poverty Non-SpEd Non-ELL White VCR	---	0.04**	0.04**
White Students in Poverty		-0.08**	-0.07**	0.01
Students in Poverty		-0.08**	-0.08**	-0.01
Black Students		-0.08	-0.11	-0.03
Hispanic Students		-0.08**	-0.07**	0.01
Hispanic Students in Poverty		-0.12**	-0.18**	-0.06
Special Education Students	Non-SpEd VCR	-0.14**	-0.15**	-0.01
English Language Learner Students	Non-ELL VCR	0.00	-0.11	-0.11



## Summary of Findings

- In the aggregate, we find positive and significant effects associated with charter attendance for reading and positive but not statistically significant effects for math.
- Brick-and-Mortar Charters outperform Online Charters.
- We find wide variation in individual school effects. There is some good news.
- Charter attendance is associated with improved learning gains for White students.



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## Policy Considerations

- Facilitate high performers to share and grow.
- Resources need to balance equity and effectiveness.
  - Level is important
  - So are results
- Evidence that stronger authorizing is needed.

Idaho has a unique take on charters – with extra focus on quality, it could be a national exemplar.



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Thank you.

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Back-up Slides

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## Statewide Comparison of Brick-and-Mortar and Online Charters

	All Charters	Brick-and-Mortar Charters	Online Charters
Number of schools	54	44	10
Average enrollment per school	359	330	488
Total number of students enrolled	19,381	14,501	4,880
Students in Poverty	19%	17%	28%
English Language Learners	1%	1%	1%
Special Education Students	9%	7%	13%
White Students	81%	83%	76%
Black Students	1%	1%	1%
Hispanic Students	9%	10%	8%
Asian/Pacific Islander Students	2%	2%	1%
Native American Students	4%	1%	13%
Multi-Racial Students	2%	3%	2%



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## Subgroups

Subgroup Impacts	Reading	Math
Charter gains > TPS gains	Whites *	Whites *
Learning Gap eliminated	Whites in Poverty Hispanics	
Learning Gap observed in both Charter and TPS	Poverty Hispanics in Poverty SPED	Poverty Whites in Poverty Hispanics Hispanics in Poverty
Too few students (Charter and TPS)	Blacks English learners	Blacks English learners



\* Denotes statistical significance

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**IDAHO SPEECH, LANGUAGE, HEARING ASSOCIATION**

**SUBJECT**

Speech Language Pathologist Shortage - Recommendations

**REFERENCE**

August 2016	The Board reviewed and discussed available data provided in the teacher pipeline report and discussed pulling together a broader work group to provide feedback and recommendations to the Board regarding educator pipeline barriers and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	Board reviewed and approved the first recommendation of the teacher pipeline workgroup.
December 2017	Board reviewed FY17 Teacher Pipeline Report and Recommendations
December 2018	Board review FY18 Educator Pipeline Report and progress toward recommendations

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1201 -1207, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination  
Goal 2: Educational Readiness, Objective A: Rigorous Education

**BACKGROUND/DISCUSSION**

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion at the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved educator preparation programs along with additional state policy makers.

The 2017 Teacher Pipeline Report and recommendations from the Educator Pipeline Workgroup was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho. The report was presented

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to the Board in December 2017 and provided baseline data on the supply and demand of instructional staff across Idaho. The report included recommendations on ways to utilize this information to ensure consistency and efficacy in addressing Idaho's educator pipeline issues over time. Ten total educator workforce recommendations were presented for consideration, with seven prioritized for immediate action.

The FY18 pipeline report explored new data collected through the 2017-2018 school year, identified areas of concern, and provided an update on progress related to the recommendations presented in the FY17 report.

In addition to Instructional Staff, which include classroom teachers, Idaho certificated educators include Pupil Service Staff. Pupil Service Staff are individuals that are required to be certificated to work in a school setting and vital to a student's education, but do not serve as classroom teachers. These positions include school counselors, school psychologists, school nurses, speech-language pathologists, school social workers, and school audiologists, and may include certificated occupational therapist and physical therapist. These position's general include a requirement for a master's degree or professional license in their field. Pupil Service Staff are treated the same as Instruction Staff for salary based apportionment purposes and will be eligible to apply for the Master Educator Premium. School districts and charter schools also face similar issues in retaining and recruiting Pupil Service Staff as they do Instructional Staff. School districts and charter schools may not need all of types of Pupil Service Staff listed, however, many of them are required under Federal and State regulations for students with disabilities that have been identified as needing the applicable services. Audiologist and Speech-language Pathologist are two such categories that are consistently identified around the state as an area of shortage. To compound issues, there are a limited number of individuals completing programs in these areas and becoming certificated in Idaho.

A state-wide group of speech-language pathologist have met over the past year and developed the following barriers and recommendations for Board consideration in helping to increase the availability of certificated speech-language pathologist around the state.

- 1) Provide resources to high school college and career counselors and advisors so they understand the work involved and can help educate students on the rewarding career (e.g. add speech language pathology to career fairs in order to boost interest in the field).
- 2) Work with Idaho State University to boost enrollment for speech-language pathologist into their graduate program and require they prioritize in-state students over out of state students.
- 3) Explore ways to supply northern and eastern Idaho, along with the more rural districts with certificated speech-language pathologists.
- 4) Consider including speech-language pathologists in any proposed loan

forgiveness programs.

- 5) Provide more resources to school districts and charter schools to allow them to be more competitive in attracting high-demand employees like speech-language pathologists.
- 6) Set standards for maximum caseloads. Many qualified speech-language pathologists don't consider positions in a school setting due to the large caseloads.
- 7) Create an incentive program for non-traditional students (e.g., a teacher, or another type of professional outside of education) to enter speech-language pathologist programs.
- 8) Create a speech-language pathologist aide program at one of the community colleges to help meet the demand for speech-language pathologists across the state.

### **IMPACT**

The presentation will give the Board the opportunity to ask questions and better understand the need for these types of educators in Idaho and look at ways the Board's work on improving the educator pipeline might also impact pupil service staff shortages.

### **STAFF COMMENTS AND RECOMMENDATIONS**

Idaho certification requirements set by the Board are established in IDAPA 08.02.02. Rules Governing Uniformity. Pursuant to IDAPA 08.02.02, eight areas of endorsement are available for the Pupil Service Certificate:

- Audiology
- Occupational Therapist
- Physical Therapist
- School Counselor (K-12)
- School Nurse
- School Psychologist
- School Social Worker
- Speech-Language Pathologist

To be eligible for a Pupil Service Certificate with a Speech-Language Pathologist Endorsement, an individual must possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and receive an institutional recommendation from an accredited college or university. An interim speech-language pathologist endorsement is available for individuals who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff Certificate endorsed in speech language pathology. An interim certificate is issued for three (3) years while the applicant is meeting the educational requirements, and is not renewable.

Idaho State University provides their Speech Language Pathology program in-

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person and online. In-person options are available on the main campus in Pocatello and in Meridian. During the previous three years, Idaho State University's program has produced the following completers:

**Pocatello Campus**

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>3 year average</b>
Program Completion	*16/18 (89%)	18/18 (100%)	**12/18 (67%)	85%
Praxis Pass Rate	14/14 (100%)	8/8 (100%)	7/7 (100%)	100%
Employment Rate (Employment within 1 month of graduation date)	16/16 (100%)	18/18 (100%)	12/12 (100%)	100%

\*2 students withdrew for personal reasons

\*\*2 students remain in the program and anticipate graduation, 4 students withdrew for personal reasons

**Meridian Campus**

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>3 year average</b>
Program Completion	*16/18 (89%)	17/18 (94%)	**13/18 (72%)	85%
Praxis Pass Rate	15/15 (100%)	11/11 (100%)	12/12 (100%)	100%
Employment Rate (Employment within 1 month of graduation date)	16/16 (100%)	17/17 (100%)	13/13 (100%)	100%

\*1 student withdrew for personal reasons

\*\*4 students remain in the program and anticipate graduation, 1 student withdrew for personal reasons

**Online Program**

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>3 year average</b>
Program Completion	*16/17 (94%)	20/20 (100%)	**8/17 (47%)	80%
Praxis Pass Rate	10/10 (100%)	9/9 (100%)	6/6 (100%)	100%
Employment Rate (Employment within 1 month of graduation date)	16/16 (100%)	20/20 (100%)	8/8 (100%)	100%

\*1 student withdrew for personal reasons

\*\*7 students remain in the program and anticipate graduation, 1 student withdrew for personal reasons

**BOARD ACTION**

This item is for informational purposes only.

**NEXT STEPS FUTURE DEVELOPMENT**

**SUBJECT**

Next Steps Research and Recommendations

**REFERENCE**

June 2012	Board approved the Complete College Idaho plan, including the strategy to develop intentional advising along the K-20 continuum.
August 2014	Board approved a proposed rule to clarify learning plans developed at grade eight (8) are reviewed annually throughout a student's high school career.
October 2014	Board received an update from the Task Force Implementation Committee and adopted initial implementation recommendations.
November 2016	Board approved pending rule establishing minimum requirements for school district college and career advising, mentoring plans, and continuous improvement plan minimum metrics, including, minimum statewide performance measures.
June 2017	Board received an update regarding the status of college and career advising and mentoring in the state and the continued implementation of the Board's college and career advising initiative.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1212A, Idaho Code

Section 72-1203, Idaho Code

Idaho Administrative code, IDAPA 08.02.01 Section 801 and IDAPA 08.02.03-Sections 104 and 105.

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 3: EDUCATION ATTAINMENT Objective C: Access; GOAL 4: WORKFORCE READINESS: Objective A: Workforce Alignment.

**BACKGROUND/DISCUSSION**

The Governor's Workforce Development Task Force 2017 released a report on the state of Idaho's workforce. The report describes what types of jobs we are likely to see in the future, profiles the kinds of workers needed to fill these jobs, and lays out a plan for how the state can best help prepare Idahoans for the jobs of the future. Specifically, the Task Force presented recommendations for improving Idaho's funding and delivery of training and education programs to meet our state's growing demand for skilled workers.

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A specific recommendation from this report calls for the creation of an online platform: A one-stop shop where Idahoans can find information about how to find and train for careers that might interest them. Whether they are K-12 students looking for information about what to expect in the future, or skilled tradesmen seeking certification to take their career to the next level, the Task Force envisioned a platform each could use to navigate their future path. By having one online platform, the state could focus and pool its resources for advertising, outreach, and communications by promoting a single tool, rather than the disparate resources that are currently housed in different places.

In response to this recommendation, and as the result of collaboration with the Workforce Development Council and the Department of Labor, Board staff amended the current Next Steps website contract to allow for additional work to this end. This amendment will allow staff to conduct research to determine the best way to bring the online tools used by each agency together, under one roof, in a way that will be both simple to explain and promote and that will provide value and a seamless user experience to a wide range of Idahoans.

**IMPACT**

The Board will be provided an update on the current Next Steps website along with recommendations and cost estimates for the Idaho State Board of Education to consider as expansion of the Next Steps.Idaho.gov is contemplated for future years.

**STAFF COMMENTS AND RECOMMENDATIONS**

The Next Steps website was developed to provide resources for students in grades 8 through 12, their parents, and the educators that help to support these students. The development of the website was done through a systematic approach of researching not only those tools most meaningful to the target group but also through gathering feedback from parents and educators using the site to help support these students. Due to this systematic approach, the website has been widely adopted by our public schools, postsecondary student advisors, and students. Additionally, the Next Steps website has been identified as model to emulate by other states looking to provide similar resources to their students. As the Board office looks toward expanding the target audiences of the site, it will be important to use the same systematic, research driven, approach to maintain the quality and usefulness of the site. There are many examples available of sites that have tried to compile or link to the vast amount of available resources for advising individuals, both, students and adults, that have become cumbersome and unwieldy, in the end resulting in a tool the was no longer of use. Through the research process that is currently being conducted and the collaboration that have been developed staff believe the site can be expanded in a meaningful way to a broader audience.

The Board will be provided an update on the current Next Steps website along with recommendations and cost estimates for the Idaho State Board of Education to

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consider as expansion of the Next Steps.Idaho.gov is contemplated for future years.

**BOARD ACTION**

This item is for informational purposes only.



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**SUBJECT**

Policy V.Q. Residency for Tuition Purposes – First Reading

**REFERENCE**

April 2019	Board received update on impact of legislature not extending codified rules after June 30, 2019.
May 2019	Board approved temporary and proposed rules for reinstatement due to 2019 Legislature action and an update on which rules could be allowed to expire June 30, 2019.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-3717B, Idaho Code  
Administrative Code, IDAPA 08.01.04

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 3: Educational Attainment, Objective C: Access.

**BACKGROUND/DISCUSSION**

Each year Idaho's codified administrative code is scheduled to expire on June 30<sup>th</sup>. As part of the legislature's annual duties during the legislative session they consider a bill to extend the codified rules, including those not rejected during the legislative session, until June 30<sup>th</sup> of the following year. During the 2019 Legislative Session, this bill did not pass, so all currently codified rules are scheduled to expire on June 30, 2019. To mitigate the potential disruption this could cause and ensuing potential liability to the state for not implementing many provisions required by statute or the state constitution, the Governor has authorized the approval of temporary and proposed rules through an omnibus process that would reinstate the rules on a temporary basis effective July 1, 2019 and start the rule promulgation process with a temporary and proposed rule for each section of the Idaho Administrative Procedures Act (IDAPA). As part of this process, agencies also have the opportunity to identify any outdated or unneeded titles of rules and allow them to expire.

Section 33-3717B, Idaho Code establishes residency requirements for tuition purposes at University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College. Administrative Code, IDAPA 08.01.04 provided further clarification of the provisions set by Section 33-3717B, Idaho Code through the establishment of definitions and factors for determining domicile in Idaho, the process for students to submit a residency reclassification determination and a student appeals process. Pursuant to Section 33-105, Idaho Code, the Board is authorized to establish rules for its own operations and the governance of its executive departments, including the public postsecondary institutions. Due to this authority it was determined that it was unnecessary to keep the provisions in IDAPA 08.01.04 in Administrative Code and the rule could be allowed to expire and be converted into Board policy.

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**IMPACT**

Approval of the first reading of proposed new Board Policy V.Q. Residency for Tuition Purposes will be the first step in re-establishing the existing requirements for evaluating student domicile for determining student residency for tuition purposes.

**ATTACHMENTS**

Attachment 1 - V.Q. Residency for Tuition Purposes – First Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed new policy will establish the existing requirements for residency determination in Board policy. This will provide consistency for those students that are already in the process of having their residency determined for the 2019-2020 school year. If approved by the Board, any future amendments to this policy would go through the normal Board Policy amendment process and would be able to be timed in a way that would provide the minimum amount of disruption to students applying for residency at Idaho's four-year public institutions.

Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of new Board Policy V.Q. Residency for Tuition Purposes as provided in Attachment 1.

Moved by\_\_\_\_\_ Seconded by\_\_\_\_\_ Carried Yes\_\_\_\_\_ No\_\_\_\_\_

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: V. FINANCIAL AFFAIRS**  
**SUBSECTION: Q. Residency for Tuition Purposes**

**August 2019**

Section 33-3717B, Idaho Code establishes residency requirements for tuition purposes at University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College. When applying the provisions of Section 33-3717B, Idaho Code the institutions shall apply the following definitions and factors.

**1. Definitions**

- a. Accredited Secondary School. "Accredited Secondary School" means an Idaho secondary school accredited by a body recognized by the State Board of Education.
- b. Armed Forces. "Armed Forces" means the United States Army, Navy, Air Force, Marine Corps, Coast Guard, and their reserve forces. It does not include the National Guard or any other reserve force.
- c. Continuously Resided. "Continuously Resided" means physical presence in the state for twelve (12) consecutive months. Absence from the state for normal vacations, family travel, work assignments, short-term military training, and similar occasions during the twelve-month (12) qualifying period, in and of itself, will not be regarded as negating the continuous residence of the individual.
- d. Full-time Employment. "Full-time Employment" means employment consisting on average of at least thirty (30) hours of service per week, or one hundred twenty (120) hours of service per month.
- e. Full-time Student. "Full-time Student" means a student taking the number of credits set by the State Board of Education to constitute a full course load.
- f. Support. "Support" means financial support given to the student during the twelve (12) months preceding the opening date of the term for which resident status is requested, but shall not include educational scholarships or grants provided to the student to attend a postsecondary educational institution. Any student who receives less than fifty percent (50%) support may demonstrate this by showing that the student is not claimed as a dependent by a parent or guardian for income tax purposes.

**2. Resident Classification by All Institutions**

Any student classified as a resident student for purposes of tuition by one (1) of the institutions shall be considered a resident by all other institutions.



**3. Residency Classification Process**

All requests for residency reclassification must be submitted by the student to the institution by the 10th day of the term in which reclassification is sought. Each institution shall develop its own procedures to determine the residency status of applicants, disseminate information about the classification process, and determine the documentation required of each applicant to the institution. The institution may require whatever records, documents, or affidavits it deems necessary to classify each applicant correctly. It is the responsibility of the institution to notify the student in a timely manner of the documentation required for the classification process, and it is the responsibility of the student to provide the documentation by the deadline established by the institution. Each student shall be notified in writing of the residency classification decision within fifteen (15) days of such determination being made.

**4. Factors for Determining Domicile**

The following, if supported by documentation, support a claim of domicile in Idaho.

- a. Tax Returns and Employment. Both of the following, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational:
  - i. Filing of Idaho state income tax returns covering a period of at least twelve (12) months before the term in which the student proposes to enroll as a resident student; and
  - ii. Full-time employment in Idaho.
- b. Multiple Factors. Five (5) of the following factors, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational:
  - i. Ownership or leasing of a residence in Idaho.
  - ii. Registration and payment of Idaho taxes or fees, other than sales tax, including registration and payment of Idaho taxes or fees on a motor vehicle, mobile home, travel trailer, or other item of personal property for which state registration and the payment of state tax or fee is required.
  - iii. Registration to vote for state elected officials in Idaho at a general election.
  - iv. Holding of an Idaho driver's license or state-issued identification card.
  - v. Evidence of the abandonment of a previous domicile.
  - vi. The establishment of accounts with financial institutions in Idaho.
  - vii. Other similar factors indicating intent to be domiciled in Idaho and the maintenance of such domicile. Factors may include, but are not limited to, enrollment of dependent children in Idaho elementary or secondary schools, establishment of acceptance of an offer of permanent employment

for self in Idaho, documented need to care for a relative in Idaho, utility statements, or employment documentation. Multiple factors under this category may be used.

- c. Idaho Elementary and Secondary Students. If a student meets the requirements set forth under Idaho Code, Section 33-3717B(1)(c), that student shall not be required to meet the twelve (12) month requirement for establishing domicile.

**5. Independent Students and Domicile**

Domicile in the state of Idaho primarily for purposes other than education includes a domicile in Idaho that was established by the student prior to pursuing higher education in Idaho unless the student's Idaho domicile was thereafter interrupted by an intervening change of domicile.

**6. Appeals Procedure**

Any student who contests the residency classification decision made by the institution may appeal the decision. The student shall be informed of his right to appeal by the institution at the time the student is notified of the residency classification decision. The student must request the appeal in writing and agree to the release of information provided to determine residency to the review body, and comply with deadlines established by the institution for requesting such appeal.

- a. Institution Appeal. The chief executive officer of each institution or his designee shall appoint or cause to be appointed a committee of no less than three (3) no more than five (5) members who represent faculty and administration and who will constitute a residency review committee. Within thirty (30) days following receipt of the student's written request to appeal the residency classification decision, the committee must meet and review the ruling. The student appealing is responsible for presenting such evidence as the committee may request and such other evidence, as the student may deem pertinent to his residency status. The individual responsible for the initial residency classification decision may be present, if requested by the committee, to answer questions from the committee. The student must be notified in writing of the committee's decision. The decision of the committee is final unless the student elects to appeal the decision to the State Board of Education.
- b. Board Appeal. Any student who contests the decision of the residency review committee may appeal to the State Board of Education. In such case, the student must advise the chief executive officer of the institution, in writing, of his request to submit an appeal. The chief executive officer will submit the request to the Office of the State Board of Education for review by the Board or the Board's designated representatives. The decision of the State Board of Education is the final determination and is binding on all parties concerned, subject to the student's statutory right to appeal the final determination to district court.

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**SUBJECT**

Institution, Agency, and Special/Health Programs Strategic Plans

**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 reviewed and directed staff to make updates to the State K-20 Education Strategic Plan.
February 2019	The Board approved the State K-20 Education Strategic Plan.
April 2019	The Board reviewed the institution, agency and special/health programs strategic plans.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

Goals 1 through 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. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
  - i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
  - ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
  - iii. Each objective must include at a minimum one performance measure with a benchmark.
3. Performance measures must be quantifiable indicators of progress.
4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
7. Institutions and agencies may include strategies at their discretion.

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



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At the December 2017 Regular Board meeting the Board discussed and approved new “System-wide Performance Measures.” These system-wide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The system-wide performance measures are required, by the Board, 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,

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

Additionally, Executive Order 2017-02 requires updates on the adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security Critical Security Controls (CIS Controls) to be included in each institution's and agencies strategic plan. Board staff reached out to the Division of Financial Management regarding the requirement for the institutions to include their cybersecurity plans. The Division of Financial Management confirmed that the institutions and agencies were still required to include their cybersecurity plans with their strategic plans. The institutions and agencies have the option of imbedding these plans into their strategic plans or providing them as an addendum to the strategic plan.

**IMPACT**

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

**ATTACHMENTS**

**Institutions**

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

**Community Colleges**

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

**Agencies**

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

**Special and Health Programs**

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

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Veterinary Medical Education  
Attachment 23 - Idaho - Washington, Wyoming, Alaska, Montana, Idaho  
(WWAMI) Medical Education Program

**STAFF COMMENTS AND RECOMMENDATIONS**

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

At the April 2017 Regular Board meeting the institutions were reminded that the benchmarks (performance targets) needed to be stretch benchmarks that would challenge the institutions and lead to overall improvements

Between the April review and June 2019 Board meeting minor technical and grammatical corrections were made to four of the strategic plans. No substantive changes were made.

**BOARD ACTION**

I move to approve the FY2020 – FY2025 strategic plans as submitted in Attachments 1 through 23.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



# 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 Marchy 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.<sup>1</sup>***

**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)***

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del>	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del>	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del>	<del>FY178 (20176-20187)</del>	Benchmark
<del>95,594</del> <b>97</b>	<del>97,493</del> <b>95</b>	<del>102,000</del> <b>96</b>	<del>109,000</del> <b>102</b>	<b>105<sup>2</sup></b>

**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.)**

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del>	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del>	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del>	<del>FY18 (2017-2018)</del> <del>FY17 (2016-2017)</del>	Benchmark
<del>275</del> 290	<del>279</del> 275	<del>236</del> 279	<del>230</del> 285 236	300 <sup>2</sup>

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

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del>	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del>	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del>	<del>FY18 (2017-2018)</del> <del>FY17 (2016-2017)</del>	Benchmark
<del>66</del> 65	<del>70</del> 66	<del>102</del> 70	<del>92</del> 70 102	72 <sup>2</sup>

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

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del>	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del>	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del>	<del>FY18 (2017-2018)</del> <del>FY17 (2016-2017)</del>	Benchmark
<del>575 (UG) &amp; 574 (GR)</del> <del>1,149 Total</del> <del>489 (UG) &amp; 488 (GR)</del> <del>977 Total</del>	<del>697 (UG) &amp; 463 (GR)</del> <del>1,160 Total</del> <del>575 (UG) &amp; 574 (GR)</del> <del>1149 Total</del>	<del>598 (UG) &amp; 597 (GR)</del> <del>1,195 Total</del> <del>697 (UG) &amp; 463 (GR)</del> <del>1160 Total</del>	<del>765 (UG) &amp; 500 (GR)</del> <del>1,265 Total</del> <del>597 (UG) &amp; 463 (GR)</del> <del>1,060 Total</del>	610 (UG) & 609 (GR) 1,237 Total <sup>2</sup>

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

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del>	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del>	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del>	<del>FY18 (2017-2018)</del> <del>FY17 (2016-2017)</del>	Benchmark
<del>66%</del> 74%	<del>63%</del> 67%	<del>65%</del> 66%	<del>61%</del> 68 65%	69% <sup>2</sup>

**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**

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del>	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del>	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del>	<del>FY18 (2017-2018)</del> <del>FY17 (2016-2017)</del>	Benchmark
<del>14</del> 18	<del>18</del> 14	<del>21</del> 18	<del>24</del> 20 21	25 <sup>2</sup>

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GOAL 2: Engage

Outreach that inspires innovation and culture

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

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

**Performance Measures:**

**I. Go-On Impact<sup>3</sup>**

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del> FY15 (2014-2015)	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del> FY16 (2015-2016)	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del> FY17 (2016-2017)	<del>FY18<sup>7</sup> (2017-2018)</del> <del>FY17 (2016-2017)</del> FY18 <sup>7</sup> (2017-2018)	Benchmark
NANA	35%NA	35%35%	40.64035%	45% <sup>4</sup>

**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)**

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del> FY15 (2014-2015)	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del> FY16 (2015-2016)	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del> FY17 (2016-2017)	<del>FY18<sup>7</sup> (2017-2018)</del> <del>FY17 (2016-2017)</del> FY18 <sup>7</sup> (2017-2018)	Benchmark
5754	5757	5757	5757	64 <sup>4</sup>

**II. Economic Impact (\$ Billion)**

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del> FY15 (2014-2015)	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del> FY16 (2015-2016)	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del> FY17 (2016-2017)	<del>FY17<sup>8</sup> (2017-2018)</del> <del>FY16 (2015-2016)</del> FY17 <sup>8</sup> (2017-2018)	Benchmark
1.1NA	1.11.1	1.11.1	1.11.1	1.2 <sup>4</sup>

**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> <del>FY14 (2013-2014)</del>	<u>FY16 (2015-2016)</u> <del>FY15 (2014-2015)</del>	<u>FY17 (2016-2017)</u> <del>FY16 (2015-2016)</del>	<u>FY18<del>7</del></u> (2017 <del>6</del> -2018 <del>7</del> )	Benchmark
<u>359,662</u> <del>359,622</del>	<u>338,261</u> <del>338,261</del>	<u>360,258</u> <del>360,258</del>	<u>405,739</u> <del>348,000</del> <u>360,258</u>	359,000 <sup>4</sup>

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

<u>FY15 (2014-2015)</u> <del>FY14 (2013-2014)</del>	<u>FY16 (2015-2016)</u> <del>FY15 (2014-2015)</del>	<u>FY17 (2016-2017)</u> <del>FY16 (2015-2016)</del>	<u>FY18<del>7</del></u> (2017 <del>6</del> -2018 <del>7</del> )	Benchmark
<u>52%</u> <del>NA</del>	<u>52%</u> <del>52%</del>	<u>52%</u> <del>52%</del>	<u>52%</u> <del>56%</del>	58% <sup>4</sup>

**III. Alumni Participation Rate<sup>5</sup>**

<u>FY15 (2014-2015)</u> <del>FY14 (2013-2014)</del>	<u>FY16 (2015-2016)</u> <del>FY15 (2014-2015)</del>	<u>FY17 (2016-2017)</u> <del>FY16 (2015-2016)</del>	<u>FY18<del>7</del></u> (2017 <del>6</del> -2018 <del>7</del> )	Benchmark
<u>9%</u> <del>8.5%</del>	<u>10.9%</u> <del>9%</del>	<u>10%</u> <del>10.9%</del>	<u>10.3%</u> <del>10%</del>	10% <sup>4</sup>

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

<u>FY15 (2014-2015)</u> <del>FY14 (2013-2014)</del>	<u>FY16 (2015-2016)</u> <del>FY15 (2014-2015)</del>	<u>FY17 (2016-2017)</u> <del>FY16 (2015-2016)</del>	<u>FY18<del>7</del></u> (2017 <del>6</del> -2018 <del>7</del> )	Benchmark
<u>6,002 / 1,178</u> <del>5,021 / 1,136</del>	<u>6,754 / 1,178</u> <del>4,796,002 / 1,178</del>	<u>10,170 / 2,251</u> <del>6,754 / 1,479</del>	<u>12,004 / 2,755</u> <del>6,500 / 1,200</del> <u>10,170 / 2,251</u>	6,700 / 1,250 <sup>4</sup>

**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> <del>FY14 (2013-2014)</del>	<u>FY16 (2015-2016)</u> <del>FY15 (2014-2015)</del>	<u>FY17 (2016-2017)</u> <del>FY16 (2015-2016)</del>	<u>FY18<del>7</del></u> (2017 <del>6</del> -2018 <del>7</del> )	Benchmark
<u>11,534</u> <del>11,834</del>	<u>11,372</u> <del>11,534</del>	<u>11,780</u> <del>11,371</del>	<u>12,072</u> <del>11,780</del>	12,500 <sup>2</sup>



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

**Performance Measures:**

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

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del>	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del>	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del>	<del>FY187 (20176-20187)</del>	Benchmark
<del>80.1%</del> 77.4%	<del>77.4%</del> 80.1%	<del>81.6%</del> 77.4%	<del>80.8%</del> 82.77%	83% <sup>6</sup>

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

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del>	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del>	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del>	<del>FY178 (20176-20187)</del>	Benchmark
<del>82.8%</del> 82.8%	<del>79.2%</del> 79.2%	<del>83.4%</del> 83.4%	<del>82.4%</del> 77.83%	78% <sup>4</sup>

**III. Graduates (All Degrees:IPEDS)<sup>7</sup>, 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)**

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del>	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del>	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del>	<del>FY187 (20176-20187)</del>	Benchmark
<del>2,861</del> <del>1,765</del> <del>618/123</del> <del>20%</del> <del>39%</del> 3047 <del>1886</del> <del>635/133</del> <del>20%</del> <del>30%</del>	<del>2,700</del> <del>1,687</del> <del>598/144</del> <del>20%</del> <del>42%</del> 2,861 <del>1,765</del> <del>618/123</del> <del>20%</del> <del>39%</del>	<del>2,668</del> <del>1,651</del> <del>584/122</del> <del>20%</del> <del>30%</del> 2700 <del>1687</del> <del>598/144</del> <del>20%</del> <del>42%</del>	<del>2,487</del> <del>2,900</del> <del>2,668</del> <del>1,570</del> <del>1,800</del> <del>543</del> <del>700</del> <del>143</del> <del>130</del> <del>20</del> Retired by <del>SBOE%</del> <del>29</del> <del>30</del> Retired by <del>SBOE%</del>	2,950 <sup>2</sup> 1,800 <sup>2</sup> 750/130 <sup>4</sup> 20% <sup>4</sup> 45% <sup>4</sup>

**IV. NSSE High Impact Practices**

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del>	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del>	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del>	<del>FY187 (20176-20187)</del>	Benchmark
<del>67%</del> NA	<del>67%</del> 67%	<del>67%</del> 67%	<del>73</del> <del>70</del> 67%	70% <sup>4</sup>

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

<del>FY15</del> (2014-2015) <del>FY14</del> (2013-2014)	<del>FY16</del> (2015-2016) <del>FY15</del> (2014-2015)	<del>FY17</del> (2016-2017) <del>FY16</del> (2015-2016)	<del>FY18</del> (2017-2018)	Benchmark
<del>162</del> / <del>14%</del> <del>136</del> / <del>12%</del>	<del>151</del> / <del>13%</del> <del>150</del> / <del>14%</del>	<del>230</del> / <del>18%</del> <del>151</del> / <del>14%</del>	<del>217</del> <del>153</del> <del>230</del> / <del>191</del> <del>149</del> %	158 / 14% <sup>4</sup>

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

<del>FY15</del> (2014-2015) <del>FY14</del> (2013-2014)	<del>FY16</del> (2015-2016) <del>FY15</del> (2014-2015)	<del>FY17</del> (2016-2017) <del>FY16</del> (2015-2016)	<del>FY18</del> (2017-2018)	Benchmark
Bachelors: <del>2,017</del> Bachelors: <del>2115</del>	Bachelors: <del>1,865</del> Bachelors: <del>2143</del>	Bachelors: <del>1,852</del> Bachelors: <del>2017</del>	Bachelors: <del>1,798</del> <del>1865</del>	<del>2,000</del> <sup>4</sup>

**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****

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

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

<del>FY15</del> (2014-2015) <del>FY14</del> (2013-2014)	<del>FY16</del> (2015-2016) <del>FY15</del> (2014-2015)	<del>FY17</del> (2016-2017) <del>FY16</del> (2015-2016)	<del>FY18</del> (2017-2018)	Benchmark
<del>70.9</del> <del>69.6</del> %	<del>68.9</del> <del>70.1</del> %	<del>69.7</del> <del>68.9</del> %	<del>64.5</del> <del>63.4</del> %	<del>74</del> % <sup>4</sup>

\* Course meeting the Math general education requirement.

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

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

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<u>42.4%</u> <del>35.7%</del>	<u>41.6%</u> <del>37.1%</del>	<u>42.9%</u> <del>36.4%</del>	<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> <del><u>FY14 (2013-2014)</u></del>	<u>FY16 (2015-2016)</u> <del><u>FY15 (2014-2015)</u></del>	<u>FY17 (2016-2017)</u> <del><u>FY16 (2015-2016)</u></del>	<u>FY18<del>7</del> (2017<del>6</del>-2018<del>7</del>)</u>	Benchmark
<u>29.1%</u> <u>Cohort 2009-10</u> <u>27.8%</u> <u>Cohort 2008-09</u>	<u>29.7%</u> <u>Cohort 2010-11</u> <u>29.1%</u> <u>Cohort 2009-10</u>	<u>30.1</u> <u>Cohort 2011-12</u> <u>29.7%</u> <u>Cohort 2010-11</u>	<u>34.1</u> <del><u>30.1</u></del> <u>Cohort 2012-13</u> <u>132</u>	<u>34%</u> <sup>4</sup>

- 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> <del><u>FY14 (2013-2014)</u></del>	<u>FY16 (2015-2016)</u> <del><u>FY15 (2014-2015)</u></del>	<u>FY17 (2016-2017)</u> <del><u>FY16 (2015-2016)</u></del>	<u>FY18<del>7</del> (2017<del>6</del>-2018<del>7</del>)</u>	Benchmark
<u>57.3%</u> <u>Cohort 2009-10</u> <u>57.8%</u> <u>Cohort 2008-09</u>	<u>55.8</u> <u>Cohort 2010-11</u> <u>57.3%</u> <u>Cohort 2009-10</u>	<u>54.5%</u> <u>Cohort 2011-12</u> <u>55.8</u> <u>Cohort 2010-11</u>	<u>59.3</u> <del><u>54.5%</u></del> <u>Cohort 2012-13</u> <u>2</u>	<u>60%</u> <sup>4</sup>

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

<u>FY15 (2014-2015)</u> <del><u>FY14 (2013-2014)</u></del>	<u>FY16 (2015-2016)</u> <del><u>FY15 (2014-2015)</u></del>	<u>FY17 (2016-2017)</u> <del><u>FY16 (2015-2016)</u></del>	<u>FY18<del>7</del> (2017<del>6</del>-2018<del>7</del>)</u>	Benchmark
<u>163/163</u> <del><u>164/164</u></del>	<u>158/158</u> <del><u>163/163</u></del>	<u>160/160</u> <del><u>158/158</u></del>	<u>Retired by SBOE</u> <del><u>160/160</u></del>	<u>155/155</u> <sup>4</sup>

*\*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> <del><u>FY14 (2013-2014)</u></del>	<u>FY16 (2015-2016)</u> <del><u>FY15 (2014-2015)</u></del>	<u>FY17 (2016-2017)</u> <del><u>FY16 (2015-2016)</u></del>	<u>FY18<del>7</del> (2017<del>6</del>-2018<del>7</del>)</u>	Benchmark
<u>Bachelors:</u> <u>1,765</u> <del><u>Bachelors:</u> <u>1981</u></del>	<u>Bachelors:</u> <u>1,687</u> <del><u>Bachelors:</u> <u>2005</u></del>	<u>Bachelors:</u> <u>1,651</u> <del><u>Bachelors:</u> <u>1865</u></del>	<u>Bachelors:</u> <u>1,570</u> <del><u>1758</u></del>	<u>2000</u> <sup>4</sup>

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**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)**

<del>FY145</del> (201 <del>43</del> - 201 <del>34</del> )	<del>FY165</del> (201 <del>54</del> - 201 <del>65</del> )	<del>FY176</del> (201 <del>65</del> - 201 <del>76</del> )	<del>FY17-FY18</del> (201 <del>76</del> -201 <del>87</del> )	Benchmark
<del>7588</del> %/75%	<del>62.575</del> %/ <del>87.575</del> %	<del>6287.5</del> %/ <del>87.5</del> %	<del>7580</del> % <del>62.5</del> %/ <del>75</del> % <del>8087.5</del> %	85%/85% <sup>4</sup>

**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)**

<del>FY15</del> (2014- 2015) <del>FY14</del> (2013- 2014)	<del>FY16</del> (2015- 2016) <del>FY15</del> (2014- 2015)	<del>FY17</del> (2016- 2017) <del>FY16</del> (2015- 2016)	<del>FY187</del> (201 <del>76</del> - 201 <del>87</del> )	Benchmark
<del>2,415</del> 2415	<del>2,605</del> 2,605	<del>2,678</del> 2678	<del>2,799</del> 2,922 <del>2,678</del>	3,130 <sup>8</sup>

**II. International Student Enrollment (heads)**

<del>FY15</del> (2014- 2015) <del>FY14</del> (2013- 2014)	<del>FY16</del> (2015- 2016) <del>FY15</del> (2014- 2015)	<del>FY17</del> (2016- 2017) <del>FY16</del> (2015- 2016)	<del>FY17</del> (201 <del>76</del> - 201 <del>87</del> )	Benchmark
<del>712</del> 712	<del>766</del> 766	<del>664</del> 664	<del>717</del> 800	950 <sup>4</sup>

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

<del>FY15</del> (2014- 2015) <del>FY14</del> (2013- 2014)	<del>FY16</del> (2015- 2016) <del>FY15</del> (2014- 2015)	<del>FY17</del> (2016- 2017) <del>FY16</del> (2015- 2016)	<del>FY187</del> (201 <del>76</del> - 201 <del>87</del> )	Benchmark
<del>19%</del> / <del>11%</del> 17%/11%	<del>19%/12%</del> 19%/ 12%	<del>19%</del> / <del>13%</del> 19%/13%	<del>22.1</del> 2019% / <del>13</del> 13%	21% / 14% <sup>4</sup>

**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**

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del>	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del>	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del>	<del>FY18 (2017-2018)</del> <del>FY17 (2016-2017)</del>	Benchmark
Survey average in the 2 <sup>nd</sup> group of 5 <sup>NA</sup>	Survey average in the 3 <sup>rd</sup> group of 5 Survey average in the 2 <sup>nd</sup> group of 5	Survey average in the 3 <sup>rd</sup> group of 5 Survey average in the 2 <sup>nd</sup> group of 5	Survey average in the 3 <sup>rd</sup> group of 5 Survey average in the 2 <sup>nd</sup> group of 5	Survey average in the 3 <sup>rd</sup> group of 5 <sup>9</sup>

**II. Full-time Staff Turnover Rate**

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

**Objective C:** Improve efficiency, transparency and communication.

**Performance Measures:**

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

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

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

<del>FY15 (2014-2015)</del> <del>FY14 (2013-2014)</del>	<del>FY16 (2015-2016)</del> <del>FY15 (2014-2015)</del>	<del>FY17 (2016-2017)</del> <del>FY16 (2015-2016)</del>	<del>FY18 (2017-2018)</del> <del>FY17 (2016-2017)</del>	Benchmark
1.19 <del>1.36</del>	1.15 <del>1.20</del>	1.10 <del>1.15</del>	0.97 <del>1.21</del>	1.32 <sup>4</sup>

**Key External Factors**

Factors beyond our control that affect achievement of goals

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

### **Evaluation Process**

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

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

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<sup>1</sup> 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/>).

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

<sup>3</sup> 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?”

<sup>4</sup> Internally set standard to assure program quality.

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

<sup>6</sup> Based on a review of our SBOE peer institutions

<sup>7</sup> 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.

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

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

<sup>10</sup> Based on HR’s examination of turnover rates of institutions nationally.

<sup>11</sup> Established by SBOE.

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Appendix 1

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
<b>Institution/Agency Goals and Objectives</b>				
<b>GOAL 1: Innovate</b> <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>			✓	
<b>GOAL 2: Engage</b> <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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	<b>State Board of Education Goals</b>			
	<b>Goal 1: EDUCATIONAL SYSTEM ALIGNMENT</b>	<b>Goal 2: EDUCATIONAL ATTAINMENT</b>	<b>Goal 3: WORKFORCE READINESS</b>	
<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>	✓	✓		
<b>GOAL 3: Transform Educational experiences that improve lives</b>  <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>		✓		
<b>GOAL 4: Cultivate A valued and diverse community</b>  <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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	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 4<sup>th</sup> 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.

## Information Security Overview and Critical Security Controls Assessment Report

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Date: March 7, 2019

Status: FINAL

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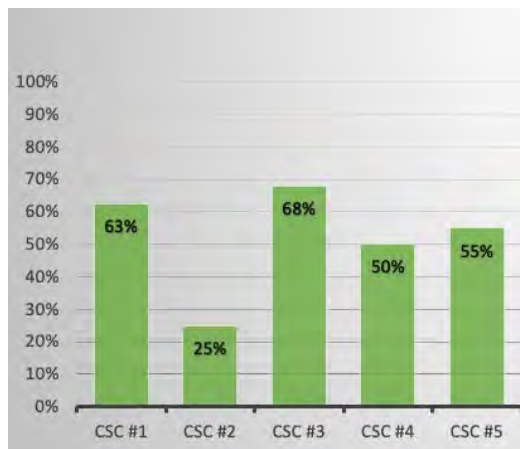
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## Executive Summary

In response to the Idaho Governor's Executive Order 2017-02 issued January 16, 2017, UI ITS personnel initiated an assessment of the Center for Internet Security (CIS) Critical Security Controls (CSC) 1-5. This assessment was scored using the AuditScripts initial assessment tool recommended by the State Office of the CIO and acting Chief Information Security Officer, Lance Wyatt. We continue to regularly re-assess our posture against the CSC.

Version 7.0 of the Critical Security Controls was released in early 2018. ITS assessed our status in April 2018 based upon progress implementing controls, and changes in CSC for version 7. That assessment shows an increase from 0.39 to 0.48 (out of 1.0) for overall implementation of the first 5 controls. Between April 2018 and March 2019, our score increased from 0.48 to 0.50.

### *CSC Version 7 – March 2019*



Overall completion for each control combines scoring for policy, implementation, automation and reporting. A 100% score could be achieved by approving the written policy, implementing and automating a control for all systems, and reporting it to the executive level. For some specific controls, 100% implementation will not be desirable or achievable on a university network. Prioritization, scope, and target percentage of specific controls will be assessed and prioritized.

The 2018 IT Security Risk assessment was performed and mitigation tasks were planned. These risks were prioritized according to the IT Security Plan and utilizing the NIST Cybersecurity Framework (CSF). These mitigations include, but were not limited to:

1. Funding was requested and approved through the University Budget and Finance Committee (UBFC) to enhance email filtering technologies. Planning is currently underway and will soon be implemented. **CSF: PROTECT**
2. Funding was requested and approved through the UBFC to find and mitigate sensitive Personally Identifiable Information on university laptops and desktops (data leakage protection, or DLP). This project will kick off later in 2019. **CSF: DETECT**
3. Funding requested through the UBFC to enhance multiple aspects of CSC 1-5, including vulnerability scanning, application whitelisting, security orchestration automation and response, and minimizing



administrator privileges. This was not funded by UBFC, and as a result of the 2018 risk assessment was requested again in 2019. CSF: PROTECT CSF: DETECT

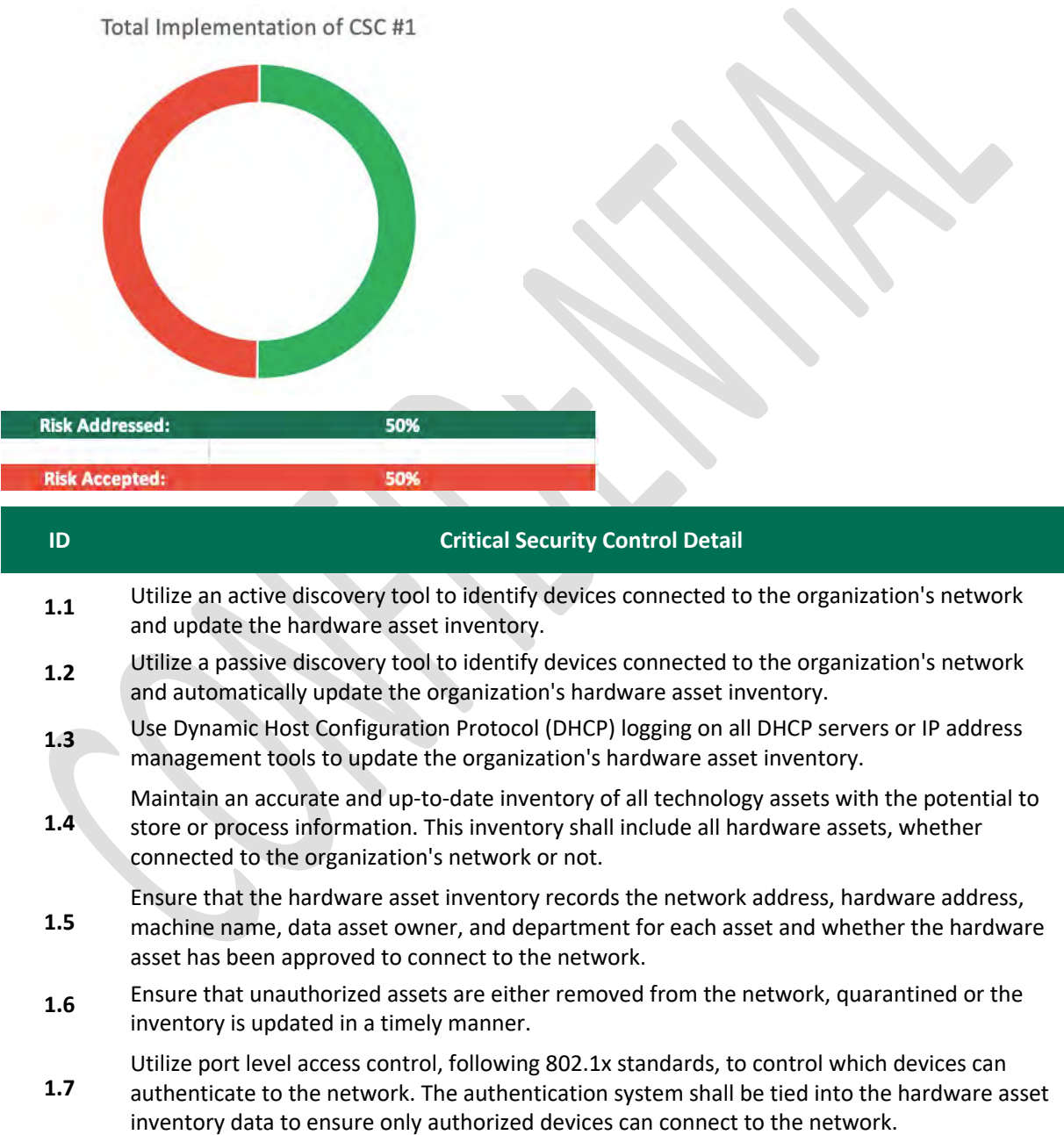
4. Funding requested through the UBFC to implement Network Intrusion Prevention technology, including capability to detect and block malicious activity as a core and fundamental capability. This was not funded and was again requested from UBFC. CSF: PROTECT CSF: DETECT
5. Funding was requested through the UBFC to implement a system to improve our IT Risk Assessment process and ability to cross-reference our various compliance needs across the institution. This has not yet been approved or funded. CSF: IDENTIFY

Risks identified against the updated CSC version 7 baseline will again be prioritized in the 2019 IT Security Risk Assessment and mitigations, where feasible or funded, will be addressed within the FY20 IT Security Plan. This will continue to move us towards our target profile under the NIST Cybersecurity Framework.

## Critical Security Controls

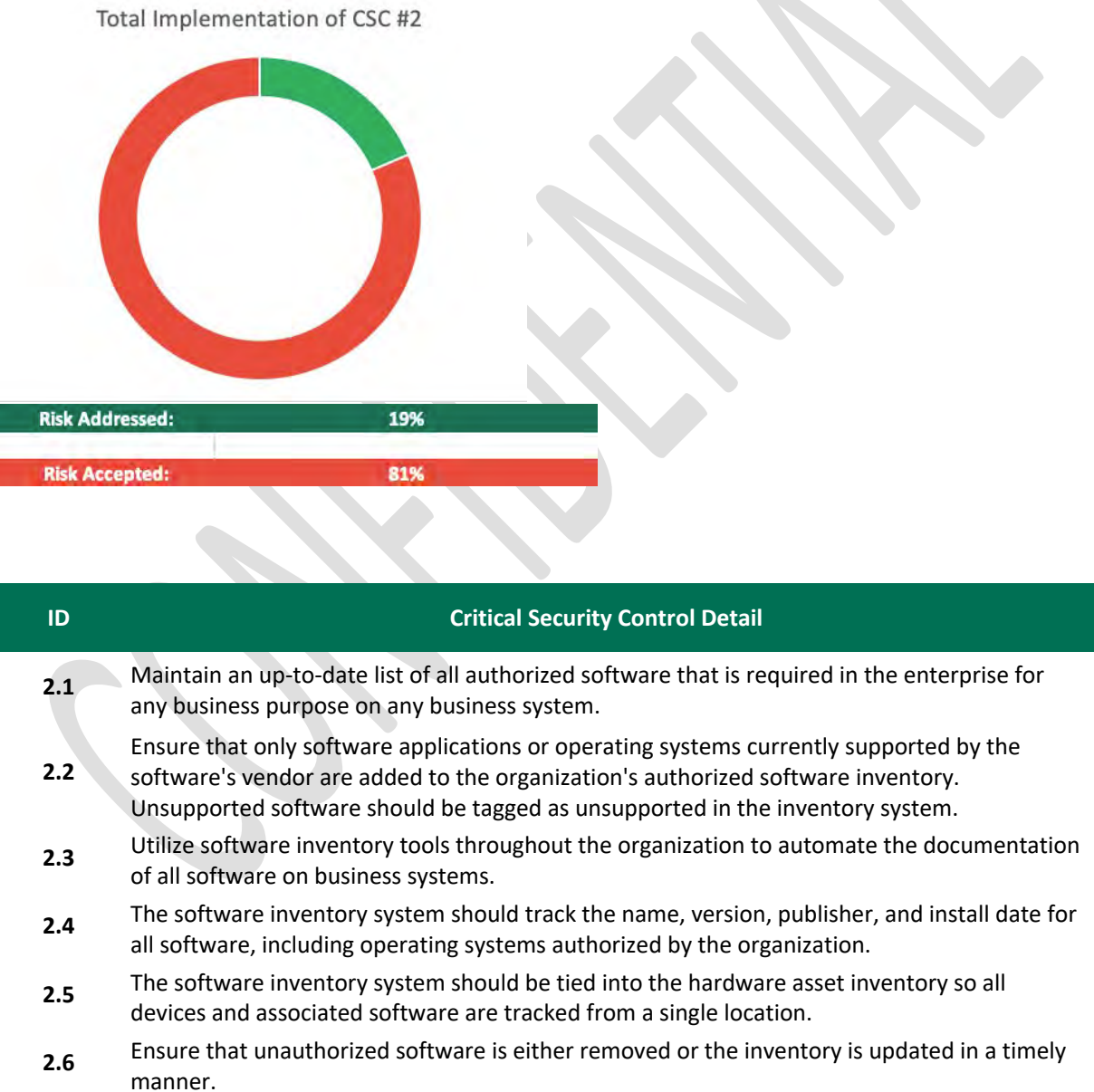
Using the AuditScripts tool, the following pages show the overall risk for each control. This assumes that any control not fully implemented has been implicitly, if not explicitly, accepted as a risk. Detailed answers on each control are not provided, but are on file in the ITS Information Security Office.

### CSC #1: Inventory and Control of Hardware Assets



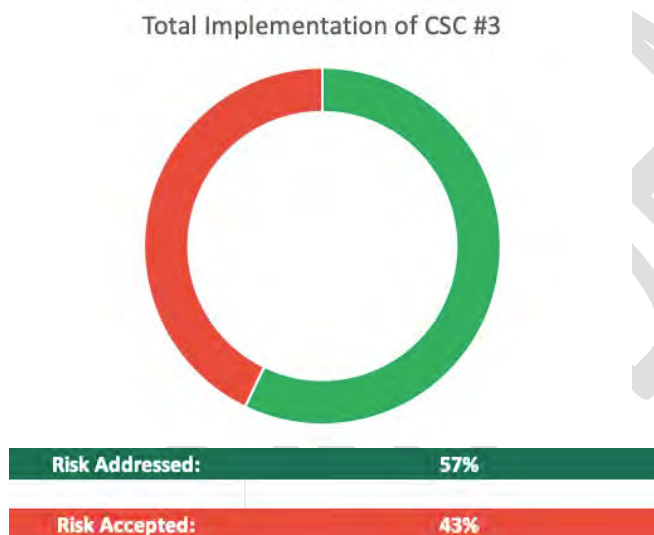
- 1.8
 Use client certificates to authenticate hardware assets connecting to the organization's trusted network.

CSC #2: Inventory and Control of Software Assets



- 2.7 Utilize application whitelisting technology on all assets to ensure that only authorized software executes and all unauthorized software is blocked from executing on assets.
- 2.8 The organization's application whitelisting software must ensure that only authorized software libraries (such as \*.dll, \*.ocx, \*.so, etc) are allowed to load into a system process.
- 2.9 The organization's application whitelisting software must ensure that only authorized, digitally signed scripts (such as \*.ps1, \*.py, macros, etc) are allowed to run on a system.
- 2.10 Physically or logically segregated systems should be used to isolate and run software that is required for business operations but incur higher risk for the organization.

### CSC #3: Continuous Vulnerability Management



ID	Critical Security Control Detail
3.1	Utilize an up-to-date SCAP-compliant vulnerability scanning tool to automatically scan all systems on the network on a weekly or more frequent basis to identify all potential vulnerabilities on the organization's systems.
3.2	Perform authenticated vulnerability scanning with agents running locally on each system or with remote scanners that are configured with elevated rights on the system being tested.

- 3.3 Use a dedicated account for authenticated vulnerability scans, which should not be used for any other administrative activities and should be tied to specific machines at specific IP addresses.
- 3.4 Deploy automated software update tools in order to ensure that the operating systems are running the most recent security updates provided by the software vendor.
- 3.5 Deploy automated software update tools in order to ensure that third-party software on all systems is running the most recent security updates provided by the software vendor.
- 3.6 Regularly compare the results from back-to-back vulnerability scans to verify that vulnerabilities have been remediated in a timely manner.
- 3.7 Utilize a risk-rating process to prioritize the remediation of discovered vulnerabilities.

## CSC #4: Controlled Use of Administrative Privileges

Total Implementation of CSC #4



Risk Addressed: 34%

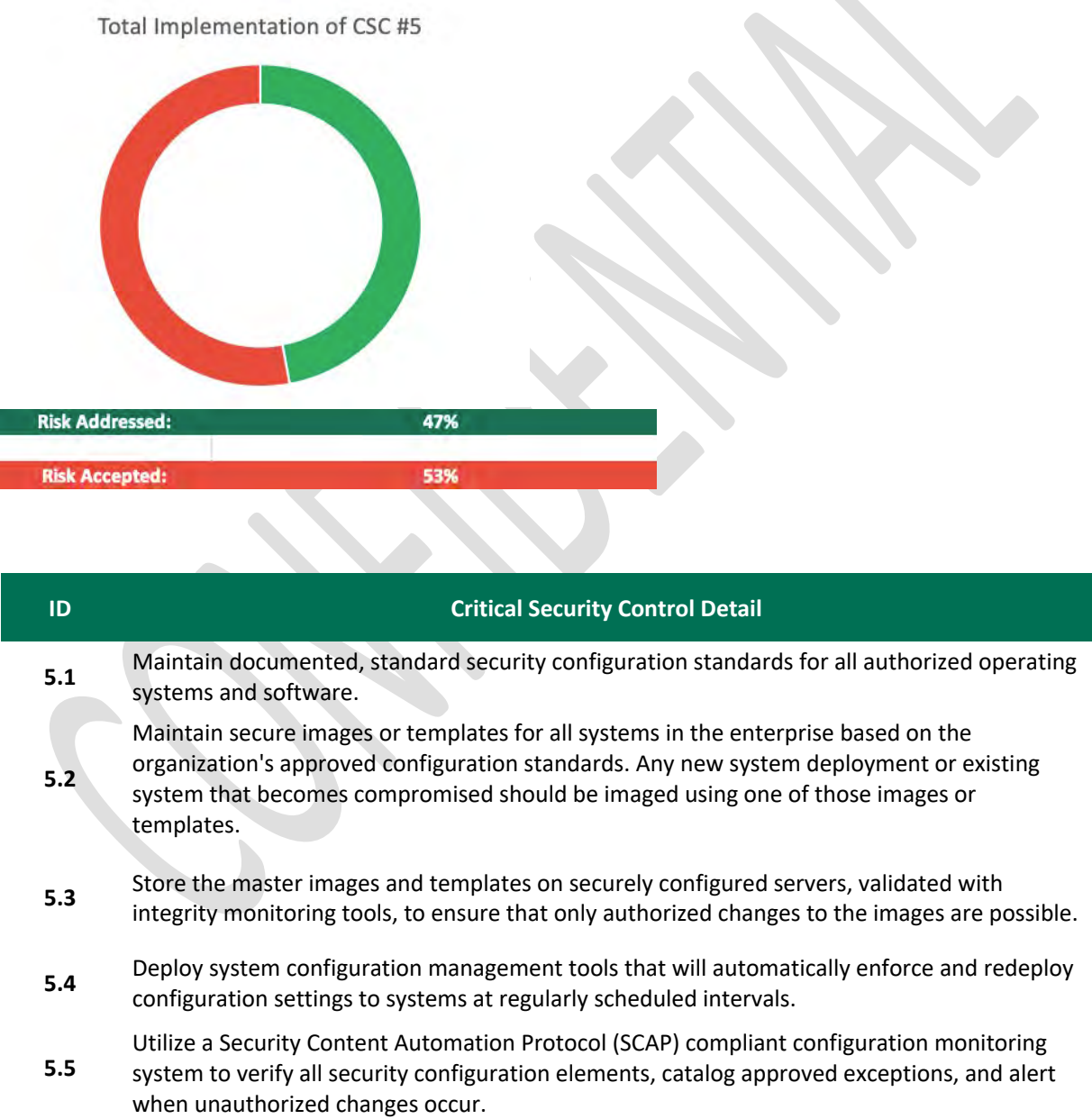
Risk Accepted: 66%

ID	Critical Security Control Detail
4.1	Use automated tools to inventory all administrative accounts, including domain and local accounts, to ensure that only authorized individuals have elevated privileges.
4.2	Before deploying any new asset, change all default passwords to have values consistent with administrative level accounts.
4.3	Ensure that all users with administrative account access use a dedicated or secondary account for elevated activities. This account should only be used for administrative activities and not internet browsing, email, or similar activities.
4.4	Where multi-factor authentication is not supported (such as local administrator, root, or service accounts), accounts will use passwords that are unique to that system.
4.5	Use multi-factor authentication and encrypted channels for all administrative account access.
4.6	Ensure administrators use a dedicated machine for all administrative tasks or tasks requiring administrative access. This machine will be segmented from the organization's primary network and not be allowed Internet access. This machine will not be used for reading e-mail, composing documents, or browsing the Internet.
4.7	Limit access to scripting tools (such as Microsoft PowerShell and Python) to only administrative or development users with the need to access those capabilities.
4.8	Configure systems to issue a log entry and alert when an account is added to or removed from any group assigned administrative privileges.

- 4.9

Configure systems to issue a log entry and alert on unsuccessful logins to an administrative account.

### CSC #5: Secure Configuration for Hardware and Software



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## Appendix A: References

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Tracking of key references useful for this report.

Executive Order 2017-01	Findings of the Idaho Cybersecurity Taskforce	<a href="https://gov.idaho.gov/mediacenter/execorders/eo17/EO%202017-02.pdf">https://gov.idaho.gov/mediacenter/execorders/eo17/EO%202017-02.pdf</a> (file missing)
Critical Security Controls	Version 7	<a href="https://www.cisecurity.org/controls/">https://www.cisecurity.org/controls/</a>
Audit Scripts	Free Assessment Resources	<a href="http://www.auditscripts.com/free-resources/critical-security-controls/">http://www.auditscripts.com/free-resources/critical-security-controls/</a>



# BOISE STATE UNIVERSITY

UPDATED FOR FY2019 THROUGH FY2023

MISSION STATEMENT

CORE THEMES

VISION

STRATEGIC PLAN

MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN

MAPPING OF STRATEGIC PLAN TO THE

COMPLETE COLLEGE IDAHO PLAN

KEY EXTERNAL FACTORS

# *Focus on Effectiveness*

**Boise State University**  
**Strategic Plan**

**Mission**

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

**Vision**

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

**Core Themes**

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

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

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

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

***Community Commitment.** The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning*

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*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 <sup>1</sup> 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	NSSE survey every three years	NSSE survey every three years	99% <sup>2</sup> ↔	NSSE survey every three years	100%	105% <sup>3</sup>
>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 <sup>4</sup> (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

<sup>1</sup> “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.

<sup>2</sup> ↔ Indicates that Boise State is statistically the same as peers; ↑ & ↓ indicate statistically higher and lower than peers, respectively.

<sup>3</sup> A percentage of 105% indicates that Boise State would score 5% better than peers.

<sup>4</sup> 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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>Number of VIP teams	8	8	10	17	25	30
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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%

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**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) <sup>5</sup>	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 <sup>6</sup> )	(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 <sup>7</sup>	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%
-Resident, Pell-Eligible only							
-Resident, Not Pell-Eligible only	72.7%	72.6%	70.8%		74.0%	76.5%	79.0%
-Non-Resident, Pell-Eligible only	76.1%	76.6%	75.4%		78.0%	80.0%	82.0%
-Non-Resident, Not Pell-Eligible only	76.8%	75.6%	77.3%		80.0%	82.0%	84.0%
>Percent full-time transfers retained or graduated	84.0% <sup>7</sup>	87.8%	88.2%		89.0%	90.0%	91.0%
	5.4%	73.8%	76.6%		79.0%	81.0%	83.0%

4-year graduation rate <sup>8</sup>	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						
-Resident, Not Pell-Eligible only						
-Non-Resident, Pell-Eligible only	10.9%	12.2%	15.3%		20%	33%
-Non-Resident, Not Pell-Eligible only	18.7%	22.9%	24.5%		29%	38%

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> 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.

<sup>8</sup> 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	29.2%	31.4%	34.0%		39%	48%
	36.9%	42.7%	46.4%		49%	53%
	47.0%	47.5%	49.7%		51%	53%

6-year graduation rate <sup>9</sup>	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%		48.0%	54.0%
-Resident, Pell-Eligible only				Available Sept. 2019		
-Resident, Not Pell-Eligible only						
-Non-Resident, Pell-Eligible only	29.3%	30.4%	34.3%		38.0%	46.0%
-Non-Resident, Not Pell-Eligible only	34.2%	43.5%	41.4%		45.0%	51.0%
>% of full-time transfers who graduated	45.6%	44.4%	54.7%		57.0%	61.0%
	58.4%	60.7%	64.0%		65.5%	68.5%
	51.0%	58.3%	57.5%		58.0%	62.0%

Student Achievement Measure (After six years: % graduated or still enrolled at Boise State or elsewhere) <sup>10</sup>	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	73%	76%
>Full-time Transfer student cohort	74%	80%	78%	Nov. 2019	78%	80%

Gateway math success of new degree-seeking freshmen <sup>11</sup>	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 <sup>12</sup>	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	23.9%	23.9%	23.9%	Available July 2019	25%	28%

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

<sup>10</sup> 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.

<sup>11</sup> 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).

<sup>12</sup> SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring term). Based on end-of-term data version. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used. Spring term is used to determine degree-seeking status of students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status and the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.



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Success in credit-bearing course (gateway) after remedial course <sup>13</sup>	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%

Structured Programs <sup>14</sup>	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 <sup>15</sup>	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
		3,317	3,373		3,700	4,275
>Baccalaureate	3,174	220	248		270	320
>Graduate Certificate	178	776	917		950	975
>Master's	670	15	16		23	33
>Education Specialist	10	36	32		40	50
>Doctoral	18					

**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			101% ⇄	NSSE survey every three years	103%	105%
>Student-faculty interaction	NSSE survey every three years	NSSE survey every three years	101% ⇄		103%	105%
Campus Environment			90% ↓		95%	100%
>Quality of interactions						
>Supportive environment						

<sup>13</sup> 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.

<sup>14</sup> SBOE required metric: structured programs. Percentage of academic degree programs with structured schedules.

<sup>15</sup> 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.

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

**Performance Measures:**

Dual enrollment <sup>16</sup>	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

**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:**

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			99.8%↔		102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	NSSE survey every three years	NSSE survey every three years	100.2%↔	NSSE survey every three years	102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)			103.4%↑		105%	105%

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 <sup>17</sup>	1,533	1,709	1,957	2,237	2,700	3,500
>Citations of peer-reviewed publications authored Boise State faculty, staff students <sup>18</sup>	11,190	12,684	8,147	10,167	14,000	22,000

<sup>16</sup> 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.

<sup>17</sup> # of publications over five-year span with Boise State listed as an address for one or more authors; from Web of Science.

<sup>18</sup> 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.

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Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline <sup>19</sup>	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)	7.1%	9.6%	18.9%	Available Sept 2019	15%	20%
>\$\$ per grant award for interdisciplinary grants	\$276,604	\$237,338	\$244,317		\$300,000	\$350,000
>\$\$ per grant award for single-discipline grants	\$106,394	\$137,209	\$164,347		\$200,000	\$225,000

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

**Performance Measures:**

Carnegie Foundation Ranking <sup>20</sup>	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 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					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 <sup>21</sup> (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 <sup>22</sup>	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%	available	available	45%	46%

<sup>19</sup> Excludes no-cost extensions. Represents per-grant, not per-person \$\$.

<sup>20</sup> 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).

<sup>21</sup> 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.

<sup>22</sup> 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](https://labor.idaho.gov/publications/ID_Postsec_Grad_Retent_Analysis.pdf).

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

**Performance Measures:**

STEM Graduates <sup>23</sup>	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 <sup>24</sup>						
>from rural counties	142	120	124	Available Sept. 2019	165	210
>from ethnic minorities	303	339	359		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
Baccalaureate graduates who began as transfers from Idaho community college <sup>25</sup>	384	391	406	Available Sept. 2019	700	1,100

**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	1,255	1,558	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

<sup>23</sup> 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.


<sup>24</sup> 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

<sup>25</sup> 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.

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<p>“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.”<sup>26</sup></p>	<p>Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015.</p>	 The logo is a circular gold seal. In the center is a stylized tree with multiple branches and leaves. The text "Carnegie Foundation" is at the top, "Elective" is in the middle, and "Community Engagement Classification" is at the bottom.	<p>Renewal of Community Engagement Classification in 2025</p>
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<sup>26</sup> 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](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			99.8% ↔			
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	NSSE survey every three years	NSSE survey every three years	100.2% ↔	NSSE survey every three years	102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)			103.4% ↑		102%	105%
					105%	105%

Cost of Education <sup>27</sup> (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 <sup>28</sup>					No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in CPI adjusted \$\$
>In 2015 \$\$ (i.e., CPI-adjusted)	\$311.72	\$313.64	\$313.35	Available Dec. 2019		
>Unadjusted	\$314.81	\$322.15	\$329.90			
\$ per Resident Undergraduate & Graduate SCH					No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
>In 2015 \$\$	\$280.53	\$281.38	\$279.53	Available Dec. 2019		
>Unadjusted	\$283.31	\$289.01	\$294.29			
\$ per Total Undergraduate SCH <sup>29</sup>					No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
>In 2015 \$\$	\$266.25	\$266.47	\$263.08	Available Dec. 2019		
>Unadjusted	\$268.89	\$273.70	\$276.98			
\$ per Total Undergraduate & Graduate SCH					No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
>In 2015 \$\$	\$247.65	\$247.63	\$244.00	Available Dec. 2019		
>Unadjusted	\$250.11	\$254.35	\$256.89			

<sup>27</sup> 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>.

<sup>28</sup> 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.

<sup>29</sup> 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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Graduates per FTE	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Baccalaureate graduates per undergraduate FTE <sup>30</sup>	21.1	21.7	21.8	Available	22.2	22.8
Baccalaureate graduates per junior/senior FTE <sup>31</sup>	37.9	41.1	41.2	Sept.	42.5	44.0
Graduate degree graduates per graduate FTE <sup>32</sup>	38.7	43.1	46.8	2019	44.0	45.0

Distinct Graduates per \$100k Expense <sup>33</sup>	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Distinct baccalaureate graduates per \$100k undergraduate expense				Available	No increase	No increase
>In 2015 \$\$ (i.e., CPI-adjusted)	1.41	1.44	1.45	Jan. 2020	in CPI	in CPI
>Unadjusted	1.40	1.40	1.37		adjusted \$\$	adjusted \$\$
Baccalaureate, masters, and doctoral graduates per \$100k total expense				Available	No increase	No increase
>In 2015 \$\$	1.47	1.53	1.57	Dec.	in CPI	in CPI
>Unadjusted	1.46	1.49	1.49	2019	adjusted \$\$	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

Advancement funding	FY	FY	FY	FY	Target ("Benchmark")	
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<sup>30</sup> 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.

<sup>31</sup> 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.

<sup>32</sup> 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.

<sup>33</sup> 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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	2016	2017	2018	2019	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	\$96.7M	\$105.4M	\$114.8M		\$130M	\$150M

## 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↓					
<b>Matrix: Overall Goal</b>					
Increase the number of Idahoans who have a relevant, high-quality college education	✓	✓	✓	✓	✓
<b>Matrix: Contributing Goals</b>					
<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		✓			✓

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

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

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<b>Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan</b>					
<b>Boise State Strategic Goals→</b> <b>↓Complete College Idaho Strategic Goals↓</b>	<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>
<b>STRENGTHEN THE PIPELINE</b>					
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		✓			
<b>TRANSFORM REMEDIATION</b>					
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		✓			
<b>STRUCTURE FOR SUCCESS</b>					
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
<b>REWARD PROGRESS &amp; COMPLETION</b>					
Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
<b>LEVERAGE PARTNERSHIPS</b>					
Strengthen Collaborations Between Education and Business/Industry Partners				✓	
College Access Network				✓	

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STEM Education			✓	✓	
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**Doug Ooley, CISSP**

*Chief Information Security Officer/Director*

*IT Governance, Risk, Compliance and Cybersecurity*

*Office of Information Technology - Boise State University*

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**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.

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**Idaho State University Strategic Plan: 2020-2024**

**Focusing on Idaho's Future:**

*discover* OPPORTUNITY

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Idaho State University Strategic Plan: 2020-2024

**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).*

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>Benchmark</b> <b>2022</b>
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).*

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>Benchmark</b> <b>2022</b>
1,710	1,614	1,658	Not Avail	1,905



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**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).**

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>Benchmark</b> <b>2022</b>
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.**

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>Benchmark</b> <b>2022</b>
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**

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>FY2025</b> <b>Benchmark</b>
30%	31%	31%	Not Avail.	50%

**Benchmark Definition:** Benchmark set by the SBOE.

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

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>FY2025</b> <b>Benchmark</b>
28%	29%	32%	Not Avail.	40%

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**Benchmark Definition:** The SBOE set a benchmark of 50%, but this is an unrealistic goal for ISU. ISU identified stretch goal as 40%.

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

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>FY2025</b> <b>Benchmark</b>
207	200	286	Not Avail.	315

**Benchmark Definition:** ISU identified its benchmark at 315, a 10% increase over FY 2018 .

**1.3b Total number of associate degrees**

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>FY2025</b> <b>Benchmark</b>
378	419	472	Not Avail.	519

**Benchmark Definition:** ISU identified its benchmark at 519, a 10% increase over FY 2018 .

**1.3c Total number of baccalaureate degrees**

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>FY2025</b> <b>Benchmark</b>
1,277	1,249	1,166	Not Avail.	1,224

**Benchmark Definition:** ISU identified its benchmark at 1,116, a 5% increase over FY 2018.

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

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2018)	<b>FY2025</b> <b>Benchmark</b>
182	179	266	Not Avail.	292

**Benchmark Definition:** ISU identified its benchmark at 292, a 10% increase over FY 2018 .

**1.4b Total number unduplicated graduates (associate degrees)**

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>FY2025</b> <b>Benchmark</b>
358	402	472	Not Avail.	519

**Benchmark Definition:** ISU identified its benchmark at 519, a 10% increase over FY 2018.

**1.4c Total number unduplicated graduates (baccalaureate degrees)**

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>FY2025</b> <b>Benchmark</b>
1,196	1,167	1,131	Not Avail.	1,187

**Benchmark Definition:** ISU identified its benchmark at 1,187, a 5% increase over FY 2018.

**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**

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>FY2025</b> <b>Benchmark</b>
-------------------------------	-------------------------------	-------------------------------	-------------------------------	-----------------------------------

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28%*	Not Avail.	Not Avail.	Not Avail.	Not Applicable
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\*In 2016, English became a co-requisite vs. a remediation course

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

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>FY2025</b> <b>Benchmark</b>
34%	35%	34%	Not Avail.	40%

**Benchmark Definition:** ISU identified its benchmark at 40%, a 6% increase over FY 2018.

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

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>FY2025</b> <b>Benchmark</b>
11%	13%	14%	Not Avail.	20%

**Benchmark Definition:** ISU identified its benchmark at 20%, a 6% increase over FY 2018.

**Goal 3: Promote ISU's Identity**

**Objective:** Over the next five years, promote ISU's unique identity by **12%** 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 **12%** in awareness of ISU's educational offerings and the opportunities it provides AYs 18-22.**

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

**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.**

<b>FY 2016</b> (2015-2016)	<b>FY 2017</b> (2016-2017)	<b>FY 2018</b> (2017-2018)	<b>FY 2019</b> (2018-2019)	<b>Benchmark</b> <b>2022</b>
10,237b	5,097b	4,487b	Not Avail.	<b>5,750b</b>

**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) was a spike because of national and international interest and stories. The new 2022 benchmark of 5,750b was created by averaging FY17 and 18 figures to establish a baseline and based on a new marketing campaign that seeks to achieve a 20% increase.

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**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.*

<b>AY 2016 (2015-2016)</b>	<b>AY 2017 (2016-2017)</b>	<b>AY 2018 (2017-2018)</b>	<b>AY 2019 (2018-2019)</b>	<b>Benchmark 2021</b>
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.*

<b>AY 2016 (2015-2016)</b>	<b>AY 2017 (2016-2017)</b>	<b>AY 2018 (2017-2018)</b>	<b>AY 2019 (2018-2019)</b>	<b>Benchmark 2021</b>
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*

<b>AY 2016 (2015-2016)</b>	<b>AY 2017 (2016-2017)</b>	<b>AY 2018 (2017-2018)</b>	<b>AY 2019 (2018-2019)</b>	<b>Benchmark 2021</b>
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.

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**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.*

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2022</b>
Not Avail.	Not Avail.	1,222 (baseline)	Not Avail.	1,322

**Benchmark:** The number of new activities that ISU employees and students participate in that produce an increase in new relationships over a five-year period FYs 18-22. This is a new baseline based on FY18 data and a new 2022 benchmark.

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

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2022</b>
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.*

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2022</b>
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.

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**Key External Factors**

*Funding*

Many of Idaho State University strategic goals and objectives assume ongoing 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 is 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 the 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 it 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



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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 the 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%. ISU's five-year goal remains 74% even though it may be very difficult to achieve. The University continues 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

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math courses, thus improving student retention. The effects of this implementation 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 that is currently underway. Many of the initiatives within Pathways are already being implemented, but the SBOE's emphasis is focusing on 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 is 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 annual 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

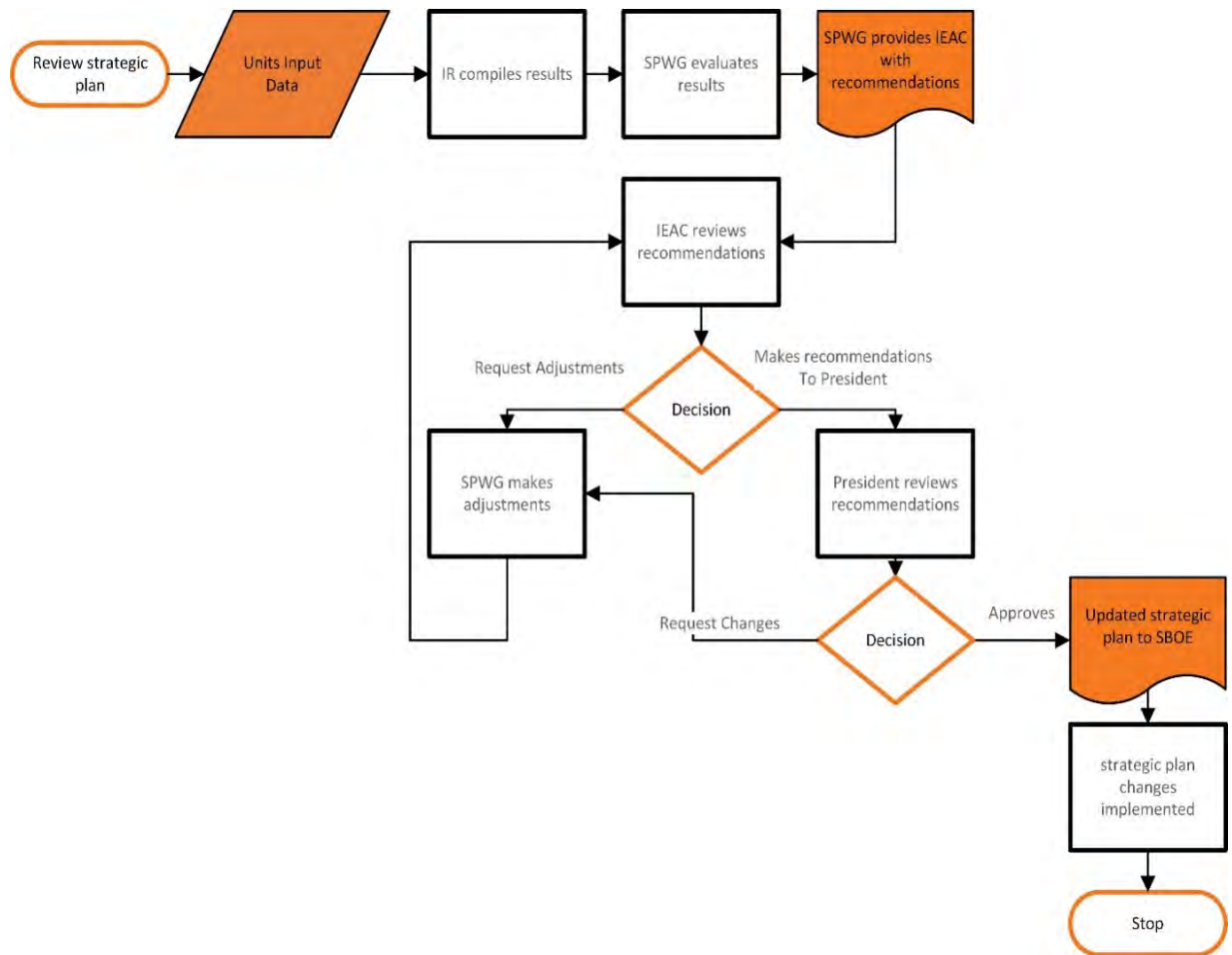
Upon completion of its analysis, the SPWG will forward its recommendations for consideration to the Institutional Effectiveness and Assessment Council's (IEAC) Steering Committee. The IEAC will review the SPWG's report and can either request additional information from the SPWG or make its recommendations to the President for changes to the plan. 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.

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**Evaluation Process**



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**Appendix 1**

<b>State Board of Education Goals</b>				
	<i>Goal 1: EDUCATION SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATION READINESS</i>	<i>Goal 3: EDUCATIONAL ATTAINMENT</i>	<i>Goal 4: WORKFORCE READINESS</i>
<b>Idaho State University</b>				
<b>GOAL 1: Grow Enrollment</b>				
<i>Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.</i>			✓	✓
<b>GOAL 2: Strengthen Retention</b>				
<i>Objective: Improve undergraduate student retention rates by 5% by 2022.</i>	✓	✓	✓	
<b>GOAL 3: Promote ISU's Identity</b>				
<i>Objective: Over the next five years, promote ISU's unique identity by 12% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.</i>	✓	✓	✓	✓
<b>GOAL 4: Strengthen Communication, Transparency and Inclusion</b>				
<i>Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.</i>	✓	✓	✓	
<b>GOAL 5: Enhance Community Partnerships</b>				
<i>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.</i>			✓	✓

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**Appendix 2**

Idaho State University  
Cyber Security Compliance

This appendix provides an update to Idaho State University's cybersecurity 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](http://www.cybersecurity.idaho.gov).*

Complete	In Progress	Under Review
✓		





LEWIS-CLARK STATE  
COLLEGE



# STRATEGIC PLAN: FY 2019-2023

APRIL, 2019 | LEWIS-CLARK STATE COLLEGE





**LEWIS-CLARK STATE**  
— COLLEGE —

*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 options<sup>1</sup>*Performance Measure 1: Number of online and evening/weekend programs.*

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

Benchmark: Based upon current planning processes, LCSC anticipates adding online degrees/certificates and evening &amp; 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)
Online <sup>2</sup>	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 &amp; student grades) is delivered using an online learning management system (LMS).

Benchmark: One hundred percent (100%) of courses have content available to students through 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%

<sup>1</sup> Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.<sup>2</sup> List of online programs available here: <http://www.lcsc.edu/degrees?locations=Online>

Objective B: Ensure high quality program outcomes<sup>3</sup>

*Performance Measure 1: Licensing & certification*

Definition: The proportion of LCSC test takers who pass, or their average test 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 <sup>4</sup>	LCSC	89%	94%	94%	99%	92% <sup>5</sup>	Exceed National Average
		Benchmark: Nat'l Ave.	81%	83%	85%	85%	87% <sup>5</sup>	
		Achievement	MET	MET	MET	MET	MET	
	NCLEX Practical Nurse <sup>4</sup>	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 <sup>6</sup>	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%			

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

<sup>4</sup> Test results for first time test takers reported for April through March.

<sup>5</sup> Partial year reported

<sup>6</sup> 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 <sup>7</sup>	Pharmacy Technician	LCSC	New Program	100%	100%	--% <sup>8</sup>	Available fall 2019	Exceed National Average
		Benchmark: Nat'l Ave.		57%	58%	58%		
		Achievement		MET	MET	NOT MET		
	Paramedic <sup>9</sup>	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* initiative<sup>10</sup>

*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

<sup>7</sup> 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.

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

<sup>9</sup> Written exam results only.

<sup>10</sup> 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*<sup>11</sup> or *experiential learning*<sup>12</sup>. 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 programming 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 graduates opportunities 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 programming 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.

<sup>11</sup> Applied learning = hand’s on application of theory.

<sup>12</sup> 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 <sup>13</sup> .  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 enrollment<sup>14</sup>

### *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 expansion<sup>15</sup>. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of

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

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

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

10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct high school enrollment is 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					429	449

*Performance Measure 2: Adult enrollment*

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

Benchmarks derived from financial modeling of institutional viability and expansion<sup>15</sup>. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to adult enrollment is 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					641	671

*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).<sup>16</sup>

Benchmarks derived from financial modeling of institutional viability and expansion<sup>15</sup>. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to online headcount is articulated in the table below<sup>17</sup>.

<sup>16</sup> Same definition as that used on the IPEDS Fall Enrollment Survey.

<sup>17</sup> 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					1507	1578

*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 expansion<sup>15</sup>. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct transfer enrollment is 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					151	159

*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 expansion<sup>15</sup>. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to nonresident enrollment is 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 FTE <sup>18</sup>	192	177	183	164	150	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					152	160
Nonresident FTE	410	409	395	359	329		
Benchmark:	New Measure – No Prior Benchmarks					334	350

Objective B: Increase credential output<sup>19</sup>

*Performance Measure 1: Certificates and degrees<sup>20</sup>*

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

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan<sup>22</sup>. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025<sup>23</sup>, necessitating a one percent increase annually<sup>24</sup>.

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<sup>18</sup> 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/>

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

<sup>20</sup> State Board of Education postsecondary system wide measure.

<sup>21</sup> Consistent with IPEDS Completions Survey definitions.

<sup>22</sup> 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".

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

<sup>24</sup> 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: Graduates<sup>25</sup>

Definition: The unduplicated count of graduates by degree-level.<sup>26</sup>

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan<sup>22</sup>.

Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025<sup>23</sup>, necessitating a one percent increase annually<sup>24</sup>.

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

<sup>25</sup> State Board of Education postsecondary system wide measure.

<sup>26</sup> 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 attainment<sup>27</sup>*

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree<sup>28</sup>.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan<sup>22</sup>. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025<sup>23</sup>, necessitating a one percent increase annually<sup>24</sup>.

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		

<sup>27</sup> State Board of Education postsecondary system wide measure.

<sup>28</sup> 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 attainment<sup>29</sup>*

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

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan<sup>22</sup>. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025<sup>23</sup>, necessitating a one percent increase annually<sup>24</sup>.

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 <sup>30</sup>	New	10%	18%	21%	18%		
Benchmark: +1% annually	New Benchmark Methodology				22%	23%	27%
Achievement					NOT MET		

*Performances 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 expansion<sup>15</sup>. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student retention is articulated in the table below.

<sup>29</sup> State Board of Education postsecondary system wide measure.

<sup>30</sup> Not consistent with IPEDS 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)
<b>First-Time, Full-Time, Degree- Seeking, Students</b>	57%	58%	57%	63%	Available Feb 2020	
Benchmark: +2% annually <sup>31</sup>					61%	67%
<b>All Degree- Seeking Students</b>	72%	74%	73%	75%	Available Feb 2020	
Benchmark: +2% annually	New Measurement				77%	83%

*Performance Measure 6: 30 to Finish<sup>32</sup>*

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 and those students who started their enrollment during spring semester.

Benchmarks derived from financial modeling of institutional viability and expansion<sup>15</sup>. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student credit load is 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 <sup>33</sup>	New Benchmarking Method				30%	36%

<sup>31</sup> Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four year average of first-time, full-time, degree-seeking retention (59%).

<sup>32</sup> State Board of Education postsecondary system wide measure.

<sup>33</sup> Long-term benchmarks for FY 25 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: Remediation<sup>34</sup>*

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 Plan<sup>22</sup>. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025<sup>23</sup>, necessitating a one percent increase annually<sup>24</sup>.

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% <sup>35</sup>	Not yet available	
Benchmark	New Benchmarking Method				20%	25%

*Performance Measure 8: Math Pathways<sup>34</sup>*

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course<sup>36</sup> within two years.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan<sup>22</sup>. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025<sup>23</sup>, necessitating a one percent increase annually<sup>24</sup>.

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% <sup>37</sup>	Not yet available	
Benchmark:	New Benchmarking Method				53%	58%

<sup>34</sup> State Board of Education postsecondary system wide measure.

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

<sup>36</sup> Gateway math is defined institutionally as Math 123 and above.

<sup>37</sup> 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 courses<sup>38</sup>.

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%

<sup>38</sup> 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 programming<sup>39</sup>

*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 & Learning<sup>40</sup> and those coordinated by the President's Commission on College Diversity<sup>41</sup>.

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 programing 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 & History<sup>42</sup>.

Benchmark: Steady increase in community participation.

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

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

<sup>41</sup> 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/>

<sup>42</sup> 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)
<b>Duplicated Headcount</b>	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 infrastructure<sup>43</sup>

##### *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 <sup>44</sup>	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 <sup>45</sup>	New Measure: Reevaluate current events hosted by LCSC and consider areas of expansion to event capacity.				Plan, Implement FY 2021	

<sup>43</sup> Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

<sup>44</sup> Project list will grow as additional revenue streams crystalize.

<sup>45</sup> 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 <sup>46</sup>	\$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 <sup>47</sup>	New Measure: No Prior Benchmarks				\$5,235,809	

Objective B: Bring all employee compensation up to policy/median benchmarks<sup>48</sup>

*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.

<sup>46</sup> 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.

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

<sup>48</sup> 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:
  - a. The Governor’s 2017 Higher Education and Workforce Development taskforce.
  - b. 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."

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

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

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

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

## 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 Citizenry<sup>1</sup>**

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 education<sup>5</sup>

	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.<sup>4</sup>

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 System<sup>1</sup>**

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**GOAL 5: Student Centered<sup>12</sup>**

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**ATTACHMENT 5**

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 Awareness<sup>3</sup>**

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

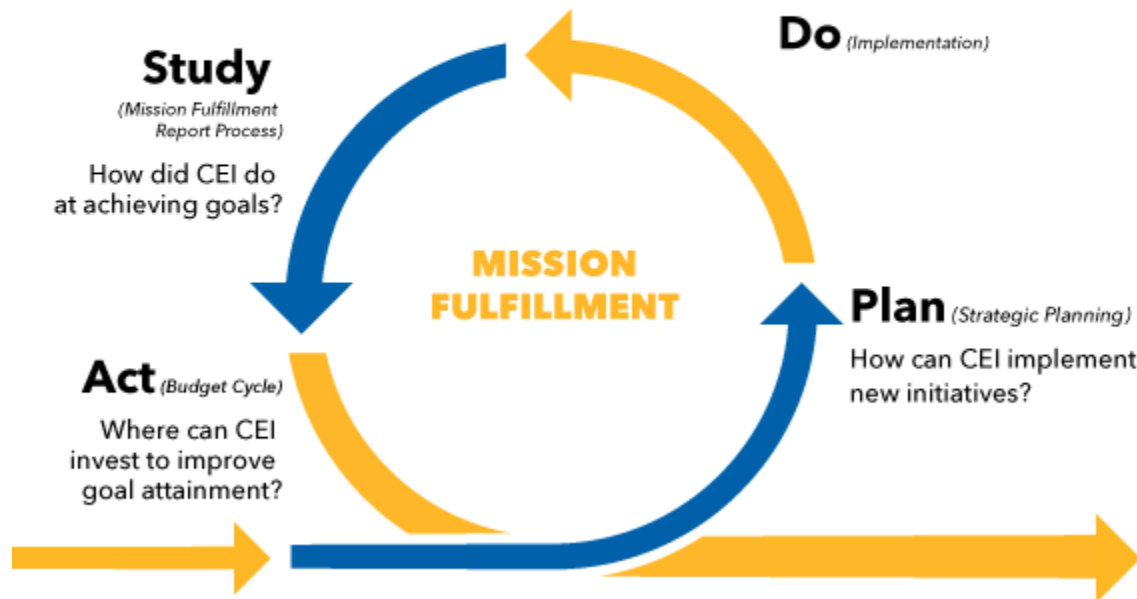


Figure 1: Mission Fulfillment Process

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.

<sup>1</sup>N/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.

<sup>2</sup>In 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.

<sup>3</sup>Currently CEI is collecting data beginning from fall of 2018 that will be available for reporting by fall of 2019

<sup>4</sup>CEI has adjusted this measure. It has changed from misc. course to a more meaningful customized trainings and included WFT headcount.

<sup>5</sup>Due 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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**ATTACHMENT 5**

	State Board of Education Goals		
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
<b>CEI Goals and Objectives</b>			
<b>GOAL 1: A Well Educated Citizenry</b>			
Objective A: Access	X	X	X
Objective B: Adult Learner Re-Integration	X	X	X
<b>GOAL 2: Innovation and Economic Development</b>			
Objective A: Workforce Readiness			X
<b>GOAL 3: Data-Informed Decision Making</b>			
Objective A: Number of industry recommendations incorporated into career technical curriculum.			X
<b>GOAL 4: Effective and Efficient Educational System</b>			
Objective A: High school senior who choose CEI as their first choice to higher education.	X	X	
<b>GOAL 5: Student Centered</b>			
Objective A: CEI faculty provides effective and student centered instruction.	X	X	X
<b>GOAL 6: Cyber Awareness</b>			
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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**ATTACHMENT 6**

**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.<sup>1</sup>

**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.<sup>1</sup>

**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 <sup>2</sup> (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% <sup>3</sup> (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%) <sup>4</sup> (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 <sup>5</sup> (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 <sup>6</sup> (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 <sup>7</sup> (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 <sup>8</sup> (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% <sup>9</sup> (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% <sup>10</sup> (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% <sup>11</sup> (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% <sup>12</sup> (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 <sup>13</sup>

- 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 <sup>13</sup>

- 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% <sup>14</sup> (by FY2020)

- ~~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<sub>15</sub> (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%<sup>15</sup> (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%<sup>15</sup> (by FY2020)

**VI.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%<sup>16</sup> (by FY2020)

**VI.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%<sup>17</sup> (by FY2020)

**VI.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%<sup>18</sup> (by FY2020)

**VI.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%<sup>19</sup> (by FY2020)

**VI.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%<sup>20</sup> (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% <sup>21</sup> (by FY2020)

~~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 <sup>22</sup> (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 <sup>22</sup> (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% <sup>23</sup> (by FY2020)

**Objective D:** Provide evidence of achievement of student learning outcomes

**Performance Measures:**

~~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 <sup>24</sup> (~~FY2019~~FY2020)

~~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 <sup>25</sup> (~~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% <sup>26</sup> (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%<sup>27</sup> (by FY2023)

**Objective B:** Ensure that the college maintains the financial resources necessary to meet its mission

**Performance Measures:**

**III. Undergraduate Cost Per Credit: IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual weighted credit hours (Sources: Cost: IPEDS Finance Survey, Part C; Credits: Weighted PSR 1.5 (including non-resident) plus CTE credits weighted at 1.0)**

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	\$ 277.30 (\$50,266,494/ 181,270)	\$262.36 (\$44,004,146/ 167,724)	\$306.37 (\$48,285,971/ 157,609)	Less than \$300

Benchmark: ~~Less than \$300~~<sup>28</sup> (by FY2019)

**XXV. Unduplicated headcount of all undergraduate degrees and certificates divided by \$100,000 of spending in IPEDS categories of instruction, academic support, student services, institutional support, and other expenses and deductions. (Source: IPEDS Completions of any degree or certificate; IPEDS Finance Survey, Part C)**

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	1,916 (963/\$502.66)	2,204 (970/\$440.04)	2,143 (1,035/\$482.86)	2.3

Benchmark: ~~2.3~~<sup>28</sup> (by FY2019)

**XLIII.I. 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%<sup>28</sup> (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: ~~2.5-5.0~~<sup>29</sup> (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)<sup>30</sup> (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

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#### I. Potential measures tied to: Maintenance, Clery Report, IT service/availability, Cybersecurity

Benchmark: TBD <sup>31</sup> (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:

<sup>1</sup>The 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.

<sup>2</sup>The college has chosen to classify this as an observable benchmark rather than a measurable benchmark. Workforce enrollment fluctuates significantly based upon economic conditions outside of the College's control. Annually, CSI expects to meet all workforce training request made by industry partners. Further, the College is continually seeking new avenues for workforce training that will benefit the communities we serve. Rather than setting a quantitative benchmark for this performance measure, the College chooses to assess fulfillment of this objective through these program level observations.

<sup>3</sup>CSI Career Technical Education (CTE) students are enrolled in short-term and 1-Year Certificate Programs along with 2-Year Associate of Applied Science Programs. Given that, 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.

<sup>4</sup>This 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.

<sup>5</sup>A 2% annual growth rate in headcount meets institutional targets.

<sup>6</sup>A 1% annual growth rate in full-time equivalency meets institutional targets.

<sup>7</sup>The 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.

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

<sup>9</sup>This benchmark reflects the estimated Hispanic/Latino population in the College's eight county service area. The enrollment calculation is based upon the US Department of Education's IPEDS enrollment calculation for Hispanic Serving Institution Designation. (The sum of the number of students enrolled full-time at an institution, plus the full-time equivalent of the number of students enrolled part time [determined on the basis of the quotient of the sum of the credit hours of all part-time students divided by 12] at the institution.)

<sup>10</sup>Ninety 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.

<sup>11</sup>The 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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<sup>12</sup> 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.

<sup>13</sup> 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.

<sup>14</sup> 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.

<sup>15</sup> 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.

<sup>16</sup> 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.

<sup>17</sup> 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.

<sup>18</sup> 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.

<sup>19</sup> 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.

<sup>20</sup> 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.

<sup>21</sup> 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.

<sup>22</sup> 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.

<sup>23</sup> 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.")

<sup>24</sup> 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.

<sup>25</sup> 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.

<sup>26</sup> 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.

<sup>27</sup> 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.

<sup>28</sup> The college maintains a 3-month (25% annual) reserve to ensure a stable fiscal environment. This meets generally accepted business practices.

<sup>29</sup> 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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<sup>30</sup> 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.

<sup>31</sup> 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
<b>College of Southern Idaho Goals and Objectives</b>				
<b>GOAL 1: Community Success</b>				
<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>	✓		✓	✓
<b>GOAL 2: Student Success</b>				
<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>	✓	✓	✓	✓
<b>GOAL 3: Institutional Stability</b>				
<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).*

**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
<b>Degrees</b>					
895	895	996	979	984	>=1,000
<b>Certificates of at least 1 year</b>					
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
<b>Degrees</b>					
822	824	910	893	891	>=975
<b>Certificates of at least 1 year</b>					
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.



**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).

**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).

**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).

**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  
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% <sup>1</sup> (by 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% <sup>2</sup> (by 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%<sup>3</sup> (by 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	Benchmark currently under development

Benchmark: Benchmark currently under development<sup>4</sup>

- 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	Benchmark currently under development

Benchmark: Benchmark currently under development<sup>5</sup>

**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% (141/154)	93% (198/212)	85% (69/81)	Data not yet available	90%

Benchmark: 90%<sup>6</sup> (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% <sup>7</sup> (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% <sup>8</sup> (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 53%	51.7% (323/625) Fall 15 cohort  NIC Rank ---	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 <sup>9</sup> (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 ---	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 <sup>10</sup> (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)	Benchmark currently under development

Benchmark: Benchmark currently under development <sup>11</sup>

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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 47%	NIC Rank 50%	NIC Rank 54%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions<sup>12</sup> (by 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%	NIC Rank 62%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions<sup>13</sup> (by 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%<sup>14</sup> (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%<sup>15</sup> (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**

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
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	Benchmark currently under development

**English**

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
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	Benchmark currently under development

Benchmark: Benchmark currently under development<sup>16</sup>

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

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
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	Benchmark currently under development

Benchmark: Benchmark currently under development<sup>17</sup>

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]*

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
			100%	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development<sup>18</sup>

- II. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 162]*

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
52.2 Spring 15  Top Schools 58.9	Survey administered on a two-year rotation; no data available	52.2 Spring 17  Top Schools 58.5	Survey administered on a two-year rotation; no data available	53.0

Benchmark: 53.0<sup>19</sup> (by 2022)

- III. Student Perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 165]*

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
46.4 Spring 15	Survey now administered on a	44.2 Spring 17	Survey now administered on a	46.0

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Top Schools 59.8	two-year rotation; no data available	Top Schools 58.4	two-year rotation; no data available	
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Benchmark: 46.0<sup>20</sup> (by 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<sup>21</sup> (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<sup>22</sup> (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<sup>23</sup> (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)	100%

Benchmark: 100% <sup>24</sup> (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%	100%

Benchmark: 100% <sup>25</sup> (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%)	Benchmark has been met; new benchmark is currently under development

Benchmark: Benchmark has been met; new benchmark is currently under development <sup>26</sup>

- 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)	Benchmark has been met; new benchmark is currently under development

Benchmark: Benchmark has been met; new benchmark is currently under development <sup>27</sup>

- 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
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993 (13% of total)	1,165 (16% of total)	1,377 (20% of total)	2,036 (28% of total)	Benchmark has been met; new benchmark is currently under development
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Benchmark: Benchmark has been met; new benchmark is currently under development <sup>28</sup>

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 <sup>29</sup> (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 <sup>30</sup> (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	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development<sup>31</sup>

**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
42.6% Spring 15  National Average 53.5%	Survey administered on a two-year rotation; no data available	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<sup>32</sup> (by 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<sup>33</sup> (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 exceed 37.5% of revenue

Benchmark: Total tuition revenue not to exceed 37.5% of revenue<sup>34</sup> (by 2023)

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- 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 institutions<sup>35</sup> (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 36%	NIC Rank 50%	NIC Rank 59%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions<sup>36</sup> (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 maintained<sup>37</sup> (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 gathered<sup>38</sup> (by 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**

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<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> Benchmark currently under development. Total awards by award level.

<sup>5</sup> Benchmark currently under development.

<sup>6</sup> 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.

<sup>7</sup> 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.

<sup>8</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

<sup>9</sup> 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.

<sup>10</sup> 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.

<sup>11</sup> 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.

<sup>12</sup> Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

<sup>13</sup> Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

<sup>14</sup> 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.



<sup>15</sup> 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.

<sup>16</sup> Benchmark currently under development.

<sup>17</sup> 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.

<sup>18</sup> 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.

<sup>19</sup> 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.

<sup>20</sup> 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.

<sup>21</sup> 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.

<sup>22</sup> 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.

<sup>23</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Actual dollars spent on professional development.

<sup>24</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

<sup>25</sup> 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.

<sup>26</sup> Benchmark has been met; new benchmark is currently under development.

<sup>27</sup> Benchmark has been met; new benchmark is currently under development.

<sup>28</sup> Benchmark has been met; new benchmark is currently under development.

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<sup>29</sup> 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.

<sup>30</sup> 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.

<sup>31</sup> 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.

<sup>32</sup> 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.

<sup>33</sup> 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.

<sup>34</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

<sup>35</sup> Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

<sup>36</sup> 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.

<sup>37</sup> 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.

<sup>38</sup> Benchmark will be defined after three years of data is gathered.

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**Appendix 1**

	<b>Goal 1: EDUCATIONAL SYSTEM ALIGNMENT</b>	<b>Goal 2: EDUCATIONAL ATTAINMENT</b>	<b>Goal 3: WORKFORCE READINESS</b>
<b>Institution/Agency Goals and Objectives</b>			
<b>GOAL 1: STUDENT SUCCESS:</b> 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.		✓	
<b>GOAL 2: EDUCATIONAL EXCELLENCE:</b> 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.	✓		
<b>GOAL 3: COMMUNITY ENGAGEMENT</b> -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.			

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**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
<b>CSC 1:</b> 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.
<b>CSC 2:</b> 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.
<b>CSC 3:</b> 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.
<b>CSC 4:</b> 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.
<b>CSC 5:</b> 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.



## Strategic Plan

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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.<sup>1</sup>

**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.<sup>2</sup>

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**ATTACHMENT 9**

**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.<sup>3</sup>

**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.<sup>4</sup>

**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 2019<sup>5</sup>

**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 2019<sup>6</sup>

**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 2019<sup>7</sup>



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**ATTACHMENT 9**

**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	<del>3523</del>

Benchmark: By FY20~~2019~~, implement SkillStack for ~~3523~~ programs<sup>8</sup>

**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	<del>4852</del>

Benchmark: ~~48-52~~ programs by FY2020<sup>9</sup>

**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	<del>3523</del>

Benchmark: ~~235~~ programs by FY20~~2019~~<sup>10</sup>

**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 FY2018<sup>11</sup>

**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 2020<sup>12</sup>

**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 2018<sup>13</sup>

**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 2020<sup>14</sup>

**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).~~

~~II. 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<sup>15</sup>~~

~~Benchmark: 90 percent average completion<sup>16</sup>~~

**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.<sup>17</sup>

~~—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~~

<del>FY16 (2015-2016)</del>	<del>FY17 (2016-2017)</del>	<del>FY18 (2017-2018)</del>	<del>FY19 (2018-2019)</del>	<del>Benchmark</del>
				<del>Identify baseline data</del>

~~Benchmark: Identify baseline data by FY2019.~~<sup>18</sup>

**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.<sup>19</sup>

- 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.<sup>20</sup>

**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,*

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*ICTE will make requests through its budget and legislative requests to support the agency's goals and objectives*

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<sup>1</sup> Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders.

<sup>2</sup> Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

<sup>3</sup> Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

<sup>4</sup> Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

<sup>5</sup> 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.

<sup>6</sup> Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

<sup>7</sup> Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

<sup>8</sup> ICTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

<sup>9</sup> Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

<sup>10</sup> Based on current rate of program alignment.

<sup>11</sup> 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.

<sup>12</sup> Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

<sup>13</sup> Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

<sup>14</sup> Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

<sup>15</sup> Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

~~<sup>16</sup> 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.~~

<sup>17</sup> Federally negotiated benchmark.

~~<sup>18</sup> Federally negotiated benchmark. Baseline data will then be used to determine performance targets.~~

<sup>19</sup> Based on goal of continuing current outcome rates. Statewide totals (FY18) are missing NIC data due to staff vacancies.

<sup>20</sup> 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

FY2020~~19~~ - 2024~~3~~



## 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. ~~Theis~~ 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~~2019~~ through 202~~43~~.

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 ~~latestmost 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	<del>301</del> N/A	<del>1180</del> 304	≥ <del>1147</del> 304

**Benchmark:** Greater than or equal to ~~1180~~304 for SY~~1920~~<sup>1</sup>

**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	<del>812</del> N/A	<del>856</del> 842	≥ <del>856</del> 842

**Benchmark:** Greater than or equal to ~~856~~842 for SY~~2019~~<sup>2</sup>

**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	<del>81</del> N/A%	≥ 60%

**Benchmark:** Greater than or equal to 60% for SY~~2119~~<sup>3</sup>

### **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~~2119~~<sup>4</sup>

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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	<del>3</del> N/A	3	8 Regions (100%)

**Benchmark:** All 8 Regions <sup>5</sup> (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	SFY2018	Benchmark
<del>85.7</del> 89.8%	<del>79</del> 85.7%	<del>77.8</del> 79%	<del>74</del> 77.8%	≥ 85%

**Benchmark:** Greater than 85% for SY~~2018~~<sup>6</sup>

**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 – 2<sup>nd</sup> Qtr after Exit</i>				<del>55%</del>	≥ 65%
2. <i>Employment Rate – 4<sup>th</sup> Qtr after Exit</i>				<del>N/A</del>	≥ 55%
3. <i>Median Earnings – 2<sup>nd</sup> Qtr after Exit</i>				<del>\$3870</del>	≥ \$4680 per
4. <i>Credential Attainment</i>				<del>N/A</del>	≥ 22%
5. <i>Measurable Skill Gains</i>				<del>25%</del>	≥ 20%

**Benchmark:** Greater than or equal to 65% <sup>7</sup>, greater than or equal to 55% <sup>8</sup>, greater than or equal to \$4680 per quarter <sup>9</sup>, greater than or equal 22% <sup>10</sup>, greater than or equal 20% <sup>11</sup> (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
<del>87.7%</del> 93.6	<del>89.1</del> 87.8%	<del>88.5</del> 89.1%	<del>87.1</del> 88.5%	≥ 90% satisfaction rate

**Benchmark:** Greater than or equal to 90% for SY~~2019~~<sup>12</sup>

**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	<del>N/A</del> 43%	≥ 30%

**Benchmark:** Greater than or equal to previous year in SY~~2019~~<sup>13</sup>

**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 4<sup>th</sup> 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~~19<sup>14</sup>

## 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~~<sup>15</sup>

#### 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~~<sup>16</sup>

## 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 201920 <sup>17</sup>

### 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:** 8965 or more presentation delivered in SY2019 <sup>18</sup>

**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 1412 or more local, state and federal agencies in SY2019 <sup>19</sup>

**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> <del>200</del> calls	<u>1,056</u> <del>120</del> calls	<u>1,160</u> <del>1,056</del> calls	Maintain network through website, social media, brochures, telephone inquiries, & personal communication

**Benchmark:** Track all calls in SY2019 <sup>20</sup>

**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 e~~i~~n~~s~~ure 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 SY2019 <sup>21</sup>

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**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
<del>Met</del> N/A	Met	Met	Met	Facilitate meetings with various agencies and group

**Benchmark:** Met in SY~~2019~~<sup>22</sup>

**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
<del>10 ADA Issues</del> N/A	10 ADA Issues	<del>5040</del> ADA Issues	<del>15050</del> ADA Issues	Create information resulting from ADA complaint

**Benchmark:** Track all complaints in SY~~2019~~<sup>23</sup>

**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
<del>N/A</del> Completed	Completed	Completed	Completed	Submit accurate

**Benchmark:** Completed for SY~~2019~~<sup>24</sup>



## 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

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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:**

<sup>1</sup> 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.

<sup>2</sup> Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> 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)

<sup>8</sup> 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)

<sup>9</sup> 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)

<sup>10</sup> 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)

<sup>11</sup> 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)

<sup>12</sup> 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.

<sup>13</sup> 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.

<sup>14</sup> 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.

<sup>15</sup> 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.

<sup>16</sup> 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.

<sup>17</sup> 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.

<sup>18</sup> 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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**ATTACHMENT 10**

Outreach Coordination to increase awareness and make presentations throughout the state. This

benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>19</sup> 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

<sup>20</sup> 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.

<sup>21</sup> 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.

<sup>22</sup> 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.

<sup>23</sup> 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.

<sup>24</sup> 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)<sup>1</sup>

##### ~~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)<sup>2</sup>~~

~~— \*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)<sup>3</sup>~~

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**ATTACHMENT 11**

~~II.V.~~ Percentage of Idaho's population within our signal coverage area.

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> Benchmark
<b>98.4%</b>	<b>98.4%</b>	<b>99.47%</b>	<b>98.8%</b>		<b>98.4%</b>

Benchmark: 98.4% (by FY 2024)<sup>42</sup>

**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.

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> Benchmark
<b>22</b>	<b>26</b>	<b>47</b>	<b>40</b>		<b>34</b>

Benchmark: 35 (by FY 2024)<sup>53</sup>

~~**Objective C:** Operate an efficient statewide delivery/distribution system.~~

~~Performance Measure:~~

~~Total FTE in content delivery and distribution.~~

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> Benchmark
<b>18.5</b>	<b>20</b>	<b>17</b>	<b>22</b>		<b>&lt;24</b>

~~—Benchmark: Less than 24 (by FY 2024)<sup>6</sup>~~

**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.

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> Benchmark
<b>98.4%</b>	<b>97.6%</b>	<b>97.6%</b>	<b>99.9%</b>		<b>100%</b>

Benchmark: 100% (by FY 2024)<sup>74</sup>

**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.

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> Benchmark
<b>1,670,923</b>	<b>1,901,477</b>	<b>1,981,837</b>	<b>1,584,947</b>		<b>1,750,000</b>

Benchmark: 1,850,000 (by FY 2024)<sup>85</sup>

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**ATTACHMENT 11**

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

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> <b>Benchmark</b>
<b>344,651</b>	<b>634,031</b>	<b>143,637*</b>	<b>128,877</b>		<b>100,000</b>

Benchmark: 100,000 (by FY 2024)<sup>96</sup>

\*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.

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> <b>Benchmark</b>
<b>*</b>	<b>11</b>	<b>11</b>	<b>11</b>		<b>12</b>

Benchmark: 13 (by FY 2024)<sup>40Z</sup>

\*New performance measure for FY16

Objective FE: 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.

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> <b>Benchmark</b>
<b>28,374</b>	<b>28,488</b>	<b>28,299</b>	<b>35,095</b>		<b>37,760</b>

Benchmark: 37,760 (by FY 2024)<sup>148</sup>

Objective GF: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> <b>Benchmark</b>
<b>13,450</b>	<b>12,702</b>	<b>11,372</b>	<b>12,624</b>		<b>13,000</b>

Benchmark: 13,500 (by FY 2024)<sup>129</sup>

Objective HG: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> <b>Benchmark</b>
<b>1,955</b>	<b>2,050</b>	<b>1,568</b>	<b>1,509</b>		<b>2,000</b>

Benchmark: 2,000 (by FY 2024)<sup>1310</sup>



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**ATTACHMENT 11**

**Objective H:** Provide high-quality, educational television programming and new media content.

**Performance Measure:**

Number of awards for IdahoPTV media and services.

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> Benchmark
<b>55</b>	<b>55</b>	<b>49</b>	<b>56</b>		<b>50</b>

Benchmark: 55 (by FY 2024)<sup>4411</sup>

**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.~~

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY19</b> Benchmark
<b>31.1%</b>	<b>31.4%</b>	<b>28%</b>	<b>31.1%</b>		<b>21.3%</b>

~~— Benchmark: 21.3% (by FY 2023)<sup>15</sup>~~

**I. Number of educational outreach and training events for teachers, students and parents.**

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> Benchmark
<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>100</b>

Benchmark: 100 (by FY 2024)<sup>12</sup>

\*New performance measure beginning FY20

**II. Average number per month during the school year of local unique users utilizing PBS learning media.**

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> Benchmark
<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>4,200</b>

Benchmark: 5,000 (by FY 2024)<sup>13</sup>

\*New performance measure beginning FY20

**Objective KJ:** Operate an effective and efficient organization.

**Performance Measures:**

**I. Total FTE in content delivery and distribution.**

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> Benchmark
<b>18.5</b>	<b>20</b>	<b>17</b>	<b>22</b>		<b>&lt;24</b>

Benchmark: Less than 24 (by FY 2024)<sup>14</sup>

**II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.**

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> Benchmark
<b>Yes/Yes/Yes</b>	<b>Yes/Yes/Yes</b>	<b>Yes/Yes/Yes</b>	<b>Yes/Yes/Yes</b>		<b>Yes/Yes/Yes</b>

Benchmark: Yes/Yes/Yes (by FY 2024)<sup>1615</sup>



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**ATTACHMENT 11**

**III. Work toward implementation of the Center for Internet Controls.**

<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b>FY19</b> (2018-2019)	<b>FY20</b> <b>Benchmark</b>
*	*	*	Yes		Yes

Benchmark: Yes (by FY 2024)<sup>17:16</sup>

\*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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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**ATTACHMENT 11a**

	<b>State Board of Education Goals</b>		
	<i>Goal 1: EDUCATIONAL SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATIONAL ATTAINMENT</i>	<i>Goal 3: WORKFORCE READINESS</i>
<b>Institution/Agency Goals and Objectives</b>			
<b><i>GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i></b>			
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.	✓		
<b><i>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.</i></b>			
<b><i>GOAL 3: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.</i></b>			



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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**ATTACHMENT 12**

- 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 <sup>1</sup>
ELA 3 <sup>rd</sup>	48.3% <sup>2</sup>	49.3% <sup>3</sup>	47.18% <sup>4</sup>	49.88% <sup>5</sup>	66.2% by 2022
MATH 3 <sup>rd</sup>	49.9% <sup>6</sup>	52.2% <sup>7</sup>	50.23% <sup>8</sup>	52.17% <sup>9</sup>	68.1% by 2022
ELA 8 <sup>th</sup>	51.7% <sup>10</sup>	53.6% <sup>11</sup>	52.32% <sup>12</sup>	53.87% <sup>13</sup>	69.1% by 2022
MATH 8 <sup>th</sup>	37% <sup>14</sup>	38.5% <sup>15</sup>	38.71% <sup>16</sup>	41.08% <sup>17</sup>	59.0% by 2022
ELA High School	60.6% <sup>18</sup>	61.7% <sup>19</sup>	59.1% <sup>20</sup>	59.28% <sup>21</sup>	74.5% by 2022
MATH High School	30.3% <sup>22</sup>	30.8% <sup>23</sup>	32.1% <sup>24</sup>	32.87% <sup>25</sup>	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% <sup>26</sup>	34.33% <sup>27</sup>	46.36% <sup>28</sup>	54.41% <sup>29</sup>	60% by 2022

- II. Percentage of Idaho high school graduates meeting SAT readiness benchmarks.

2017	2018	Benchmark
34% <sup>30</sup>	33% <sup>31</sup>	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 <sup>32</sup>
77.3% <sup>33</sup>	78.9% <sup>34</sup>	79.7% <sup>35</sup>	79.7% <sup>36</sup>	80.65% <sup>37</sup>	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 <sup>38</sup>			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 1/3<sup>rd</sup> 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.

<b>2017-2018</b>
<b>School Year</b>
32 <sup>39</sup>

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.

<b>Benchmark</b>
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% <sup>40</sup>	83.6% <sup>41</sup>	84.3% <sup>42</sup>	92% <sup>43</sup>

**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
<b>SDE Goals and Objectives</b>			
<b>Goal 1:</b> Idaho students are ready for college and careers.			
<b>Objective A:</b> Fully implement the Idaho Content Standards.	✓	✓	✓
<b>Objective B:</b> Provide pathways to success post high school.	✓	✓	✓
<b>Objective C:</b> Expand participation in the Idaho Mastery Education Network (IMEN).	✓	✓	✓
<b>Goal 2:</b> Education stakeholders are accountable for student progress.			
<b>Objective A:</b> Increase support to low performing schools.	✓	✓	✓
<b>Goal 3:</b> Recruit and retain effective teachers.			
<b>Objective A:</b> 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**

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<sup>1</sup> 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>

<sup>2</sup> 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

<sup>3</sup> 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

<sup>4</sup> 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

<sup>5</sup> 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

<sup>6</sup> 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

<sup>7</sup> 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

<sup>8</sup> 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

<sup>9</sup> 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

<sup>10</sup> 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

<sup>11</sup> 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

<sup>12</sup> 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

<sup>13</sup> 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

<sup>14</sup> 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

<sup>15</sup> 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

<sup>16</sup> 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

<sup>17</sup> 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

<sup>18</sup> 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

<sup>19</sup> 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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<sup>20</sup> 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

<sup>21</sup> 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

<sup>22</sup> 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

<sup>23</sup> 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

<sup>24</sup> 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

<sup>25</sup> 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

<sup>26</sup> 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>

<sup>27</sup> 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>

<sup>28</sup> 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>

<sup>29</sup> 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>

<sup>30</sup> College Board, SAT Suite of Assessments Annual Report, Idaho, 2017, <https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf>

<sup>31</sup> College Board, SAT Suite of Assessments Annual Report, Idaho, 2018, <https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf>

<sup>32</sup> 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>

<sup>33</sup> 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)

<sup>34</sup> <https://idahoschools.org/state/ID/graduation>

<sup>35</sup> <https://idahoschools.org/state/ID/graduation>

<sup>36</sup> <https://idahoschools.org/state/ID/graduation>

<sup>37</sup> <http://www.sde.idaho.gov/communications/files/news-releases/01-17-19-Idaho's-high-school-graduation-rate-is-on-the-rise.pdf>

<sup>38</sup> 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

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<sup>39</sup> <https://www.sde.idaho.gov/mastery-ed/files/imen/IMEN-Progress-Report-2018.pdf>

<sup>40</sup> <https://idahoschools.org/state/ID/teacher-quality>

<sup>41</sup> <https://idahoschools.org/state/ID/teacher-quality>

<sup>42</sup> <https://idahoschools.org/state/ID/teacher-quality>

<sup>43</sup> 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>

## TechHelp Strategic Plan 2019 – 2023

### MISSION STATEMENT

*TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2023:*

- 100 manufacturers reporting \$120,000,000 economic impact
- 200 jobs created
- > \$20,000 and < \$50,000 Net Income

### VISION STATEMENT

*TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.  
"Our identity is shaped by our results."*

### GOAL 1

*Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.*

**Objective A:** *Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs.*

#### Performance Measure:

- I. Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
\$182,258,168 / 340 New Jobs	\$33,022,678 / 100 New Jobs	\$33,726,818 / 70 New Jobs	\$97,839,060 / 255 New Jobs	\$120,000,000 / 200 New Jobs

**Benchmark:** *Reported cumulative annual impacts improve by five percent over the prior year achieving \$120,000,000 and 180 new jobs annual reported impact by 2023<sup>i</sup>.*

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

#### Performance Measure:

- I. Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system**

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<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017) Q1-Q3</b>	<b>FY18 (Q2 2017- Q1 2018)</b>	<b>FY19 (Q2 2018- Q1 2019)</b>	<b>Benchmark</b>
N/A	N/A	17 Small	35 Small	30 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	14 Start-up	10 Start-up
N/A	N/A	25 Other	23 Other	22Other	35 Other

**Benchmark:** Number of clients served by category exceeds MEP goal as follows by 2023<sup>ii</sup>:

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**

<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>Benchmark</b>
9 out of 10	9 out of 10	9.6 out of 10	9.7 out of 10	8 out of 10

**Benchmark:** Customer satisfaction score is consistently > 8 out of 10<sup>iii</sup>

**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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**Objective A:** *Increase the number of client projects and events.*

**Performance Measure:**

**I. State dollars expended per project/event**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
\$1,139	\$774	\$920	\$1570	> Prior year's total

**Benchmark:** Dollars per project/event expended is less than prior year's total<sup>iv</sup>

**Objective B:** *Offer services to numerous Idaho manufacturers.*

**Performance Measure:**

**I. Number of impacted clients per \$ Million federal investment as reported on MEP sCOREcard<sup>v</sup>**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
56 Clients Surveyed	69 Clients Surveyed	81 Clients Surveyed	96 Clients Surveyed	100 Clients Surveyed

**Benchmark:** Number of clients served exceeds federal minimum with a goal of 100 clients surveyed (i.e., 110 clients per \$ Million) by 2023<sup>vi</sup>

**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**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
\$615,117	\$593,940	\$576,890	\$493,923	\$600,000 gross annually
\$454,672	\$409,175	\$391,904	\$336,363	\$400,000 net annually

**Benchmark:** Annual gross and net revenue exceeds the prior year by five percent achieving \$600,000 gross and \$400,000 net annually by 2023<sup>vii</sup>



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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.**

<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>Benchmark</b>
<b>\$910,236</b>	<b>\$885,236</b>	<b>\$885,236</b>	<b>\$1,356,994</b>	<b>\$1,300,000</b>

**Benchmark:** *Total dollars of non-client funding for operations and client services exceed the prior year's total achieving \$1,300,000 by 2023<sup>viii</sup>.*

**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.

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<sup>i</sup> This benchmark is based on current and projected resources and established best practices based on those resources.

<sup>ii</sup> This benchmark is based on current and projected resources, resource geographic location and established best practices based on those resources.

<sup>iii</sup> This benchmark is based on analysis of customer survey feedback for types of services offered.

<sup>iv</sup> This benchmark is based on analysis of available resources, types of services and program investment.

<sup>v</sup> Methodology using a balanced scorecard.

<sup>vi</sup> This benchmark is based on federal requirements and projections of federal investment.

<sup>vii</sup> This benchmark is based on existing average performance levels and a 5% annual increase.

<sup>viii</sup> This benchmark is based on existing average performance levels and a 5% annual increase.



IDAHO SMALL BUSINESS DEVELOPMENT  
STRATEGIC PLAN  
2018 – 20232

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*

FY1 <u>54</u> (201 <u>43</u> - 201 <u>54</u> )	FY1 <u>65</u> (201 <u>54</u> - 201 <u>65</u> )	FY1 <u>76</u> (201 <u>65</u> - 201 <u>76</u> )	FY1 <u>87</u> (201 <u>76</u> - 201 <u>87</u> )	Benchmark
<del>49%</del> <u>54%</u>	<del>54%</del> <u>52%</u>	<del>52%</del> <u>50%</u>	<del>50%</del> <u>53%</u>	70%

Benchmark: 70%<sup>1</sup> (by 20222)

*II. Capital raised by clients in millions*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<del>FY15</del> (2014-2015)	<del>FY16</del> (2015-2016)	<del>FY17</del> (2016-2017)	<del>FY18</del> (2017-2018)	
<del>\$24.3</del> <u>\$31.6</u>	<del>\$31.6</del> <u>\$33.9</u>	<del>\$33.9</del> <u>\$36.1</u>	<del>\$36.1</del> <u>\$36.1</u>	\$40.6

Benchmark: \$40.6 million<sup>2</sup> (by FY 20222)

*III. Client sales growth in millions*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<del>FY15</del> (2014-2015)	<del>FY16</del> (2015-2016)	<del>FY17</del> (2016-2017)	<del>FY18</del> (2017-2018)	
<del>\$33.7</del> <u>\$47.1</u>	<del>\$47.1</del> <u>\$52.0</u>	<del>\$52.0</del> <u>\$42.5</u>	<del>\$42.5</del> <u>\$43.7</u>	\$56.6

Benchmark: \$56.6 million<sup>3</sup> (by FY 20232)

*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>	
<u>429708</u>	<u>708871</u>	<u>871663</u>	<u>663826</u>	900

Benchmark: 900<sup>4</sup> (by FY 202~~32~~)

**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>	<u>10%</u>
<u>Not measured</u>	<u>Not measured</u>	<u>0.4%</u>	<u>0.3%</u>	<u>10%</u>

Benchmark: 10%<sup>5</sup> (by FY 202~~32~~)

**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: <sup>6</sup> (by FY 202~~02~~)

**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>	
<u>11,390</u> <u>11,231</u>	<u>11,231</u> <u>11,793</u>	<u>11,793</u> <u>14,337</u>	<u>14,337</u> <u>14,577</u>	14,944

Benchmark: 14,944<sup>7</sup> (by FY 202~~32~~)

**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>	<u>TBD</u> <u>70%</u>

Benchmark: ~~established in FY18~~ 70%<sup>8</sup> (by FY 202~~32~~)

**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%~~TBD~~<sup>9</sup> (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>\$100,000</u>
<u>Not measured</u>	<u>Not measured</u>	<u>\$74,000</u>	<u>\$155,000</u>	<u>\$175,000</u>

Benchmark: \$175,000~~\$100,000~~<sup>10</sup> (by FY 2023~~20~~)

**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>100%</u>
<u>Not measured</u>	<u>Not measured</u>	<u>80%</u>	<u>87%</u>	<u>100%</u>

Benchmark: 100%<sup>11</sup> (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 35 years<sup>12</sup> (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: 4.6<sup>13</sup> (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)**

<b>FY14 (2013-2014)</b>	<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>Benchmark</b>
<del>FY15 (2014-2015)</del>	<del>FY16 (2015-2016)</del>	<del>FY17 (2016-2017)</del>	<del>FY18 (2017-2018)</del>	
<del>Not measured</del>	<del>Not measured</del>	<del>4.9</del>	<del>4.4</del>	<b>4.6</b>

**Benchmark:** 4.6<sup>14</sup> (yearly)

**Key External Factors**

The Idaho SBDC is part of a national network providing ~~no~~-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.

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<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> Mechanism to measure is being developed.

<sup>6</sup> Completing of marketing plan and yearly marketing calendar

<sup>7</sup> Benchmark is set based on an analysis of historical trends and available resources and the use of training programs to increase awareness.

<sup>8</sup> 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.

<sup>9</sup> Benchmark is being set by adjusting the list of partners and making the field mandatory. Baseline will be set in FY19 and benchmark projected.

<sup>10</sup> 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.

<sup>11</sup> 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).

<sup>12</sup> Based on 30% increase of the average of the past 3 years and is measured as a 3 year rolling average.

<sup>13</sup> 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.

<sup>14</sup> 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.

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**Appendix 1**

	<b>State Board of Education Goals</b>			
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA- INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>
<b>Institution/Agency Goals and Objectives</b>				
<b>GOAL 1: MAXIMUM CLIENT IMPACT</b> Focus consulting time on clients with the highest potential for creating economic impact.				
<b>Objective A:</b> Develop long-term relationships with potential and existing growth and impact clients.	✓	✓	✓	
<b>Objective B:</b> Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.	✓	✓		
<b>GOAL 2: STRONG BRAND RECOGNITION</b> Increase brand recognition with stakeholders and the target market.				
<b>Objective A:</b> Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.		✓	✓	
<b>Objective B:</b> Create and implement a brand awareness survey.		✓		
<b>GOAL 3: INCREASE RESOURCES</b> Increase funding and other resources to serve Idaho's small businesses and create economic impact.				
<b>Objective A:</b> Bring additional resources to clients through partnerships, students, and volunteers.		✓		
<b>Objective B:</b> Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.		✓		
<b>GOAL 4: ORGANIZATIONAL EXCELLENCE</b> Ensure the right people, processes and tools are available to deliver effective and efficient services.				
<b>Objective A:</b> Implement professional development certification on <del>Global Classroom</del> <u>designated Learning Management System</u> .		✓		✓
<b>Objective B:</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.**

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2016-2017)</b>	<b>Benchmark</b>
<b>16/16= 100%</b>	<b>16/16= 100%</b>	<b>16/16= 100%</b>	<b>16/16= 100%</b>	<b>100%</b>

**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.**

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>&gt;95%</b>

**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.**

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017 – 2018)</b>	<b>Benchmark</b>
<b>43%</b>	<b>47%</b>	<b>56%</b>	<b>67%</b>	<b>&gt;50%</b>

**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.***

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>50%</b>	<b>75%</b>	<b>100%</b>	<b>90%</b>	<b>40%</b>

**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.***

<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>Benchmark</b>
<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>100%</b>	<b>100%</b>

**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.***

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**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.**

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**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**

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>Available</b>	<b>Available</b>	<b>Available</b>	<b>Available</b>	<b>Available</b>

**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.**

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>&gt;95%</b>
<b>96%</b>	<b>97.2%</b>	<b>92%</b>	<b>73%</b>	<b>&gt;50%</b>

**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.**

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**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.**

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>		<b>Benchmark</b>
<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**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 though 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.

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**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>
<b>Institution/Agency Goals and Objectives</b>					
<b>GOAL 1:</b> 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.					
<b>Objective A:</b> 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.	✓	✓	✓		✓
<b>Objective B:</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.	✓	✓	✓		✓
<b>Objective C:</b> 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.	✓	✓			✓
<b>Objective D:</b> 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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<b>GOAL 2: Patient Care   Delivery   Service</b> Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.					
<b>Objective A:</b> To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.		✓	✓		
<b>Objective B:</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.		✓	✓		
<b>Objective C:</b> 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.		✓			
<b>GOAL 3: Education</b> To provide an outstanding family medicine training program to prepare future family medicine physicians.					
<b>Objective A:</b> 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.	✓	✓	✓		✓
<b>Objective B:</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.	✓		✓		
<b>Objective C:</b> FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.			✓		✓

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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<b>GOAL 4: Faculty</b> 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.					
<b>Objective A:</b> 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.		✓	✓	✓	✓
<b>GOAL 5: Rural Outreach</b> 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.					
<b>Objective A:</b> 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  
Department of Family Medicine  
Strategic Plan: 2020-2024**

**Focusing on Idaho's Future:**

*discover* OPPORTUNITY

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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**Idaho State University  
Department of Family Medicine  
Strategic Plan: 2020-2024**

**Mission**

Through interprofessional clinical education we develop compassionate, skilled healthcare providers who better lives and communities.

**Vision**

To improve lives by serving on the forefront of healthcare and education.

**Goal 1: Expand to a New Facility**

**Objective:** By FY2024, establish an expanded, modern interprofessional healthcare training facility.

**Performance Measures:**

***1.1 By the end of FY2020, the clinic site is identified***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2020</b>
Not Avail	Not Avail	Not Avail	Not Avail	Complete

**Benchmark:** This is a new benchmark and not previously tracked. This is a significant achievement toward accomplishing Goal 1.

***1.2 By the end of FY2022, 10% past graduates are donors***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2022</b>
0	0	0	Not Available	10%

**Benchmark:** Currently, the Department of Family Medicine does not have any past graduates that donate funds to the Department. This is a new benchmark and not previously tracked.

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***1.3 By the end of FY2022, 5 new non-graduate donors are identified***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2022</b>
0	0	0	Not Avail	5

**Benchmark:** Currently, the Department of Family Medicine does not have any past graduates that donate funds to the Department. This is a new benchmark and not previously tracked.

**Goal 2: Recruit and Retain Faculty and Staff**

**Objective:** By the end of FY2022, create and implement a long-term recruiting and retention plan using a proven transparent and inclusive process.

**Performance Measures:**

***2.1 By the end of FY2022, 80% of employees report feeling “satisfied”***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2022</b>
Not Avail.	Not Avail.	Not Avail.	Not Avail.	80%

**Benchmark Definition:** This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

***2.2 By the end of FY2022, the Department reduces by 50% of employee turnover***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2022</b>
Not Avail.	Not Avail.	Not Avail.	Not Avail.	50%

**Benchmark Definition:** This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

***2.3 By the end of FY2022, all programs have adequate, dedicated support***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2022</b>
Not Avail.	Not Avail.	Not Avail.	Not Avail.	100%

**Benchmark Definition:** This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

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**Goal 3: Establish a Culture of Diversity**

**Objective:** By the end of FY2024, establish a culture of diversity to improve the learning environment and graduate diversity

**Performance Measures:**

***3.1 By the end of FY2024, improve by 50% learner diversity that reflects community diversity***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2024</b>
Not Avail.	Not Avail.	Not Avail.	Not Avail.	50%

**Benchmark:** This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

***3.2 By the end of FY2024, increase by 80% learners and employees feeling that there is a culture of diversity***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2022</b>
Not Avail.	Not Avail.	Not Avail.	Not Avail.	80%

**Benchmark:** This is a new performance measure and not previously tracked. Before the end of FY2020, baseline data will be collected and benchmarks established.

**Goal 4: Cultivate Community Relationships**

**Objective:** By the end of FY2022, cultivate collaborative relationships with 75% of the regional healthcare and educational entities that affect learner education and recruitment.

**Performance Measures:**

***4.1 By the end of FY2020, establish contacts in graduate medical education in eastern Idaho***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2020</b>
Not Avail.	Not Avail.	Not Avail.	Not Avail.	75%

**Benchmark:** This is a new performance measure and not previously tracked. Before the beginning of FY2020, baseline data will be collected and benchmarks established.

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***4.2 By the end of FY2021, in collaboration with Portneuf Medical Center establish a medical education task force***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2021</b>
Not Avail.	Not Avail.	Not Avail.	Not Avail.	100%

**Benchmark:** This is a new performance measure and not previously tracked. Before the end of FY2020, baseline data will be collected and benchmarks established.

***4.3 By the end of FY2022, 75% participate in an annual graduate medical collaboration opportunity***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2022</b>
Not Avail.	Not Avail.	Not Avail.	Not Avail.	75%

**Benchmark:** This is a new performance measure and not previously tracked. Before the end of FY2020, baseline data will be collected and benchmarks established.



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**Key External Factors**

Securing partial state funding for a new site.

At a minimum maintain current program funding from the state of Idaho and Portneuf Medical center.

Maintaining current faculty FTE to resident ratio at around 1:3

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**Evaluation Process**

The residency will create 4 subcommittees with members from various areas of the department. These subcommittees will create action plans and benchmarks. These subcommittees will report back to the already established program evaluation committee and Department chair. These findings will be discussed and presented at faculty/staff meetings. Annually, the Department will come together to analyze the data to determine if objectives are being adequately met. After a updated SWOT process, and after careful consideration of the analytics, the group may adjust benchmarks or objectives to ensure the goal remains achievable and relevant.

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Appendix 1**

<b>State Board of Education Goals</b>				
	<i>Goal 1: EDUCATION SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATION READINESS</i>	<i>Goal 3: EDUCATIONAL ATTAINMENT</i>	<i>Goal 4: WORKFORCE READINESS</i>
<b>Idaho State University</b>				
<b>GOAL 1: Expand to a New Facility</b>				
<i>By FY2024, establish an expanded, modern interprofessional healthcare training facility.</i>				✓
<b>GOAL 2: Recruit and Retain Faculty and Staff</b>				
<i>Objective: By the end of FY2022, create and implement a long-term recruiting and retention plan using a</i>	✓		✓	
<b>GOAL 3: Establish a Culture of Diversity</b>				
<i>Objective: By the end of FY2024, establish a culture of diversity to improve the learning environment and graduate diversity</i>		✓		
<b>GOAL 4: Cultivate Community Relationships</b>				
<i>Objective: By the end of FY2022, cultivate collaborative relationships with 75% of the regional healthcare and educational entities that affect learner education and recruitment.</i>				✓

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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](http://www.cybersecurity.idaho.gov).*

Complete	In Progress	Under Review
✓		

**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
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
50%	60%	67%	67%	>50%

**Benchmark:** Greater than 50% of program graduates return to Idaho.

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**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.

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**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.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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**ATTACHMENT 17  
Appendix 1**

State Board of Education Goals				
	<i>Goal 1: EDUCATION SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATION READINESS</i>	<i>Goal 3: EDUCATIONAL ATTAINMENT</i>	<i>Goal 4: WORKFORCE READINESS</i>
<b>Idaho State University</b>				
<b>GOAL 1: Provide access to a quality dental education for qualified Idaho residents</b>				
<i>Objective: Access</i>			✓	
<i>Objective: Quality Education</i>				✓
<b>GOAL 2: Maintain some control over the rising cost of dental education</b>				
<i>Objective: Idaho Value</i>			✓	
<i>Objective: Participant Value</i>			✓	
<b>GOAL 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.</b>				
<i>Objective: Availability</i>				✓
<b>GOAL 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.</b>				
<i>Objective: Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.</i>				✓

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**ATTACHMENT 17**

Idaho State University  
Cyber Security Compliance

This appendix provides an update to Idaho State University's cybersecurity 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](http://www.cybersecurity.idaho.gov).*

Complete	In Progress	Under Review
✓		



# Idaho Museum of Natural History

Discovering Idaho, One Story at a Time

## Strategic Plan: 2020-2024

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**ATTACHMENT 18**

**Idaho Museum of Natural History  
Strategic Plan  
2020-2024**

**Mission**

Inspire appreciation and curiosity for Idaho's natural history through its exploration and preservation.

**Vision**

To shape the future by understanding Idaho's natural history and creating unforgettable educational experiences.

**Goal 1: 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.

**Performance Measures:**

**1. By July 2025, IMNH will increase the number of visitors to the museum by 25% (2,000).**

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2025</b>
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.

**1.2 By July 2025, IMNH will increase the number of K-12 student interactions by 50% (1,000).**

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2025</b>
1,998	1,370	1,449	Not avail	3,000

**Benchmark:** Includes visits to museum exhibits and educational programs. Basis FY 2016.

**1.3 By July 2025, IMNH will establish 500 members**

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2025</b>
12	23	33	61*	500

**Benchmark:** Development goal of adding >100 new members per year and retaining 85% annually. \*As of 3/15/2019.

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**1.4 By July 2025, 20% of IMNH membership are also donors**

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2025</b>
Not avail	Not Avail	Not Avail	Not Avail	100

**Benchmark:** 20% is development standard.

**Goal 2: Build capacity to support sustainable growth**

**Objective: Increase IMNH's development budget and human resources by 2025.**

**Performance Measures:**

**2.1 By July 2025, IMNH will increase the amount of its annual donations to \$75,000.**

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2025</b>
\$5,200	\$13,422	\$29,203	Not Avail	\$75,000

**Benchmark Definition:** Basis of FY 2017

**2.2 By July 2025, IMNH will increase the amount of its annual sponsorships to \$300,000.**

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2025</b>
\$3,750	\$15,400	\$103,185	Not avail	\$300,000

**Benchmark Definition:** Basis of 300% of FY 2018

**2.3 By July 2025, IMNH will evaluate and grow staffing (FTE) accordingly in education and collections.**

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2025</b>
11.1	11.1	12.1	10.1	TBA

**Benchmark Definition:** To be decided after evaluation

**2.4 By July 2021, IMNH will grow leadership board to a membership of 15 to support future growth and development**

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2025</b>
0	0	0	4	15

**Benchmark Definition:** Final Leadership Board size of 15

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**Goal 3: 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.

**Performance Measures:**

**3.1 *By July 2025, IMNH will increase its statewide audience to include all of Idaho's 44 counties.***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2025</b>
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).

**3.2 *By July 2025, IMNH will increase its total Idaho audience by 50%.***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2025</b>
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 *By July 2025, IMNH will facilitate ## citizen scientists throughout Idaho.***

<b>FY 2016 (2015-2016)</b>	<b>FY 2017 (2016-2017)</b>	<b>FY 2018 (2017-2018)</b>	<b>FY 2019 (2018-2019)</b>	<b>Benchmark 2025</b>
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 ongoing 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 objectives, benchmarks and current numbers for the fiscal year. Success and issues will be evaluated and objectives and benchmarks will be updated if needed.*

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Appendix 1

State Board of Education Goals				
	<i>Goal 1: EDUCATION SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATION READINESS</i>	<i>Goal 3: EDUCATIONAL ATTAINMENT</i>	<i>Goal 4: WORKFORCE READINESS</i>
<b>Idaho State University</b>				
<b>GOAL 1: Demonstrate IMNH essential value</b>				
Objective: Increase museum audience and engagement			✓	✓
<b>GOAL 2: Build capacity to support sustainable growth</b>				
Objective: Increase development and human resources	✓	✓	✓	✓
<b>GOAL 3: Serve a statewide mission</b>				
Objective: Increase reach and participation statewide	✓	✓	✓	✓



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Appendix 2**

Idaho State University  
Cyber Security Compliance

This appendix provides an update to Idaho State University's cybersecurity 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](http://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.

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>323</b>	<b>298</b>	<b>351</b>	<b>327</b>	<b>350</b>
<b>245</b>	<b>217</b>	<b>214</b>	<b>280</b>	<b>300</b>
<b>\$17.2M</b>	<b>\$14.5M</b>	<b>\$18.5M</b>	<b>\$17.8M</b>	<b>\$27M</b>

**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 2023<sup>1</sup>.

**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.

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>50</b>	<b>44</b>	<b>53</b>	<b>56</b>	<b>60</b>

**Benchmark:** Increase the number of graduate students to 60 by 2023<sup>2</sup>.

- II. Number of technical publications generated/revised.

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>187</b>	<b>167</b>	<b>196</b>	<b>212</b>	<b>240</b>

**Benchmark:** Increase the number of technical publications to 240 by 2023<sup>3</sup>.

**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.

<sup>1</sup> 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.

<sup>2</sup> 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%.

<sup>3</sup> 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 20, 2019**

**ATTACHMENT 19**

**Performance Measures:**

**I.** Number of individuals/families benefiting from Outreach Programs.

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>359,662</b>	<b>338,261</b>	<b>360,258</b>	<b>405,739</b>	<b>430,000</b>

**Benchmark:** Increase the number of individuals/families benefiting from Outreach Programs to 430,000 by 2023<sup>4</sup>.

**II.** Number of Youth Participating in 4-H

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>55,742</b>	<b>54,786</b>	<b>65,455</b>	<b>70,170</b>	<b>75,000</b>

**Benchmark:** 75,000 participants in 4-H<sup>5</sup>

**Key External Factors**

- Changes in county, state, federal and industry supported research and extension funding could impact ARES activities.
- Change in the public's trust in research-based education.
- Comparison of salary and benefits with peer institutions continues to hamper our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service.
- Maintenance and replacement of ageing infrastructure continues to impact research and extension productivity. Finding resources to meet these needs is imperative.

**Evaluation Process**

The Dean's Advisory Board with stakeholders and representatives from agencies in Idaho meets twice annually to review goals and performance of Agricultural Research and Extension. In addition, units (academic departments and extension districts) within the College of Agricultural and Life Sciences also have advisory boards that provide feedback toward those individual unit strategic plans and the performance toward those goals. All of the plans fit under the University of Idaho's Strategic Plan.

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<sup>4</sup> 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.

<sup>5</sup> 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.***

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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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.<sup>1</sup> (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.<sup>2</sup> (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.<sup>3</sup> (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.<sup>4</sup> (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.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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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.**

<b>FY14</b> (2013-2014)	<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b><u>FY19 (2018-2019)</u></b>	<b>Benchmark</b>
			<b>New measure</b>	<b>1,100 participants</b>	<b><u>1750 participants</u></b>	<b>50% growth</b>

**Benchmark:** Number of external participants served.<sup>5</sup> (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:*

<b>FY14</b> (2013-2014)	<b>FY15</b> (2014-2015)	<b>FY16</b> (2015-2016)	<b>FY17</b> (2016-2017)	<b>FY18</b> (2017-2018)	<b><u>FY19 (2018-2019)</u></b>	<b>Benchmark</b>
		<b>New Measure</b>	<b>13 new projects</b>	<b>14 new projects</b>	<b><u>15 new projects</u></b>	<b>25% growth</b>

**Benchmark:** Number of new research projects leveraged using external funding.<sup>6</sup> (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**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
JUNE 20, 2019**

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**ATTACHMENT 20**

*Quarterly status meetings between FUR units, including PAG, Rangeland Center, Experimental Forest and Research Nursery to ensure coordinated work, identification of new opportunities, and projects. Assessment of external proposals and new funding sources for leveraging for match opportunities to increase impacts of research, outreach, and technology transfer. Annual review of strategic plan to determine applicable progress toward benchmark and growth.*

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<sup>1</sup> Increased staff resources in 2016 will allow us to involve more faculty, staff, students and constituency groups in FUR-related scholarship activities.

<sup>2</sup> Based on College and program goals to enhance coordination of course offerings and research.

<sup>3</sup> Based on critical need to communicate with external stakeholders, and increase the pace of products produced.

<sup>4</sup> Increased staff resources in 2016 focused on research will increase scientific outreach and communication.

<sup>5</sup> 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.

<sup>6</sup> Based on analysis of projects started and completed in recent years, staff capacity, and critical need to increase the pace of projects completed annually

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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**ATTACHMENT 20**

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
<b>Institution/Agency Goals and Objectives</b>				
<b>GOAL 1: SCHOLARSHIP and CREATIVITY</b> <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>	✓	✓	✓	
<b>GOAL 2: OUTREACH and ENGAGEMENT</b> <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>				✓
<b>GOAL 3: FINANCIAL EFFICIENCY and RETURN ON INVESTMENT</b> <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  
FY2020 - FY2024**

### **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.

### **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.

### **AUTHORITY**

[Idaho Statutes, Title 47, Chapter 2](#) provides for the creation, purpose, duties, reporting, offices, and Advisory Board of the IGS. The Statutes specify the authority to conduct investigations, establish cooperative projects, and seek research funding. The 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 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.**

<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>Benchmark</b>
<b>39</b>	<b>25</b>	<b>31</b>		<b>25*</b>

**Benchmark:** The number and scope of published reports will be equal to or greater than the last full fiscal year reported.<sup>1</sup>

\*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 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.**

<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>Benchmark</b>
<b>185,635</b>	<b>204,770</b>	<b>229,893</b>		<b>252,882</b>

**Benchmark:** The number of website products used or downloaded will be equal to or greater than the last full fiscal year reported.<sup>1</sup>

**Objective C: Sustain Idaho State Documents Depository Program and Georef Catalog (International)**

*Deliver all 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.**

<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>FY19 (2018-2019)</b>	<b>Benchmark</b>
<b>~99%</b>	<b>~99%</b>	<b>~99%</b>		<b>~99%</b>

**Benchmark:** 100%<sup>2</sup>

**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.**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
100%	100%	100%		100%

**Benchmark:** 100% of all geologic maps that are published at the IGS each year will be uploaded to this website.<sup>2</sup>

**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)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
37.4%	37.9%	38.5%		39.1%

**Benchmark:** Increase the cumulative percentage of Idaho's area covered by modern geologic mapping.<sup>3</sup>

**Objective B: Sustain and build external research funding**

*Sustain existing state and federal funding sources to maintain research objectives for the 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 focus of securing new sources of funding from the private sector.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
\$498,034	\$439,898	\$393,622		\$485,000

**Benchmark:** Increase externally funded grant and contract dollars compared to five-year average.<sup>3</sup>

**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)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
19	14	19		19

**Benchmark:** The number of educational and public presentations will be equal to or greater than the last full fiscal year reported.<sup>4</sup>

**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.

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.

**Demand for services and products:**

Changes in demand for geologic information due to energy and mineral economics play an important role in the achievement of strategic goals and objectives. Over the past five years, IGS has experienced a 74% increase in the number of downloaded products from the Survey's website. The number of visitors to the IGS website has increased by 12% over the same five-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 IGS:**

- 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.

**Evaluation Process**

An annual review of existing benchmarks and goals is necessary to ensure that IGS is successfully executing its strategic plan and providing relevant and timely geologic and geospatial information to the public on the Survey's website. New technologies will be continually evaluated on an annual basis to ensure IGS is providing its data and publications in a user-friendly format that is easily accessible to the public.

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<sup>1</sup> 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.

<sup>2</sup> This benchmark is based on current levels of performance and maintaining the current high level.

<sup>3</sup> 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.

<sup>4</sup> 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 rotations<sup>1</sup>.

**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 annually<sup>2</sup>.

**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 annually<sup>3</sup>.

<sup>1</sup> Based on internal standards as a measure of program quality

<sup>2</sup> Based on internal standards as a measure of program quality

<sup>3</sup> 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.

<b>FY15 (2014-2015)</b>	<b>FY16 (2015-2016)</b>	<b>FY17 (2016-2017)</b>	<b>FY18 (2017-2018)</b>	<b>Benchmark</b>
<b>7/\$170,800</b>	<b>5/\$146,800</b>	<b>2/\$112,000</b>	<b>1/\$12,000</b>	<b>4/\$200,000</b>

**Benchmark:** Receive 4 grant awards for \$200,000 in funding annually by 2023<sup>4</sup>.

**Key External Factors**

Veterinary education through general food animal, small ruminant, beef and dairy blocks offered by University of Idaho faculty are undergoing a transition to improve student access to animals. The change in teaching is in direct consultation with the Washington State University College of Veterinary Medicine. Hiring of faculty to support this transition is underway.

**Evaluation Process**

Veterinary Medical Education went through the national accreditation process fall 2017; the contribution of the University of Idaho to veterinary education was a part of that review. The review will be provided by the Washington State University College of Veterinary Medicine (WSU CVM) to all partners (Idaho, Montana and Utah) when received. In addition, the Department of Animal and Veterinary Science at the University of Idaho and the Food Animal faculty at WSU CVM meet annually to examine curricular changes, performance of food animal block rotations, and overall performance by the WIMU veterinary medical education program related to the measures in this evaluation. The groups also work jointly to find new faculty for the program when openings occur.

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<sup>4</sup> 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 <del>5</del> (20184-20195)</u>	Benchmark
<u>141 (4.7:1)</u>	<u>164 (4.7:1)</u>	<u>163 (4.075:1)</u>	<u>183 <del>157</del> (6.3:1)</u>	5:1

*Benchmark: National ratio of state applicants to medical school per state-supported students.<sup>1</sup>*

*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><del>FY15-FY19</del></u> <u>(<del>2014</del>2018-</u> <u>2015</u> 2019)	Benchmark
<u>51%</u>	<u>50%</u>	<u>50%</u>	<u>51%</u> <del>51%</del>	55%

*Benchmark: target rate – national average or better.<sup>2</sup> 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><del>FY15-FY19</del></u> <u>(<del>2018</del>4-2019</u> 5)	Benchmark
<u>\$4.4M</u>	<u>\$1M</u>	<u>\$1M</u>	<u>\$2M</u> <del>\$2.3M</del>	\$1.4M

*Benchmark: \$1.4M<sup>3</sup> 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%<sup>4</sup> 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.<sup>5</sup> 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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<u>23</u>	<u>22</u>	<u>29</u>	<u>2426</u>	<u>20</u>
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Benchmark: 20 rural training placements following first year of medical education <sup>6</sup> 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.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY195 (20184-20195)</u>	<b>Benchmark</b>
<u>36</u>	<u>24</u>	<u>28</u>	<u>2934</u>	<u>20</u>

Benchmark: 20 clerkship\* students each year <sup>7</sup>. 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 ~~20172018-2018-2019~~ 20172018-2018-2019 academic year. In addition to Idaho Track students, other UWSOM students rotated ~~at~~ among the various clinical clerkships in Idaho. During this academic year ~~of 2017-2018~~ 20172018-20182019, ~~a total of approximately 143-142~~ UWSOM students will complete ~~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.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY195 (20184-20195)</u>	<b>Benchmark</b>
<u>47%</u>	<u>59%</u>	<u>67%</u>	<u>61%64%</u>	<u>50%</u>

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*Benchmark: 50% or more of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year<sup>8</sup> 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>FY19<del>5</del> (2018-2019<del>5</del>)</u>	<b>Benchmark</b>
<u>75%</u>	<u>75%</u>	<u>75%</u>	<u>75%<del>72%</del></u>	<b>70%</b>

*Benchmark: target ratio – 70%<sup>9</sup> 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>	<b>Benchmark</b>
			<u>72%</u>	<u>970%</u>

~~Benchmark: 970%<sup>10</sup>—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>

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

<sup>2</sup> 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>)

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

<sup>4</sup> 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.

<sup>5</sup> Based on national standards United States Medical Licensing Examination Scores and Transcripts. [www.usmle.org](http://www.usmle.org)

<sup>6</sup> Based on state needs and available resources

<sup>7</sup> Based on analysis of areas of increase need in Idaho

<sup>8</sup> Based on national standards for workforce specialties

<sup>9</sup> Based on national standards for program return rates

<sup>10</sup> Based on available Idaho resources

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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
Institution/Agency Goals and Objectives				
<b>GOAL 1: A WELL EDUCATED CITIZENRY</b> <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>	✓			✓
<b>GOAL 2: CRITICAL THINKING AND INNOVATION</b> 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>	✓			✓
<b>GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS</b> 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>		✓		✓

**Initiatives or Progress**



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**SUBJECT**

High School Graduation Requirements Flexibility – College Entrance Exam

**APPLICABLE STATUTE, RULE, OR POLICY**

Chapter 61, Title 33, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Statutory Requirement

**BACKGROUND/ DISCUSSION**

Senate Bill 1060 (2019), effective July 1, 2019, creates a new chapter of Idaho Code, titled Opportunities for College and Career Ready Students. The provisions of this new chapter create requirements for school districts and charter schools to provide flexibility in a student's schedule and be exempted from completing any remaining high school graduation requirements, both minimum state requirements and local requirements. To be eligible for the flexibility, the student must be at least sixteen years of age, maintain a cumulative 3.5 grade point average, obtain permission from a parent or guardian, and file with the student's school:

- Notification of the student's intent;
- A student participation portfolio;
- An essay of at least one page explaining why the student wishes to have a flexible schedule; and
- Achieves a college and career readiness score.

Additionally, the student must complete the civics test required pursuant to Section 33-1602, Idaho Code, the economics credit, government credits, and senior project required under the State Board of Education's graduation requirements. Students who meet all of these requirements may also opt to graduate early without completing any remaining high school graduation requirements.

Senate Bill 1060 further allows for students who opt for the flexible schedule and do not graduate early to use advanced opportunity funds provided pursuant to Section 33-4602, Idaho Code, for activities identified under the flexible schedule provisions.

Pursuant to Section 6101, Idaho Code, the college and career readiness score identified as the first requirement for earning the flexibility from graduation requirements is "the minimum score on a college entrance examination indicating that a student is academically ready to advance to an institution of higher education to an occupation or occupational training, as determined by the Board."

**IMPACT**

Students meeting the Board approved score on a college entrance exam will be provided flexibility in meeting the state minimum graduation requirements.

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**ATTACHMENTS**

Attachment 1 – Senate Bill 1060 – Opportunities for College and Career Ready Students

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff reviewed our Idaho students' past performance on the SAT and ACT and evaluated the likelihood of students testing within various band ranges of going on to postsecondary education. Mathematics, English, and Science subject areas were evaluated separately. Based on the students' junior year testing results using the new SAT scoring methodology implemented in 2016 with concordance to ACT scoring, staff recommend the following score bands in each subject area.

- Mathematics
  - SAT ≥ 750
  - ACT ≥ 33
  
- English
  - SAT (ERW – Evidence-Based Reading and Writing) ≥ 750
  - ACT (English and Reading Combined) ≥ 70
  
- Science
  - SAT (Cross Score Science) ≥ 35
  - ACT ≥ 34

The composite score on each ACT test (English, mathematics, reading, science) ranges from 1 (low) to 36 (high). The SAT score range is 400-1600 for a total score and 200-800 for the mathematics and English sections each.

According to the College Board, students testing in the 11<sup>th</sup> grade with an SAT mathematics section score between 530 and 800 have a 75% chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, pre-calculus, or calculus. Likewise, students with an SAT Evidence-Based Reading and Writing (ERW) section score 530 and 800 have a 75% chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes. Due to the change in testing methodology in 2016, data is still being evaluated on the performance of students who go on to postsecondary education and scored within these ranges.

Performance on for the 2018 graduating class was:

<b>SAT</b>		<b>English</b>	<b>Mathematics</b>
19,832	Average Score	507	492
<b>ACT</b>		<b>English/Reading Combined</b>	
6,743	Average Score	44.9 (21.8/23.1)	21.5

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Staff recommend that a minimum score be set by subject area for mathematics and English. The Board may want to consider including the science score, however, a student's performance on the science portion of the assessment does not have as great of an impact on the students postsecondary progress unless they are going into a science related program of study. Additionally, there is no concordance for science between the ACT and SAT, the identified score band is based on average scores between ACT mathematics and science and comparable college readiness bands.

Additional analysis will need to be completed on how students scoring at these levels perform after high school to validate the score ranges.

**BOARD ACTION**

I move to set the college and career readiness score for the purposes of chapter 61, title 33 starting with the 2019-2020 school year greater than 750 on the SAT in mathematics and English (ERW) and greater than 33 on the ACT mathematics exam and greater than 70 on the ACT English (English and Reading Combined) exam.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**STATEMENT OF PURPOSE**

**RS26774**

The purpose of this bill is to give students an opportunity to demonstrate they have met the basic knowledge requirements of the State to 1.) receive a high school diploma without attending all "state required" classes that have been needed in the past or 2.) to have flexibility within their schedules to focus on Career and Technical Education (CTE), or elective programs. They shall take the Scholastic Aptitude Test (SAT), American College Testing (ACT) or other similar examinations identified by the State Board of Education (SBE). When a student demonstrates basic skills, which is defined as "college and career ready," then they will be able to receive 1.) flexibility in their schedules; 2.) the ability to freely take post-secondary classes; or 3.) receive their accredited diploma and opt out of high school to further their educational or career goals.

**FISCAL NOTE**

This bill has minimal fiscal impact to the State. A student may require additional time with a counselor. An estimated 600 students may take advantage of this opportunity. Of this total, 400 would most likely stay in school for the flexibility schedule and 200 students may choose to graduate early. A student who opts to stay in high school with flexibility will have their classes paid by the Advanced Opportunity program. A student who opts to graduate early will be provided funding to attend the Idaho institution of their choice.

**Contact:**

Senator Steven P. Thayn  
(208) 332-1000  
Sebastian Griffin, Senior Class President  
Nampa Senior High School  
(208) 917-0513

**DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).**

**Statement of Purpose / Fiscal Note**

**S1060**

LEGISLATURE OF THE STATE OF IDAHO  
Sixty-fifth Legislature First Regular Session - 2019

IN THE SENATE

SENATE BILL NO. 1060, As Amended, As Amended in the House

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING TITLE 33, IDAHO CODE, BY THE ADDITION OF A  
NEW CHAPTER 61, TITLE 33, IDAHO CODE, TO DEFINE TERMS, TO ESTABLISH PRO-  
VISIONS REGARDING FLEXIBLE SCHEDULES FOR CERTAIN STUDENTS, TO PROVIDE  
FOR CERTAIN FUNDING AVAILABLE TO STUDENTS WITH FLEXIBLE SCHEDULES, TO  
ESTABLISH PROVISIONS REGARDING EARLY GRADUATION, AND TO PROVIDE DUTIES  
OF THE STATE BOARD OF EDUCATION.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Title 33, Idaho Code, be, and the same is hereby amended  
by the addition thereto of a NEW CHAPTER, to be known and designated as Chap-  
ter 61, Title 33, Idaho Code, and to read as follows:

CHAPTER 61

OPPORTUNITIES FOR COLLEGE AND CAREER READY STUDENTS

33-6101. DEFINITIONS. As used in this chapter:

(1) "Board" means the state board of education.

(2) "College and career readiness score" means the minimum score on  
a college entrance examination indicating that a student is academically  
ready to advance to an institution of higher education or to an occupation or  
occupational training, as determined by the board.

(3) "College entrance examination" means the ACT, the SAT, or a similar  
examination identified by the board.

(4) "Participation portfolio" means a description of a student's  
nonacademic and cocurricular activities including, but not limited to, stu-  
dent government, sports, music ensembles, theater, clubs, organizations,  
work, internships, and volunteering. A participation portfolio should also  
include any leadership positions a student holds in nonacademic activities.

33-6102. FLEXIBLE SCHEDULE. (1) A student is eligible to take a flexi-  
ble schedule as provided in subsection (2) of this section if the student:

(a) Is at least sixteen (16) years of age;

(b) Maintains a cumulative 3.5 grade point average;

(c) Obtains permission from a parent or guardian, if under the age of  
eighteen (18) years;

(d) Achieves a college and career readiness score;

(e) Files with the student's school:

(i) Notification of the student's intent to take a flexible  
schedule;

(ii) The student's participation portfolio; and

(iii) An essay of at least one (1) page explaining why the student  
wishes to have a flexible schedule and outlining the student's fu-  
ture plans using such flexible schedule; and

1 (f) Completes:  
2 (i) The civics test required by section 33-1602, Idaho Code; and  
3 (ii) The economics credit, government credits, and senior project  
4 required under the board's graduation requirements, provided that  
5 the student's senior project may describe the student's experi-  
6 ence in achieving a college and career readiness score and include  
7 a detailed explanation of the student's future plans.  
8 (2) An eligible student may, at the student's option and upon notifica-  
9 tion to the student's school, be relieved from completing any remaining high  
10 school graduation requirements. Such student shall have flexibility in the  
11 student's schedule to:  
12 (a) Take elective courses, career technical education programs, or  
13 core courses as selected by the student and determined to be available  
14 by the student's school district or public charter school;  
15 (b) Participate in apprenticeships or internships;  
16 (c) Act as a tutor at any grade level; or  
17 (d) Engage in such other activities as identified by the board.  
18 (3) A student with a flexible schedule must adhere to the plans de-  
19 scribed pursuant to subsection (1)(e) of this section. If the student is  
20 under the age of eighteen (18) years, the student's plans may be modified  
21 with the approval of the student's parent or guardian.

22 33-6103. FLEXIBLE SCHEDULE -- ADVANCED OPPORTUNITIES FUNDING. A stu-  
23 dent who opts for a flexible schedule pursuant to the provisions of section  
24 33-6102, Idaho Code, may use the student's allotment of advanced opportuni-  
25 ties funds for activities identified in subsection (2)(a) of that section.

26 33-6104. EARLY GRADUATION. (1) A student is eligible to graduate early  
27 as provided in subsection (2) of this section if the student:

28 (a) Is at least sixteen (16) years of age;  
29 (b) Maintains a cumulative 3.5 grade point average;  
30 (c) Obtains permission from a parent or guardian, if under the age of  
31 eighteen (18) years;  
32 (d) Achieves a college and career readiness score;  
33 (e) Files with the student's school:  
34 (i) Notification of the student's intent to graduate early;  
35 (ii) The student's participation portfolio; and  
36 (iii) An essay of at least one (1) page explaining why the student  
37 wishes to graduate early and outlining the student's future educa-  
38 tion or training plans if the student graduates early; and

39 (f) Completes:  
40 (i) The civics test required by section 33-1602, Idaho Code; and  
41 (ii) The economics credit, government credits, and senior project  
42 required under the board's graduation requirements, provided that  
43 the student's senior project may describe the student's experi-  
44 ence in achieving a college and career readiness score and include  
45 a detailed explanation of the student's future plans.  
46 (2) An eligible student may, at the student's option and upon notifica-  
47 tion to the student's school, be relieved from completing any remaining high  
48 school graduation requirements and graduate early.

1           (3) School districts or public charter schools must grant high school  
2     diplomas to students who are eligible and opt for early graduation pursuant  
3     to this section.

4           33-6105. DUTIES OF BOARD. The board shall:

5           (1) Perform duties specifically provided in this chapter;

6           (2) Ensure, through rules established by the board, that any funds dis-  
7     tributed pursuant to section 33-6103, Idaho Code, are used for the purpose  
8     described in that section; and

9           (3) Take such actions as are necessary to implement and enforce the pro-  
10    visions of this chapter, including the promulgation of any necessary rules.

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**SUBJECT**

Legislative Ideas - 2020 Legislative Session

**REFERENCE**

June 2016	The Board approved twenty-eight (28) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2017	The Board approved eighteen (18) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2018	The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process.

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 3: EDUCATIONAL ATTAINMENT: Objective A: Higher Level of Education Attainment, Objective B: Timely Degree completion, Objective C: Access

**BACKGROUND/ DISCUSSION**

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board at a later date for final approval prior to submittal to the legislature for consideration during the 2020 Legislative Session. Legislative ideas submitted to DFM are forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the Legislature.

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

Board Staff

1. Seed Certification
2. Proprietary School and Postsecondary Institution – Records Retention
3. State Board of Education – Election of Officers Date
4. Career Ladder – Educator Experience
5. School Age – Flexibility
6. School District Boundaries – Elections
7. Professional Studies Loan Program Repeal (Section 33-3720, Idaho Code)
8. Educational Interpreter

Division of Vocational Rehabilitation

9. Extended Employment Services Program



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Division of Career Technical Education

10. Career Technical Program Added Cost Funding

North Idaho College

11. Community College Tuition Cap Amendment

Idaho State University

12. Preceptor Tax Credit

13. Higher Education Personnel Management

Lewis-Clark State College

14. Program Expansion – Legislative Authority

**IMPACT**

Staff will submit Board-approved legislative ideas through the executive agency legislative process and will bring back legislative language to the Board once approved by the Governor's Office. Legislative ideas not approved will not be submitted to through the executive agency legislative process and will not be sponsored by the Board for introduction to the legislature.

**ATTACHMENTS**

Attachment 1 – Legislative Ideas – Statement of Purpose and Fiscal Impact

**STAFF COMMENTS AND RECOMMENDATIONS**

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

Legislative ideas are required to be submitted to DFM by July 12, 2019 and final legislation is required to be submitted by August 16, 2018. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the Executive Director to submit these ideas. Actual legislative language for all submitted legislative ideas will be brought back to the Board prior to the DFM August deadline for final Board approval. The legislative ideas were discussed during the June Presidents' Council meeting.

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

Each legislative idea submitted to the Governor's Office must include a Statement of Purpose and a Fiscal Note. The Statement of Purpose and Fiscal Note become part of the proposed legislation and summarize the purpose and impact of the legislation. Pursuant to the requirements for submitting legislation through the Executive Agency Legislative system: "A Fiscal Note is a statement estimating the amount of revenue or expenditure from all funds that will occur if the bill passes. It must be written exactly as it will appear on the attachment to the actual bill. A Fiscal Note must be precise and include impacts for all funds. Use of such terms as "minimal" or "undetermined" are inadequate and will be returned to the agency for editing. If the Fiscal Note states there is no projected fiscal impact, then the Fiscal Note must contain a statement of the reasons why per Idaho Joint Rule 18."

Idaho Joint Rule 18 is a rule of the State Legislature requiring "Fiscal Notes. — (b) The fiscal note applies only to a bill as introduced, and does not necessarily reflect any amendment to the bill that may be adopted. The fiscal note shall reasonably contain the proponent's full fiscal year projected increase or decrease in existing or future appropriations, and/or the increase or decrease in revenues by the state or unit(s) of local government. The bill's proponent bears the responsibility to provide a reasonably accurate fiscal note. If the fiscal note states there is no projected fiscal impact, then the fiscal note must contain a statement of the reasons that no fiscal impact is projected. All fiscal notes shall be reviewed for compliance with this rule by the committee to which the bill is assigned, excepting that any compliance review is subject to Joint Rule 18(e). A member of the committee may challenge the sufficiency of a fiscal note at any time prior to the committee's final action on the bill."

The Legislative Ideas provided in Attachment 1 are listed by number, allowing the Board to approve all of the Legislative Ideas as a whole or choose, by number, which Legislative Ideas they would like to move forward to the next step in the process.

**BOARD ACTION**

I move to approve the Legislative Ideas \_\_\_\_\_ in substantial conformance to the form provided in Attachment 1 and to authorize the Executive Director to submit these and additional proposals that may be identified between the June Board meeting July deadline as necessary through the Governor's legislative process.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**LEGISLATIVE IDEAS**

**1. Seed Certification**

Statement of Purpose

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

Fiscal Impact

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

**2. Proprietary Schools and Postsecondary Institutions – Records Retention**

Statement of Purpose

Chapter 24, Title 33 establishes requirement for proprietary schools and postsecondary institutions (degree granting) to register with the State Board of Education. These requirements include minimum standards for transparency and accreditation for degree granting institutions. From time-to-time a proprietary school or private degree granting institution will go out of business. When this happens there is no requirement that these entities store or archive student records. This can be a problem for a student who may later try to complete a degree or use their training to qualify for a job and can no longer obtain their records from the school or institution. The proposed legislation would add a requirement that as part of the closing procedures the school or institution arrange for the student records to be stored in a manner that would allow them to be accessed by the student. This requirement would include provisions for minimum security levels for any stored personally identifiable student level data.

Fiscal Impact

There would be no fiscal impact to the state or the schools or institutions affected. Record management companies exist that will store student records in a safe manner. These

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**ATTACHMENT 1**

companies then charge the students for access to the records, similarly to a transcription fee.

**3. State Board of Education – Election of Officers Date**

Statement of Purpose

The purpose of this legislation is to amend Section 33-104, Idaho Code, Meetings of the Board. This section of code stipulated the minimum number of regular meetings the Board must hold during the year and requires the Board elect a president, vice-president, and secretary at its first meeting after the first day of April. The proposed amendment would move the election of officer date to the first meeting after the first day of July. Board member terms run from July 1, to June 30, moving the date to July would align the election of officers with the terms of the Board members.

Fiscal Impact

There would be no fiscal impact. The proposed amendment will only impact the timing of existing processes.

**4. Career Ladder – Educator Experience**

Statement of Purpose

Section 33-1004B, Idaho Code, established the Instructional Staff and Pupil Service Staff Career Ladder used for determining salary based apportionment for the school districts and charter schools for these two categories of staff. The requirements for the Career Ladder start individuals new to teaching in the first cell of the first rung and then move individuals based on their performance and student outcomes. For individuals with previous K-12 teaching experience being placed on the Career Ladder for the first time, they are placed in a cell based on their teaching experience and level of education as it would have been based on the old methodology that determined salary based apportionment for all certificated positions based on experience and level of educational attainment. This placement does not take into account any experience the person may have earned while teaching in a postsecondary setting. The proposed amendment would allow for individuals who started as a K-12 teacher, left to teach at the postsecondary level, and then returned to the K-12 classroom to include their postsecondary teaching experience in their initial placement on the Career Ladder.

Fiscal Impact

The impact would be de minimis to the state. This will impact a small number of individuals resulting in a minimum increase to the calculation of salary based apportionment for instructional staff at the state level. At the local level it will result in a slightly higher apportionment, helping the school district or charter school to recruit and retain individuals with educator experience.

**5. School Age – District Flexibility**

Statement of Purpose

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Section 33-201, Idaho Code, defines "school age" for the Idaho public school system. Students must fall within this definition to attend public schools in Idaho. The current definition of school allows for exceptions for resident children with disabilities, for all other children the child must be the age of five by the first day of September to enroll in kindergarten and the age of six by the first day of September to enroll in first grade. As written there is no flexibility allowed for students who fall just outside of this age range that parents and schools feel are ready and could benefit from entering school early. The proposed legislation would add language that would allow for a determination at the local level for ~~the~~ a student's readiness to enter kindergarten or first grade and provide some flexibility to the school districts and charter schools. This legislation does not impact the compulsory attendance provision in Idaho Code nor does make kindergarten compulsory. It does provide flexibility at the local level for those parents whose children fall just outside of the September 1 date and would like to enroll their children in public school. Section 33-202, Idaho Code, sets the compulsory attendance requirements for Idaho as ages seven (7) through sixteen (16), inclusively.

Fiscal Impact

There would be a de minimis fiscal impact due to the small number of students that will be impacted and the SState voluntary kindergarten enrollment provisions.

**6. School District Boundaries - Elections**

Statement of Purpose

Section 33-308, Idaho Code sets out the provisions for annexing and excising territory between school districts. Once the Board approves a request for excision and annexation the proposal is then submitted to the voters that live in the area that is being moved between school districts. In recent years, it has not been uncommon for these requests to affect a small number of students, with a larger perceived property value impact than student impact. The proposed amendment would expand the individuals who are eligible to vote on the request to annex and excise territory to the patrons of the two school districts being impacted rather than only the individuals within the territory being adjusted.

Fiscal Impact

There would be no fiscal impact to the state, the process for reviewing and acting on proposals will stay the same. There could be a small fiscal impact to the county dependent on the number of individuals that vote on the matter, this impact could be positive or negative depending on the turnout for any given election. The county is responsible for verify the individuals eligibility to vote on the matter before them. By expanding the eligible electors to the patrons of both school districts the county would no longer have to verify which electors resided in the just the area being considered for annexation/excision.

**7. Professional Studies Loan Program Repeal**

Statement of Purpose

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The proposed legislation would repeal Section 33-3720, Idaho Code. This section of code establishes a loan program that is no longer administered and has not been funded in over a decade.

Fiscal Impact

There would be no fiscal impact. This program has not been funded in a number of years and is no longer administered.

**8. Educational Interpreter**

Statement of Purpose

Chapter 13, Title 33 establishes provisions for educational interpreters. Additionally, Chapter 29, Title 54 sets out licensing requirements for individuals providing interpreting services. Individuals who are providing interpreting services as education interpreters pursuant to the requirements in chapter 13, title 33, are exempt from the licensing requirements in chapter 29, title 54. To qualify for this exemption the individual is required to be interpreting in a kindergarten through grade 12 educational setting. School districts provide educational services to students with disabilities that meet the definition of school age and fall outside of the kindergarten through grade 12 range. In these cases, school districts are required to hire a licensed interpreter at an increased cost. The proposed amendment would change the reference to grade ranges in the education interpreter provisions to the statutorily defined term of "school age." This will allow for school district to use education interpreters for students that fall outside of the grade range while still meeting the school age definition. These students are students with disabilities that the school districts are required to provide services for through the Individuals with Disability Education Act ~~to provide services for~~.

Fiscal Impact

There would be no fiscal impact to the state. Interpreters are hired and funded at the local school level. The amendments could result in cost savings to the school district as educational interpreters are generally hired at a lower rate than licensed interpreters are.

**9. Extended Employment Services Program** (Submitted by the Division of Vocational Rehabilitation)

Statement of Purpose

The purpose of this legislation is to codify the Extended Employment Services (EES) Program. The legislation would statutorily establish the EES program with a twofold mission: (1) provide work skills training on a short-term bases for Idahoans with the Most Significant Disabilities for whom competitive integrated employment has not been successful due to the specific limitations of their disability or disabilities; and (2) serve Idahoans with the Most Significant Disabilities who require long term supports in order to maintain competitive integrated employment due to the specific limitations of their disability or disabilities. The legislation would further stipulate that the EES program supports Idahoans who are not otherwise eligible for any other public program funding, including Department of Health and Welfare Medicaid Waivers. In other words, the EES

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program would be the payer of last resort and would not supplant or duplicate any other public funding source.

Fiscal Impact

There would be no fiscal impact based on the FY20 EES program appropriation.

**10. Career Technical Program Added Cost Funding** (Submitted by the Division of Career Technical Education)

Statement of Purpose

The proposed legislation creates a new section of Idaho Code to formalize the existing structure of secondary CTE programs in Idaho, as well as creates a statutory framework outlining how CTE programs are funded. Idaho Code currently identifies the eligibility requirements for a Career Technical School, but does not identify the requirements for CTE programs offered through a comprehensive high school. The proposed legislation will identify the operational requirements for both cluster programs and pathway programs, including both traditional classroom and hybrid delivery models. The proposed legislation will formalize the calculation of base funding for CTE programs, as well as the formula used to calculate additional added-cost funding according to the program type and instructional delivery model.

Fiscal Impact

The General Fund Fiscal Impact for this proposed legislation is zero. The proposed legislation codifies current practices and formalizes the current formula-based approach used to generate added-cost funds for secondary CTE programs.

**11. Community College Tuition Cap** (Submitted by North Idaho College on behalf of the community colleges)

Statement of Purpose

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

Fiscal Impact

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

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## **12. Preceptor Tax Credit (Submitted by Idaho State University)**

### Statement of Purpose

In recognition of the difficulty in finding clinical training sites in health professions education, a professional association approached ISU to request State Board of Education support for proposed legislation during the 2020 legislative session. This legislation would provide a tax credit to those clinicians (preceptors) who provide preceptorships, without compensation, to Idaho students whose field of study supports the primary care workforce. Preceptors who are training Idaho learners in: graduate medical education (i.e. physician residency training), pharmacy, physician assistant, advanced practice registered nursing (i.e. nurse practitioners), and clinical psychopharmacology programs would qualify for the proposed tax credit. Several states have implemented these programs. The laws vary in the types of preceptors included and the amount of the tax incentive. Adjudication of the time spent precepting is typically performed by the academic institution. Draft legislation is not yet available for Idaho, but will be later in the summer.

### Rationale

- Idaho continues to be an underserved state for primary care;
- This legislation may allow more students to do their clinical work in Idaho and encourage them to stay in Idaho to practice;
- With Medicaid expansion the need for primary care practitioners is growing;
- The cost of preceptors is growing and without an alternative these costs will become an additional cost to students.

### Fiscal Impact

A potential fiscal scenario would be: a clinical preceptor shall be allowed a tax credit of \$1000.00 for each one hundred hours of preceptor instruction; however, the credit allowed shall not exceed \$3000 during any taxable year. If, 300 uncompensated preceptors in Idaho all claimed an average of a \$2000 credit there would be a \$600,000 impact to the state general fund. The number of preceptors who would take advantage of the tax credit is unknown at this time.

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As private institutions are paying or planning on paying for preceptors the alternative to this credit could be an increase in needed state general funds for preceptors in order to maintain an adequate pool. The fiscal impact of this tax credit would help offset this need.

**13. ~~State Classified Staff Autonomy~~ Higher Education Personnel Management**  
(Submitted by Idaho State University on behalf of Lewis-Clark State College and Boise State University)

Statement of Purpose

Currently Section, 67-5303(j), Idaho Code, defines "faculty," "officers," "professional staff" and positions at the agencies and postsecondary institution under the State Board of Education's governance and who receive an annual salary equivalent to three hundred fifty-five (355) Hay points as non-classified. The proposed legislation would expand this provision and define all staff at Boise State University, Lewis-Clark State College, Idaho State University, and the University of Idaho as non-classified staff and would remove employees of these institutions from the authority of the Division of Human Resources that governs the classified employment system in Idaho. The proposed legislation would not change the current universities' practice with retirement plans. Staff positions receiving an annual salary of less than the equivalent of the Step "A" of the pay grade equivalent to three hundred fifty-five (355) Hay points would participate in PERSI and staff receiving an annual salary of more than the equivalent of the Step "A" of the pay grade equivalent to three hundred fifty-five (355), unless otherwise vested in PERSI, would participate in the Board's Optional Retirement Plan. Further amendments would provide that the State Board of Education would determine compensation and compensatory time for all University institution employees; remove the requirement that the State Controller's Office approve the institutions system for maintaining personnel records; and exempt institution staff from the requirement that awards given to staff pursuant to Section 59-1603(8), Idaho Code, be done so in accordance to rules promulgated by the Division of Human Resources. The proposed amendments would impact the following sections of Idaho Code: 33-107A, 59-1603, 59-1607, and 67-5303.

Fiscal Impact

The proposed legislation would have limited fiscal impact to the State of Idaho, rather the legislation adjusts human resource management and practices for Boise State University, Idaho State University, and Lewis and Clark State College. The legislation provides that current classified employees, and any future employees hired who meet the equivalent pay definition of a current classified employee, would remain in the PERSI system rather than the Optional Retirement Plan, resulting in no fiscal impact to the PERSI or the Optional Retirement Plan. This legislation does not have any effect on health insurance enrollment from the colleges and universities.

Currently, Boise State University, Idaho State University, and Lewis-Clark State College pay an ongoing fee to the Idaho Division of Human Resources based on a percentage of classified employee salaries. Boise State University and Idaho State University fees to DHR equal 0.306% of classified employee payroll, while the corresponding fee at Lewis and Clark State College equates to 0.5535% of classified employee salaries. The following table outlines the approximate annualized fees paid by each institution to the

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Division of Human Resources. These funds would be retained by the institution and the annual budget of the Idaho Division of Human Resources would have to be adjusted to reflect the ~~deficit this would create for~~ **reduction in** their operating budget.

All employees of the University of Idaho and the community colleges are already exempt from Division of Human Resource management. This bill creates uniformity in how institutions governed by the State Board of Education are treated, recognizes that education and student services have fundamentally different functions in contrast to most state agencies, and provides consistency, flexibility, and greater efficiency in how the universities manage their workforce.

Institution	Number Classified Employees	of Annualized Classified Payroll	DHR Annual Fee
Idaho State University	579	\$18,140,422	\$55,510
Boise State University	519	\$17,275,729	\$52,864
Lewis and Clark State College	120	\$3,810,970	\$21,094

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

Statement of Purpose

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

Fiscal Impact

The fiscal impact is indeterminate at this time. The State Board of Education program approval process requires institutions to provide evidence of program need and costs when considering the approval of new programs. Any program that demonstrates a high regional or state need may result in the shifting of existing funds from lower priority programs to cover new program costs, and/or a request for new funds through the state appropriation process, and/or the creation of a self-support program fee or increase in general tuition and fees to cover associated costs. New costs ~~could~~ be offset by the increased enrollment derived from participants in new programs, that may not otherwise enroll at Lewis-Clark State College.

The fiscal impact would vary based on the program. However, broadly speaking, administrative and support structures are in place; with primary program expenses likely associated with personal (i.e., faculty). Reallocation of existing resources will be the first source of new program support funds.

**COLLEGE OF SOUTHERN IDAHO**

**SUBJECT**

Non-Traditional Route to Teacher Certification - Mastery-Based

**REFERENCE**

October 2017	Board approved concept of mastery-based pathway for teacher certification for individuals who meet the requirement of the alternative authorization-Content Specialist route to certification.
April 2018	Board approved the College of Southern Idaho's Alternative Authorization-Content Specialist, Mastery-Based Route to Teaching Program

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-114, 33-1201 – 33-1207, and 33-1258, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment – Objective B: Alignment and Coordination. Goal 4: Workforce Readiness – Objective A: Workforce Alignment

**BACKGROUND/DISCUSSION**

In August 2016 the Board considered the problem of educator supply throughout the state and determined that a broad group of stakeholders impacted by the pipeline should be brought together to form comprehensive recommendations to address Idaho's educator pipeline. At the April 2017 Board meeting, members received an update on the work of the Educator Pipeline Work Group, and reviewed the initial recommendations.

One specific recommendation was to develop a "mastery-based" preparation program that would be more flexible than current routes to certification, and would account for experience and pre-existing knowledge resulting in lower costs and shorter preparation time. Such a route to certification, Mastery-Based Alternative Authorization, was presented at the October 2017 Board meeting and received approval.

In April 2018, the College of Southern Idaho brought forward a proposal to the Board to offer the alternate route program; specifically to make a contribution to the exceptional teacher shortages present in Region 4 districts. The program was presented and approved as a mastery-based program to serve Alternative Authorization-Content Specialist candidates. The program is completing its first year, with an inaugural cohort of 26 candidates primarily located in districts throughout Region 4. The program is poised to double in size for the 2019-2020 cohort.

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Throughout this first year, it has become clear that the program could better serve Region 4 and outlying rural districts by being more proactive in partnering with districts. The current model, Content Specialist, allows the program to work only with candidates who have already been hired and are serving as the teacher of record. In alignment with the Teacher Pipeline Committee Recommendations from April 2017, rural districts and areas experiencing critical teacher shortages need an avenue to “Grow Your Own” teachers from members within their communities.

The College of Southern Idaho (CSI) is requesting approval from the Board to be designated as a Non-Traditional Route to Teacher Certification as described in IDAPA 08.02.02.042.03. This change from a Content Specialist-only program to a Non-Traditional program does not require any substantive change; but would allow CSI to partner with districts to identify and train candidates through a residency and/or internship while completing the program. Candidates would have the opportunity to better prepare for the classroom without the pressure of concurrently serving as the teacher of record, and districts could begin initiating prospective teachers up to two years in advance of anticipated vacancies. Such a model would not only alleviate the pressure of last minute, untrained hires, but also empower districts to begin building and filling their own teacher pipelines to address areas of consistent need.

Pursuant to IDAPA 08.02.02.100.02, a non-traditional route to teacher certification program must include, at a minimum, the following components:

- a. Pre-assessment of teaching and content knowledge;
- b. An academic advisor with knowledge of the prescribed instruction area;
- c. Exams of pedagogy and content knowledge; and
- d. Be aligned to the Idaho Standards for the Initial Certification of Professional School Personnel.

Attachment 1 identifies the current program’s alignment to current certification standards. Attachment 2 aligns the current program with the requirements of a Non-Traditional Route to Teacher Certification, also comparing other Idaho programs that currently hold this designation for reference.

**IMPACT**

The area in which CSI is located is experiencing the greatest teacher shortage across the state. Both lawmakers and school leaders from Region 4 have expressed a desire for the college to become more active in assisting with quality preparation of teaching candidates. Designation CSI’s Mastery-Based Program from Content Specialist-only to Non-Traditional will expand the services the college will be able to offer this area.

**ATTACHMENTS**

Attachment 1 – CSI Alternate Authorization - Content Specialists, Mastery-Based

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program proposal (April 2018)

Attachment 2 – IDAPA Requirements for Non-Traditional Program aligned to CSI's current Mastery-Based program.

Attachment 3 – Program Letter of Support

### STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are typically conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs meet the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are highly effective, prepared to teach the state content standards for their applicable subject areas, and are up-to-date on best practices in various teaching methodologies. The Commission reviewed and recommended the CSI program for Board approval as an alternative route at its April 6, 2018 meeting. Initial feedback from school district administrators has been positive. Since this original approval, Lewis-Clark State College has also submitted a proposal for approval of a mastery-based alternate route to certification. The Commission has reviewed this proposal and while they agreed the program met the same standards as the College of Southern Idaho's program they have indicated that these programs would be a better fit as non-traditional programs. Approval as a non-traditional program will allow for these programs to be more proactive in working with individuals that school districts or charter schools have identified that would be a good fit for the classroom and allow them to enter the program and receive training prior to entering the classroom. Lewis-Clark State College's program is being brought forward from the Professional Standards Commission on the Department of Education's portion of the agenda.

Staff recommends approval.

### BOARD ACTION

I move to approve the request by College of Southern Idaho to expand the college's Mastery-Based Alternate Route to Teacher Certification program to a Non-Traditional Route to Teacher Certification under the same conditional approval as the original program. Full approval is contingent on the evaluation of program complete effectiveness.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_

## NEW PROGRAM FOR CERTIFICATION REQUEST

Institution: College of Southern Idaho Date of Submission January, 2018

Program Name: Alternate Authorization Certification Certification & Endorsement

All new educator preparation programs from public institutions require [Program Review and Approval by the State Board of Education](#).

Is this a request from an Idaho **public** institution?

Yes X No

If yes, on what date was the Proposal Form submitted to the State Board of Education?

**Section I:** Evidence that the program will cover the knowledge and performances outlined in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Pupil Personal Preparation programs will only need to address content specific standards.

The table below includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the [Idaho Standards for Initial Certification of Professional School Personnel](#).

STANDARD	Enhancement Standards Performance	Coursework Modules/Danielson Framework (CSA)
<b>Standard 1</b> <b>Learner Development-</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	<b>Performance-</b> <b>1. (a)</b> The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development  <b>2. (b)</b> The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.  <b>3. (c)</b> The teacher creates developmentally appropriate instruction that takes into account	<b>Module 1-Clarity of Instructional Purpose and Accuracy of Content Module</b> (Content Methods and Standard Alignment) aligns with INTASC Standards 1 and 2. Using the INTASC Progressions model for assessing competency, CSI faculty will assess proof that candidates understand how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.  The teaching candidate: <b>1.</b> Draws on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks

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	<p>individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p><b>Knowledge</b></p> <p>1. (d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes- and knows how to use instructional strategies that promote student learning.</p> <p>2. (e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p> <p>3. (f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p> <p>4. (g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p><b>Disposition-</b></p> <p>1. (h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.</p> <p>2. (i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.</p>	<p>resources, including from families and colleagues, to adjust teaching. (1a; 7i; 9d) (INTASC Standards 9 and 10 Embedded)</p> <p>2. Seeks out information about learner interests in order to engage learners in developmentally appropriate learning experiences. (1b) (INTASC Standard 9 Embedded)</p> <p>3. Engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker. (1i; 1j) (INTASC Standard 10 Embedded)</p> <p><b>Example Assessment</b> (INTASC Standard 1)-  The teacher candidate plans, teaches, and assesses a developmentally appropriate lesson to a large group of students. The plan should be flexible enough to accommodate learners across varied levels of development, the candidate should provide support for multiple levels of engagement during the lesson, and the learners should be motivated and engaged by material that is suitable for their developmental level.  Submission Artifacts-video and lesson plan</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 16- 19)</p>
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	<p>3. (j) The teacher takes responsibility for promoting learners' growth and development.</p> <p>4. (k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</p>	
<p><b>Standard 2</b>  <b>Learning Differences</b>  - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p><b>Performance-</b></p> <p>1. (a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p>2. (b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>3. (c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>4. (d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.</p> <p>5. (e) The teacher incorporates tools of language development into planning and instruction, including</p>	<p><b>Module 1-Clarity of Instructional Purpose and Accuracy of Content Module</b> (Content Methods and Standard Alignment) aligns with INTASC Standards 1 and 2. Using the INTASC Progressions model for assessing competency, CSI faculty will assess proof that candidates understand how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p> <p>The teaching candidate:</p> <p>1. Draws upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2l; 2j; 2l; 2m; 2o) (INTASC Standard 9 Embedded)</p> <p>2. Assists diverse learners in processing information and develop skills, incorporating multiple approaches to learning that engage a range of learner preferences. (2a; 2d; 2g; 2h; 2m; 8p) (INTASC Standards 9 and 10 Embedded)</p>



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	<p>strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>6. (f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p>Knowledge-</p> <p>1. (g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</p> <p>2. (h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>3. (i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>4. (j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>5. (k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.</p>	<p><b>3. Uses</b> information on learners’ language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m 2o; 8p)</p> <p>4. Includes multiple perspectives in the presentation and discussion of content that include each learner’s personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m) (INTASC Standard 9 Embedded)</p> <p>5. Applies interventions, modifications, and accommodations based on IEPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families. (2f) (INTASC Standards 9 and 10 Embedded)</p> <p><b>6. Uses</b> information on learners’ language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (INTASC Standard 9 Embedded)</p> <p>7. Follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress. (2f; 2g) (INTASC Standard 9 Embedded)</p> <p><b>Module 1-</b> Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment)  <b>Example Assessment</b> (INTASC Standard 2)-  The teacher candidate develops differentiated instruction over a series of lessons for an individual student or small group of students who vary culturally/linguistically or have special needs. The evaluation is based on the candidate’s plan, his/her enactment of the plan, his/her assessment of the plan, and the</p>
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	<p><b>Disposition-</b></p> <p>1. (l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>2. (m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>3. (n) The teacher makes learners feel valued and helps them learn to value each other.</p> <p>4. (o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p>	<p>student response. The lesson should provide ample evidence of differentiation for individual students through adaptations to the materials, instruction, and assessment of students. Submission Artifacts- Lesson Plans and Individual Student Growth Work Samples</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 16-19)</p>
<p><b>Standard 3</b> <b>Learning Environments</b> - The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p><b>Performance-</b></p> <p>1. (a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>2. (b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>3. (c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous</p>	<p><b>Module 3- Safe, Respectful, Supportive, Challenging Learning Environment Module (Creating an Environment that Fosters College and Career Ready Skills)- Aligns with INTASC Standard 3</b></p> <p>The teaching candidate:</p> <p>1. Articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms. (3a) (INTASC Standards 9 and 10 Embedded)</p>

	<p>academic discussions, and individual and group responsibility for quality work.</p> <p>4. (d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>5. (e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p> <p>6. (f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>7. (g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>8. (h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p> <p>Knowledge-</p> <p>1. (i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p>	<p><b>Module 3- Safe, Respectful, Supportive, Challenging Learning Environment (Creating an Environment that Fosters College and Career Ready Skills)</b>  <b>Example Assessment</b> (INTASC Standard 3)-  The teacher candidate creates a learning community plan where the physical space of the classroom is organized and detailed, and classroom management policies and procedures are detailed. The evaluation is based on the effectiveness of the physical space and that the classroom policies and procedures allow all students to be valued and treated equitably. The artifacts should also provide evidence that students and teacher demonstrate genuine caring and respect for one another.  Submission Artifacts- Classroom Organization (including physical space), Classroom Management Plan and Expectations, and Classroom Climate Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 21- 23)</p> <p><b>Module 2- Classroom Management Module (Creating a Learning Environment for All Learners)-Aligns with INTASC Standard 3</b></p> <p>1. Sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families. (3n) (INTASC Standards 9 and 10 Embedded)</p> <p>2. Is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment. (3f; 3r) (INTASC Standard 10 Embedded)</p> <p>3. Manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote</p>
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	<p>2. (j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3. (k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>4. (l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>5. (m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p> <p><b>Disposition-</b></p> <p>1. (n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>2. (o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>3. (p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p>	<p>learner engagement and minimize loss of instructional time. (3d; 8n) (INTASC Standard 10 Embedded)</p> <p>4. Varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (3p) (INTASC Standard 10 Embedded)</p> <p>5. Communicates verbally and nonverbally in ways that demonstrate respect for each learner. (3f; 3r) (INTASC Standard 10 Embedded)</p> <p>6. Provides opportunities for learners to use interactive technologies responsibly. (3g; 3m) (INTASC Standard 9 Embedded)</p> <p><b>Module 2 - Classroom Management (Creating a Learning Environment for All Learners)</b>  <b>Example Assessment</b> (INTASC Standard 3)-  The teacher candidate leads a repeated activity during a portion of the class. The evaluation should be based on the teacher candidate's ability to provide clear directions, manage transitions and student movement, use proactive classroom management strategies, and efficiently engage students in classroom activities. The teacher candidate should demonstrate strong relationships with students, decisive leadership in managing the classroom, the ability to implement organizational routines and procedures, and the skill to respond flexibly to the unexpected.  <b>Submission Artifact- Video and Reflection Document</b></p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 21- 23)</p>
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	<p>4. (q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>5. (r) The teacher is a thoughtful and responsive listener and observer.</p>	
<p><b>Standard 4</b> <b>Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p><b>Performance-</b></p> <p>1.(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</p> <p>2. (b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>3. (c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4. (d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p>5. (e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</p>	<p><b>Module 4- Student Intellectual Engagement Module (Differentiation and Application of Content)-Aligns with INTASC Standards 4 and 5</b></p> <p>The teaching candidate:</p> <p>1. Uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (4a; 4j; 4n; 4r; 8e) (INTASC Standard 10 Embedded)</p> <p>2. Engages learners in applying methods of inquiry used in the discipline. (4c) (INTASC Standard 10 Embedded)</p> <p>3. Links new concepts to familiar concepts and helps learners see them in connection to their prior experiences. (4d; 4r) (INTASC Standard 10 Embedded)</p> <p>4. Draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with colleagues on how to anticipate learner's need for explanations and experiences that create accurate understanding in the content area. (4e; 4k; 4r 9d) (INTASC Standard 10 Embedded)</p> <p>5. Accurately and effectively communicates concepts, processes and knowledge in the discipline, and uses vocabulary and</p>

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	<p>6. (f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>7. (g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>8. (h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>9. (i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p> <p>Knowledge-</p> <p>1. (j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>2. (k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>3. (l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p>	<p>academic language that is clear, correct and appropriate for learners. (4h; 4j; 4l; 5i)</p> <p>6. Consults with other educators to make academic language accessible to learners with different linguistic backgrounds. (4g) (INTASC Standards 9 and 10 Embedded)</p> <p>7. The teacher models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (4c; 4h; 4o)</p> <p><b>Module 4- Student Intellectual Engagement (Differentiation and Application of Content)</b>  <b>Example Assessment</b> (INTASC Standards 4 and 5)-  The teacher candidate participates in a lesson study activity with the mentor teacher for a unit of instruction. The teacher candidate will make content explicit through explanation, modeling, representations, and examples as well as providing supplemental explanations to students, creating examples to illustrate the content, guiding student inquiry, and modeling the use of technology and discipline specific thinking skills.  Submission Artifacts- Lesson Study Reflection Presentation and Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 24- 26)</p>
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	<p>4. (m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p> <p>5. (n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p> <p><b>Disposition-</b></p> <p>1. (o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</p> <p>2. (p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.</p> <p>3. (q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</p> <p>4. (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.</p>	
<p><b>Standard 5</b> <b>Application of Content</b> - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving</p>	<p><b>Performance-</b></p> <p>1. (a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p>	<p><b>Module 4- Student Intellectual Engagement Module (Differentiation and Application of Content)-Aligns with INTASC Standards 4 and 5</b></p> <p><b>The teaching candidate:</b></p> <p>1. Helps learners see relationships across disciplines by making connections between curriculum materials in a content area and</p>

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<p>related to authentic local and global issues.</p>	<p>2. (b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>3. (c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p>4. (d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p> <p>5. (e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>6. (f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>7. (g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>8. (h) The teacher develops and implements supports for learner literacy development across content areas.</p>	<p>related perspectives from another content area or areas. (5i; 5j) (INTASC Standard 10 Embedded)</p> <p>2. Provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. (INTASC Standards 9 and 10 Embedded)</p> <p>3. Engages learners in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues. (5d; 5k; 5m)) (INTASC Standard 10 Embedded)</p> <p>4. Engages learners in applying content knowledge and skills in authentic contexts. (5b) (INTASC Standard 10 Embedded)</p> <p>5. Guides learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives. (5c; 5g; 5k; 5l) (INTASC Standard 9 Embedded)</p> <p>6. Structures interactions among learners and with local and global peers to support and deepen learning. (5p) (INTASC Standard 10 Embedded)</p> <p>7. Engages learners in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both. (INTASC Standard 10 Embedded) (5e; 5h; 5n; 8h)</p>
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	<p>Knowledge-</p> <p>1. (i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>2. (j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>3. (k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>4. (l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p>5. (m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>6. (n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p>	<p><b>Module 4- Student Intellectual Engagement (Differentiation and Application of Content)</b></p> <p><b>Example Assessment</b> (INTASC Standards 4 and 5)-</p> <p>The teacher candidate participates in a lesson study activity with the mentor teacher for a unit of instruction. The teacher candidate will make content explicit through explanation, modeling, representations, and examples as well as providing supplemental explanations to students, creating examples to illustrate the content, guiding student inquiry, and modeling the use of technology and discipline specific thinking skills.</p> <p>Submission Artifacts- Lesson Study Reflection Presentation and Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 27- 29)</p>
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	<p>7. (o) The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>8. (p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p> <p>Disposition-</p> <p>1. (q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</p> <p>2. (r)The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p> <p>3. (s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>	
<p><b>Standard 6 Assessment</b></p> <p>- The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making for teachers and learners</p>	<p>Performance-</p> <p>1. (a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>2. (b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p><b>Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8</b></p> <p>The teaching candidate:</p> <p>1. Uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or other records to support his/her analysis and reporting of learner progress. (6c; 6g; 6j; 6l; 6o; 6t) (INTASC Standards 9 and 10 Embedded)</p>

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	<p>3. (c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p>4. (d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>5. (e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>6. (f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</p> <p>7. (g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p>8. (h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> <p>9. (i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p>	<p>2. Engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results.(6j; 6k; 6v) (INTASC Standard 9 Embedded)</p> <p>3. Participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data.(6c) (INTASC Standards 9 and 10 Embedded)</p> <p>4. Engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points out strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements. (6d; 6f; 6n; 6o; 6q; 6r; 6s) (INTASC Standards 9 and 10 Embedded)</p> <p>5. Matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth. (6b; 6j; 6k)</p> <p>6. Uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (6a; 6b; 6j; 6k; 6r; 6t) (INTASC Standard 10 Embedded)</p> <p>8. Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs. (6i; 6k; 6p; 6u) (INTASC Standard 9 Embedded)</p>
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	<p><b>Knowledge-</b></p> <p>1. (j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>2. (k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>3. (l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>4. (m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>5. (n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6. (o) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>7. (p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p>	<p>9. Differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically.(6k) (INTASC Standard 9 Embedded)</p> <p>10. Makes digital and/or other records of learner performance so that s/he can monitor each learner's progress.(6i) (INTASC Standard 9 Embedded)</p> <p><b>Module 5- Successful Learning by All Students (Designing Instruction and Assessment Literacy)</b></p> <p><b>Example Assessment</b> (INTASC Standard 6)-</p> <p>The teacher candidate will conduct a series of formative assessments associated with a sequence of lessons designed to elicit the higher level thinking skills of the students. Components must include the selection of short and long-term learning goals referenced to an external benchmark, eliciting and interpreting individual student's thinking, recognizing common patterns of student thinking, providing oral and written feedback to students, and identifying and implementing an instructional response or strategy in response to common student thinking. Evaluation should be based on the teacher candidate's ability to accurately describe their students' development of higher level thinking skills over a specified period of time.</p> <p>Submission Artifacts- Student and Teacher Work Samples</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 30- 33)</p>
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	<p><b>Disposition-</b></p> <ol style="list-style-type: none"> <li>1. (q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.</li> <li>2. (r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</li> <li>3. (s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</li> <li>4. (t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</li> <li>5. (u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</li> <li>6. (v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</li> </ol>	
<p style="text-align: center;"><b>Standard 7</b>  <b>Planning for Instruction</b>  - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,</p>	<p><b>Performance-</b></p> <ol style="list-style-type: none"> <li>1. (a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</li> </ol>	<p><b>Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8</b></p> <p><b>The teaching candidate:</b></p> <ol style="list-style-type: none"> <li>1. Plans and sequences common learning experiences and performance tasks linked to the learning objectives, and makes</li> </ol>

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<p>cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>2. (b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>3. (c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>4. (d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>5. (e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.</p> <p>6. (f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.</p> <p>Knowledge-</p> <p>1. (g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>2. (h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p>	<p>content relevant to learners. (7a; 7c; 7k) (INTASC Standard 10 Embedded)</p> <p>2. Uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning. S/he seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs. (7d; 7e; 7n; 7p) (INTASC Standards 9 and 10 Embedded)</p> <p>3. Uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. (7a; 7g) (INTASC Standard 10 Embedded)</p> <p>4. Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress. (7j; 7l; 7p) (INTASC Standard 9 Embedded)</p> <p>5. Integrates technology resources into instructional plans. (7k; 7m; 8o; 8r)</p> <p>6. Plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests. (7d; 7f; 7n) (INTASC Standards 9 and 10 Embedded)</p> <p>7. Uses data from formative assessments to identify adjustments in planning. . (7d; 7l; 7q) (INTASC Standard 10 Embedded)</p> <p>8. Identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q) (INTASC Standard 10 Embedded)</p>
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	<p>3. (i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>4. (j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>5. (k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>6. (l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>7. (m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p> <p>Disposition-</p> <p>1. (n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>2. (o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p>	<p>9. Uses data on learner performance over time to inform planning, making adjustments for recurring learning needs. (7f; 7p) (INTASC Standards 9 and 10 Embedded)</p> <p>10. Uses information from informal interactions with families to adjust his/her plans and to incorporate home-based resources to provide further support. (7o; 7q) (INTASC Standards 9 and 10 Embedded)</p> <p>11. Identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q)</p> <p><b>Module 5- Successful Learning by All Students (Designing Instruction and Assessment Literacy)</b>  <b>Example Assessment</b> (INTASC Standard 7)-  The teacher candidate will plan a complete unit of instruction for high student engagement. Such units may include discussions, project-based learning, inquiry-based learning, and/or cooperative learning, among other instructional strategies. This task addresses several teaching practices including designing a sequence of lessons towards a specific learning goal; appraising, choosing, and modifying tasks and texts for a specific learning goal; and setting long- and short-term learning goals for students. Evaluation should be based on the teacher candidate's ability to work collaboratively, plan multiple lessons, create classroom activities, and design new strategies.  Submission Artifacts- Unit Plan</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 34- 37)</p>
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	<p>3. (p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>4. (q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>	
<p style="text-align: center;"><b>Standard 8</b>  <b>Instructional Strategies</b>  - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p><b>Performance-</b></p> <p>1. (a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>2. (b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>3. (c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>4. (d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>5. (e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p>	<p><b>Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8</b></p> <p><b>The teaching candidate:</b></p> <p>1. Directs students' learning experiences through instructional strategies linked to learning objectives and content standards. (7k) (INTASC Standard 10 Embedded)</p> <p>2. Analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs. (7j; 8b; 8l; 8p) (INTASC Standards 9 and 10 Embedded)</p> <p>3. Makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning. (8a; 8e; 8m)</p> <p>4. The teacher integrates primary language resources into instruction. (8k; 8m; 8p) (INTASC Standards 9 and 10 Embedded)</p> <p>5. Seeks assistance in identifying general patterns of need in order to support language learners. (8k; 8m) (INTASC Standards 9 and 10 Embedded)</p> <p>6. Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the</p>



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	<p>6. (f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>7. (g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8. (h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p> <p>9. (i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p>Knowledge-</p> <p>1. (j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>2. (k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>3. (l) The teacher knows when and how to use appropriate strategies to differentiate instruction and</p>	<p>trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience. (8g; 8j; 8n; 8o; 8r) (INTASC Standards 9 and 10 Embedded)</p> <p>7. Develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification. (8i; 8q) (INTASC Standards 9 and 10 Embedded)</p> <p>8. Models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so. (8e; 8m; 8q) (INTASC Standard 10 Embedded)</p> <p>9. Prepares (as appropriate to the learning objective) learners to use specific content-related processes and academic language. S/he also incorporates strategies to build group work skills. (4j) (INTASC Standard 10 Embedded)</p> <p>10. Poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. (8f; 8g; 8q) (INTASC Standard 10 Embedded)</p> <p>11. Integrates primary language resources into instruction. (8k; 8m; 8p) (INTASC Standard 9 Embedded)</p> <p><b>Module 5- Successful Learning by All Students (Designing Instruction and Assessment Literacy)</b>  <b>Example Assessment</b> (INTASC Standard 8)-  The teacher candidate plans and leads a large group discussion. Evaluation should be based on the teacher candidate's ability to</p>
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	<p>engage all learners in complex thinking and meaningful tasks.</p> <p>4. (m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.</p> <p>5. (n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>6. (o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p> <p>Disposition-</p> <p>1. (p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>2. (q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>3. (r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</p> <p>4. (s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>	<p>engage students, ask questions, and guide the discussion towards a desired curricular outcome.</p> <p>Submission Artifacts- Lesson Plan and Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 37- 40)</p>
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<p style="text-align: center;"><b>Standard 9</b>  <b>Professional Learning and Ethical Practice</b>  - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p><b>Performance-</b></p> <p>1. (a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p> <p>2. (b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p> <p>3. (c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p> <p>4. (d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p> <p>5. (e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p>6. (f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</p>	<p><b>Modules 1-5</b>-Embedded in Identified Course Modules</p> <p>The teacher candidate:</p> <p>1. Engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t) (Enrollment and Participation in Alternate Authorization Program/Completion of Modules 1-5)</p> <p>2. Completes professional learning processes and activities required by the state in order to meet recertification or re-licensure requirements. (9b; 9k; 9nl; 10t) (Enrollment and Participation in Alternate Authorization Program/Completion of Modules 1-5)</p> <p>3. Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d) (Embedded in Module 5)</p> <p>4. Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice. (7p; 9c; 9g; 9l) (Embedded in Module 5)</p> <p>5. Seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n) (Embedded in Modules 4 and 5)</p> <p>6. Gathers, synthesizes and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet</p>
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	<p><b>Knowledge-</b></p> <p>1. (g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>2. (h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>3. (i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>4. (j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>5. (k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p> <p><b>Disposition-</b></p> <p>1. (l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p>	<p>learners' needs. (9a; 9c; 9g; 9h; 9k; 9l; 9n) (Embedded in Module 5)</p> <p>7. Acts in accordance with ethical codes of conduct and professional standards. (9o) (Embedded in Module 5)</p> <p>8. Complies with laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o) (Embedded in Module 3)</p> <p>9. Accesses information and uses technology in safe, legal and ethical ways. (9f; 9j; 9o; 9o) (Embedded in Module 5)</p> <p>10. Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. (f) (Embedded in Modules 3, 4, and 5)</p> <p>11. Recognizes how his/her identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions. (4q; 9e; 9m) (Embedded in Modules 2 and 5)</p> <p>12. Accesses resources to deepen his/her understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (9e) (Embedded in Modules 1, 4, and 5)</p> <p>13. Reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (9l) (Embedded in Modules 1, 4, and 5)</p> <p><b>Modules 1-5</b>-Embedded in Course Modules Identified Above  <b>Example Assessment</b> (INTASC Standard 9)-  The teacher candidate video records a 12-15 minute segment of teaching, analyzes it, and writes a reflective paper. Evaluation should include the teacher candidate's ability to collect a teaching video, accurately and objectively describe student</p>
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	<p>2. (m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> <p>3. (n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p> <p>4. (o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>	<p>behavior, make inferences about teaching, and adjust teaching strategies based on an analysis of data.  Submission Artifacts- Video and Reflective Paper</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 41- 44)</p>
<p style="text-align: center;"><b>Standard 10</b>  <b>Leadership and</b>  <b>Collaboration</b></p> <p>-The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Performance-</p> <p>1. (a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p> <p>2. (b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>3. (c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p>	<p><b>Modules 1-5</b>-Embedded in Identified Course Modules</p> <p>The teacher candidate:</p> <p>1.Participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r) (Embedded in Modules 4 and 5)</p> <p>2. Participates in school-wide efforts to implement a shared vision and contributes to a supportive culture. (10a; 10c; 10n; 10o; 10p; 10r) (Embedded in Module 2)</p> <p>3. Elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth. (10d; 10m; 10q) (Embedded in Module 5)</p>

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	<p>4. (d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>5. (e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.</p> <p>6. (f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>7. (g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>8. (h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>9. (i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10. (j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>11. (k) The teacher takes on leadership roles at the school, district, state, and/or national level and</p>	<p>4. Uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. (8h; 10d; 10g) (Embedded in Modules 1, 2, 3, 4, and 5)</p> <p>5. Leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations. (9l) (Embedded in Modules 1, 2, 3, 4, and 5)</p> <p>6. Makes practice transparent by sharing plans and inviting observation and feedback. (10r) (Embedded in Modules 1, 4, and 5)</p> <p>7. Works to improve practice through action research. (10h) (Embedded in Modules 1, 3, 4, and 5)</p> <p><b>Modules 1-5</b>-Embedded in Course Modules Identified Above  <b>Example Assessment</b> (INTASC Standard 10)-  The teacher candidate will plan and conduct a meeting with a parent or guardian. Evaluation should be based on the teacher candidate's ability to clearly communicate student performance, use evidence to support said description, recommend an approach for improving student performance, and suggest parental strategies for supporting the approach.  Submission Artifacts- Video Student Work Samples and Evaluation</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 45- 47)</p>
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	<p>advocates for learners, the school, the community, and the profession.</p> <p><b>Knowledge-</b></p> <p><b>1. (l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</b></p> <p><b>2. (m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</b></p> <p><b>3. (n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</b></p> <p><b>4. (o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</b></p> <p><b>Disposition-</b></p> <p><b>1. (p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</b></p> <p><b>2. (q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</b></p>	
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	<p><b>3. (r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</b></p> <p><b>4. (s) The teacher takes responsibility for contributing to and advancing the profession.</b></p> <p><b>5. (t) The teacher embraces the challenge of continuous improvement and change.</b></p>	
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**Section II: New Program Requirements**

This is a Competency - based teacher preparation program. Candidates organized in a revolving cohort will have access to the following five modules. Regardless of participation in the cohort, however, to complete the “pedagogical assessment” portion of the program all assessments related to each of the modules must be passed:

**Module 1-Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment)**

**Module 2- Safe, Respectful, Supportive, Challenging Learning Environment Module (Creating an Environment that Fosters College and Career Ready Skills)**

**Module 3- Classroom Management Module (Creating a Learning Environment for All Learners)**

**Module 4- Student Intellectual Engagement Module (Differentiation and Application of Content)**

**Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)**

In addition to completion of the pedagogical assessment, to qualify for full certification a candidate must also complete the assessment of content knowledge (Praxis II) and the state’s common summative performance assessment using the Framework for Teaching.



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<b>IDAPA Requirements for Alternative Authorization - Content Specialist</b>	<b>Board Approved Mastery-Based Alternate Authorization Program for Content Specialists</b>	<b>College of Southern Idaho's Alternate Authorization Program for Content Specialists</b>
<p>a. Initial Qualifications</p> <p>a) A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion.</p> <p>b) The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.</p>	<p>Candidate must hold a baccalaureate degree at minimum.</p> <p>Hiring district ensures candidate is qualified to teach in the area of identified need – combined employment experience and education demonstrate content knowledge.</p>	<p>Candidate must hold a baccalaureate degree at minimum.</p> <p>Hiring district ensures candidate is qualified to teach in the area of identified need – combined employment experience and education demonstrate content knowledge.</p>
<p>b. Alternative Route Preparation Program—College/University Preparation or Other State Board Approved Certification Program.</p> <p>a) At the time of authorization, a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal;</p>	<p>At the time of authorization, a consortium comprised of a designee from the state board approved certification program, and a representative from the school district and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal.</p>	<p>At the time of authorization, a consortium comprised of a designee from the state board approved certification program, and a representative from the school district and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal.</p>
<p>b) The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan;</p> <p>c) At the time of authorization, the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved</p>	<p>The candidate must complete a minimum of five (5) self-paced, online pedagogy modules. The consortium-developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization.</p> <p>At the time of authorization, and individualized learning plan will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. A candidate must successfully complete all requirements of</p>	<p>Begin modules and or enroll in cohort to complete all of the pedagogy assessments. At any time, the individual may choose to proceed directly to the Pedagogy Assessment portion of the modules. The consortium-developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization. The modules will be offered on a rotating basis, fall, spring, summer, fall, spring, and will allow a candidate to enroll in up to two modules at a given time.</p> <p>Candidates will need to take the Praxis. If they do not pass, they will need to access content based courses to gain the knowledge needed to pass the Praxis exam. At the time of authorization, and individualized learning plan</p>

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certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification;	the individualized learning plan annually as one (1) condition for annual renewal <i>and/OR pass all content, pedagogy and performance</i> assessment to receive a recommendation for certification.	will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. A candidate must successfully complete all requirements of the individualized learning plan annually as one (1) condition for annual renewal <i>and/OR pass all content, pedagogy and performance</i> assessment to receive a recommendation for certification.
d) The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and	The state board approved certification program shall provide assessments to credit equivalent knowledge, dispositions and relevant life/work experiences through a process of gathering evidence of candidate's relevant history and ongoing performance and application of pedagogy throughout the program.	Once a candidate chooses to move to the Pedagogy Assessment portion of the modules, a minimum of two alternate authorization certification program evaluators will review the candidate's submitted artifacts for that module and will determine whether it meets competency. If it does not, detailed feedback will be provided. Additionally, if the module is not successfully passed, the candidate will have to pay for the module again, to submit artifacts in order to demonstrate competency for a particular module and have that re-evaluated by the alternate authorization certification program evaluators.
e) Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.	Prior to entering the classroom, the candidate shall meet the state qualifying score on the mastery-based content assessment, the proposed <i>Uniform Standard for Evaluation of Content Competency</i> .	Prior to entering the classroom, the candidate shall meet the state qualifying score on the mastery-based content assessment, the proposed <i>Uniform Standard for Evaluation of Content Competency</i> .

College Chair/Director/Dean (Institution): \_\_\_\_\_

Date: \_\_\_\_\_

Graduate Chair/Director/Dean or other official (Institution; as applicable): \_\_\_\_\_

Date: \_\_\_\_\_

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 20, 2019**

**ATTACHMENT 2**

**COLLEGE OF SOUTHERN IDAHO REQUEST FOR BOARD APPROVAL**  
**NON TRADITIONAL PROGRAM**  
**IDAPA 08.02.02.042.03 AND 08.02.02.100.02**

IDAPA Requirements for Non-Traditional Route to Teacher Certification	College of Southern Idaho's Board-Approved Alternate Route to Certification (Currently for <b>Content Specialists</b> ; requesting additional approval as a <b>Non Traditional Program</b> )	<b>NOTE:</b> All adjustments needed for CSI's current <b>Content Specialist Program</b> to meet Board-approval as a <b>Non-Traditional Program</b> are non-substantive, and precedent has already been set by ABCTE and the <i>Teach For America</i> Program
<p><b>08.02.02.042.03. Non-Traditional Route to Teacher Certification.</b> An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)</p> <p>a) <b>Individuals who possess a <b>baccalaureate degree</b> or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification.</b></p>	<ul style="list-style-type: none"> <li><b>Candidate must hold a baccalaureate degree at minimum.</b></li> <li>Hiring district ensures candidate is qualified to teach in the area of identified need – combined employment experience and education demonstrate content knowledge.</li> </ul>	<p>Requesting Board approval to be included as a Non-Traditional Program.</p> <p>No changes need to be made to CSI's currently approved program for Content Specialists.</p> <p>In attaining status as a non-traditional route, CSI could work more closely with districts in Region IV to proactively recruit for hard-to-fill positions, and begin training candidates prior to becoming teacher-of-record. Candidates would first complete Module One and take the Praxis. They would then be placed in a residency with partner districts. Consistent with the intent of the CSI program, pedagogical content is not only taught, but implemented and reflected upon in real classroom settings. The goal would be for candidates to remain in the residency for a two-year period in which they could work closely with building leaders and mentors to develop proficiency. Successfully completing the Idaho Common Summative Assessment, in conjunction with passing all pedagogical performance assessments, candidates could earn full certification.</p>
<ul style="list-style-type: none"> <li>To complete this non-traditional route, the individual must: <ul style="list-style-type: none"> <li>i) Complete a Board approved program;</li> <li>ii) Pass the Board approved pedagogy and content knowledge exams; and</li> <li>iii) Complete the Idaho Department of Education background investigation check.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Idaho Board of Education approved CSI's competency-based preparation program in April 2018</li> <li><b>Candidates will take the Praxis (content knowledge). If they do not pass, they will need to access content based courses to gain the knowledge needed to pass the Praxis exam.</b></li> <li><b>Begin modules and/or enroll in cohort to complete all of the pedagogy assessments. At any time, the individual may choose to proceed directly to the Pedagogy Assessment portion of the modules.</b></li> <li><b>A consortium comprised of a designee from the state board approved certification program, and a representative from the school district and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel and the candidate shall be placed with the partner school district for a teaching residency. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month,</b></li> </ul>	<p>In attaining status as a non-traditional route, CSI could work more closely with districts in Region IV to proactively recruit for hard-to-fill positions, and begin training candidates prior to becoming teacher-of-record. Candidates would first complete Module One and take the Praxis. They would then be placed in a residency with partner districts. Consistent with the intent of the CSI program, pedagogical content is not only taught, but implemented and reflected upon in real classroom settings. The goal would be for candidates to remain in the residency for a two-year period in which they could work closely with building leaders and mentors to develop proficiency. Successfully completing the Idaho Common Summative Assessment, in conjunction with passing all pedagogical performance assessments, candidates could earn full certification.</p> <p>In necessary situations, districts could hire candidates as teacher-of-record and, in this case, the candidate would apply for an interim certificate. The modules, mentoring, and performance assessments would remain in place as currently structured for the Content Specialist program.</p>

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 20, 2019**

**ATTACHMENT 2**

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**NON TRADITIONAL PROGRAM**  
**IDAPA 08.02.02.042.03 AND 08.02.02.100.02**

	<ul style="list-style-type: none"> <li>which will include feedback and reflection,</li> <li>All candidates must pass the Idaho Department of Education background investigation check prior to applying for Interim Certification.</li> </ul>	Precedent has already been set for Board approval of models that are similar (as well as far less rigorous) through approval of both the Teach For America program (TFA) and ABCTE.
<p>c) <b>Interim Certificate.</b> Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. All laws and rules governing standard instructional certificated teachers and pupil service staff with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate.</p>	<ul style="list-style-type: none"> <li>Should a candidate be hired as teacher of record in place of a teaching residency, The consortium-developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization. The modules will be offered on a rotating basis, fall, spring, summer, fall, spring, and will allow a candidate to enroll in up to two modules at a given time.</li> <li>Prior to entering the classroom, the candidate shall meet the state qualifying score on the mastery-based content assessment, the proposed <i>Uniform Standard for Evaluation of Content Competency</i>.</li> <li>At the time of authorization, and individualized learning plan will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. A candidate must successfully complete all requirements of the individualized learning plan annually as one (1) condition for annual renewal and/OR pass all content, pedagogy and performance assessment to receive a recommendation for certification.</li> <li>Consistent with Board approval granted in October 2017, the required point total on the Uniform Content Rubric in conjunction with no less than two years of successful teaching and student achievement while on an interim certificate may be accepted in lieu of successfully passing the Praxis exam.</li> </ul>	<ul style="list-style-type: none"> <li>The TFA model requires candidates to complete an Institute and pass the Praxis. They then work with candidates to secure an interim license to serve as teacher-of record. After 2-years of ongoing support, pedagogical content, and proof of performance through creating portfolios (and receiving approval from their school leader and mentor teacher), TFA signs off.</li> <li>ABCTE allows for an interim certificate to be earned without any institute, coursework, or assessment of disposition. Candidates earn full certification after two years of practice assuming the district attests to providing mentor support. No unbiased third party verifies performance in order for candidates to earn full certification.</li> </ul>
<p>d) <b>Interim Certificate Not Renewable.</b> Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a valid renewable Idaho Educator Credential during the three (3) year interim certification term.</p> <p>e) <b>Types of Certificates and Endorsements.</b> The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements</p>		

**08.02.02.100.02. Non-Traditional Teacher Preparation Program.** The State Board of Education must approve all non-traditional route to teacher certification programs. The programs must include, at a minimum, the following components:

**COLLEGE OF SOUTHERN IDAHO REQUEST FOR BOARD APPROVAL  
NON TRADITIONAL PROGRAM**

**IDAPA 08.02.02.042.03 AND 08.02.02.100.02**

- a. Pre-assessment of teaching and content knowledge;
- b. An academic advisor with knowledge of the prescribed instruction area;
- c. Exams of pedagogy and content knowledge; and
- d. Be aligned to the Idaho Standards for the Initial Certification of Professional School Personnel.

LANCE W. CLOW  
District 24  
TWIN FALLS COUNTY

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COMMITTEES  
EDUCATION  
BUSINESS  
LOCAL GOVERNMENT

## House of Representatives State of Idaho

May 31, 2019

Idaho State Board of Education  
650 West State Street  
Boise, ID 83702

Re: Letter of Support – College of Southern Idaho Non-Traditional Route to Teaching

Members of the Board,

The College of Southern Idaho has been actively partnering with Region 4 school districts to help alleviate the critical teacher shortage in the Magic Valley. CSI's current program of mastery-based preparation for Content Specialists has provided training and support for more than twenty teachers through the 2018-19 school year and is poised to double in the 2019-20 school year.

I would like to voice my support for expanding the program to allow for a Non-Traditional Route to Teaching. The goal would be to enhance the number of teachers in Region 4 districts who enter the pipeline. This would allow CSI to proactively partner with districts to identify and train candidates through an internship, learning the craft of teaching without the pressure of concurrently serving as the teacher of record. It is my understanding that CSI has to turn away passionate candidates who do not currently hold a Bachelor's degree.

Expanding what CSI currently offers, to provide for a Non-Traditional route to teaching, will provide more opportunities to enter the teaching profession. Such a model would be attractive to candidates who currently do not hold a bachelor's degree. This model would be of interest to para-educators, substitute teachers and parent volunteers. These modifications would provide opportunities for rural districts to work with CSI to develop "Grow Your Own" teaching programs. These enhancements would empower districts to begin building and filling their own teacher pipelines to address areas of consistent need.

Sincerely,

A handwritten signature in blue ink that reads "Lance W. Clow".

Lance W. Clow  
Chairman House Education Committee

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 20, 2019**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Arena Naming Rights

**REFERENCE**

June 2014

Board approved Boise State University's request to enter a naming agreement with Albertson's to name the Boise State University stadium "Albertsons Stadium."

January 2018

Board approved University of Idaho's request to enter into a naming agreement with ICCU for the ICCU arena project.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections I.K., V.C. and V.I.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3: EDUCATIONAL ATTAINMENT, Objective C: Access

**BACKGROUND/DISCUSSION**

In 2004, Boise State University entered into a fifteen year naming rights agreement with ES-O-EN Corp., a franchisee of Taco Bell, for naming rights for the facility currently known as the Taco Bell Arena. That agreement will expire in June of 2019.

Boise State University has been in negotiations with ExtraMile, a Chevron convenience store franchise, for naming rights and an advertising agreement for the arena. Pursuant to the proposed agreement, the Taco Bell Arena will be renamed "ExtraMile Arena" for the fifteen year term of the agreement.

As outlined in the proposed agreement (Attachment 1), ExtraMile will compensate Boise State University \$8,369,511 in cash and in-kind services over the fifteen year agreement in exchange for the following:

- Exclusive right and license to name the arena the ExtraMile Arena
- The right to create a venue logo (to be approved by the University)
- Arena signage benefits
- Advertising opportunities including, but not limited to, print, radio, broadcasting, website and ticket advertising
- Promotional opportunities
- Travel, ticket and game benefits

The University requests that the Board waive any application of Board Policy I.K. Naming/Memorializing Building and Facilities. This policy does not contemplate an agreement for the sale of naming rights, nor does it specifically prohibit one. The agreement can be deemed to fall under Board Policy V.I. (Real and Personal Property and Services) as a sale of the naming rights for the specified period of time. Waiver of Policy I.K provides clarity that this is a contract for services.

### **IMPACT**

The terms of the proposed agreement provide for an additional \$5,149,497 in cash revenue over and above that provided in the prior naming rights agreement. Additionally, a large portion (approximately \$780,000) of the prior agreement's value was from in-kind marketing donations; under the terms of the new agreement, the University will receive more cash than in-kind donations.

The revenue generated by the naming right will be used to support intercollegiate athletics at Boise State University.

### **ATTACHMENTS**

Attachment 1 – Proposed Naming Rights Agreement

### **STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy I.K.1.b, outlines the requirements by which a building, facility, or administrative unit may be named for other than a former employee of the system of higher education. These include consideration of the nature of the individuals gift and its significance to the institution; the eminence of the individual whose name is proposed; and the individuals relationship to the institution. The policy does not contemplate selling the rights to name a facility. At the June 2014 regular Board meeting, the Board considered and approved a request by Boise State University to enter into an agreement with Albertsons for the naming of Boise State University's Stadium. At the January 4, 2018 Special Board meeting the board approved the request from the University of Idaho to enter into an agreement for the planned court sports arena with Idaho Central Credit Union.

The proposed naming rights agreement specifies:

- The "Taco Bell Arena" will be renamed the ExtraMile Arena" for a term of 15 years.
- The Sponsor will pay \$8,369,511 in cash over the fifteen-year term,
- The Sponsor will develop, at the sponsors expense, a logo incorporating the arena to be used as the primary logo associated with the arena.
- The logo will be mutually agreed upon by the parties and subject to the final approval of the university.
- The Sponsor will have the right to additional on premises advertising of the arena.
- The Sponsor agrees that neither it nor any of its sublicense shall use the ExtraMile corporate name, ExtraMile Arena Name and/or Arena logo in direct association with any of the following prohibited products or classes of



services; sell any advertising right to any company that engages in the management of any of the following businesses; or include a reference to any of the following prohibited products or classes of services on the advertising copy directly above, below, next to or in immediate proximity to the ExtraMile Arena name and/or the Arena logo, unless otherwise agreed to by University, which approval may be withheld in University's sole discretion. Such list includes gambling; alcoholic beverages; tobacco or "vaping" products; prophylactics; feminine hygiene products; sexually explicit materials or adult entertainment; religious and/or political materials; ammunition, and/or firearms; any material that is reasonably likely to be considered objectively defamatory, obscene, profane, vulgar or otherwise socially unacceptable or offensive to the general public, or finally, any advertising that is reasonably likely to materially discredit the purposes, values, principles or mission of the NCAA or University or is reasonably likely to have a materially adverse effect on the interests of intercollegiate athletics or higher education.

**BOARD ACTION**

I move to approve Boise State University's request to waive the application of Board Policy I.K. and to enter into a naming rights agreement with ExtraMile in substantial conformance with Attachment 1 and authorize the Vice President and Chief Financial Officer to execute the agreement.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**ARENA NAMING RIGHTS AGREEMENT**

This Arena Naming Rights Agreement (the “Agreement”) is made between BOISE STATE UNIVERSITY, a public higher education institution in the State of Idaho, whose business address is 1910 University Drive, Boise, ID 83725-1200 (the “University”) and ExtraMile Convenience Stores LLC, a limited liability company whose business address is 3875 Hopyard Road, Pleasanton, CA 94588 (the “Sponsor” or “ExtraMile”).

**RECITALS**

**WHEREAS**, the University owns the arena/event facility located on the main campus of Boise State University, in Boise, Idaho (the “Arena”); and

**WHEREAS**, the University manages and operates the Arena for University athletic and academic events, as well as other specialty events, including but not limited to music concerts and other entertainment shows; and

**WHEREAS**, the University desires to obtain sponsors to support the University and its various operations, including the Arena; and

**WHEREAS**, the Sponsor desires to support the University and receive in return certain sponsorship and advertising rights at the Arena; and

**WHEREAS**, certain Sponsor recognition areas located at the Arena will provide an opportunity for the University to recognize Sponsor’s support of the University; and

**WHEREAS**, Sponsor wishes to pay \$8,369,511 in cash to the University over a fifteen (15) year period in exchange for naming rights to the Arena and other advertising opportunities; and

**WHEREAS**, the Sponsor and the University have agreed that the arena/event facility currently known as “Taco Bell Arena” will be renamed “ExtraMile Arena” during the term of this Agreement.

**NOW, THEREFORE**, in consideration of the foregoing and for the condition and covenants herein contained as and for good and valuable consideration, the parties hereby mutually agree as follows:

1) Grant of Rights.

- a) Arena Naming. In accordance with the terms and conditions of this Agreement, University hereby grants to Sponsor the exclusive right and license to name the Arena during the Term (defined below). The parties hereby agree that the Arena currently known as the “Taco Bell Arena” on the main campus of Boise State University shall be renamed and referred to as “ExtraMile Arena” or “Arena Name” as used herein), as of the effective date of this Agreement.
- b) Arena Logos. During the Term of this Agreement, the Parties agree that Sponsor will develop, at Sponsor’s sole expense, a graphic design incorporating the Arena Name to be used as the primary logo associated with the Arena (the “Arena Logo”), to be used for primary and ancillary marketing and promotional purposes pursuant this Agreement. The

Arena Logo will be mutually agreed upon by the Parties and is subject to the final approval of the University.

- c) Signage and Exposure. Sponsor shall have the right, in addition to such naming, to On Premises Advertising at the Arena (see Appendix A for examples of sponsorship elements) as follows:
- i) Exterior Exposure Elements – ExtraMile Arena Logo on the following
    - Illuminated exterior of Arena over all four lobbies
    - Center Entryway signage
    - Center Entry Doorways
    - Staff Door Signage
    - Box Office Parking
    - Directional Signage
  - ii) Interior Exposure Elements- ExtraMile Arena Logo on the following:
    - Sidelines of basketball court
    - Courtside LED Rotational Signage
    - Main Stairwell signage
    - Courtside Floor Vomitory Displays
    - Digital Monitor rotations and poster signage
    - ExtraMile Arena Logo on basket supports
    - ExtraMile Arena Logo on “Welcome” signs in Arena
    - Concourses- ceiling signage and Arena access maps
  - iii) The University shall use good faith efforts to notify Sponsor of any new advertising, sponsorship, or promotional benefits in the Arena. If, within a commercially reasonable time (as determined by the University), Sponsor expresses interest in such advertising, sponsorship, or promotional benefits, the parties shall enter into good faith discussions regarding Sponsor’s acquisition of such advertising, sponsorship or promotional benefits for additional consideration or as a substitute for other benefits provided hereunder, as the parties may mutually agree.
  - iv) Printing
    - ExtraMile Arena Logo on all Arena related literature/media/publications
    - ExtraMile Arena Logo on all Arena brochures and Men’s Basketball Game Program Cover
  - v) Tickets-Advertising
    - ExtraMile Arena Logo on front of all Men’s basketball season tickets, and all other event tickets when the University has a reasonable opportunity to include it (in addition to other University approved logos). University maintains the rights to sell advertising on the back of the tickets, and solely retain all revenues therefrom. University agrees that such advertising shall not be with any motor fuel or convenience store business that competes directly with the Sponsor.

Stock tickets will not bear the Arena Logo, but will bear the Arena Name

vi) Website

- Broncosports.com front page - ExtraMile Arena Logo
- Arena website changes to [www.extramilearena.com](http://www.extramilearena.com) (if available)
- Logo on TicketMaster Venue Page for ExtraMile Arena
- Athletics shall help facilitate promotional items with Arena staff on website

vii) Double R Ranch Vision

- Upper and Lower Digital Ring Rotations on Double R Ranch Vision events at Arena
- Video Board Logo Recognition on Double R Ranch Vision at University Collegiate Athletic Events, accompanied by PA Read

viii) Digital Streaming.

- Live streaming - one thirty second commercial spot in all University Collegiate men's and women's basketball games produced by University

d) In addition, for each year during the term of this Agreement, the University shall also provide to Sponsor the following:

i) Promotional Elements

- (1) University shall provide ExtraMile the option of re-branding at least two concession areas within the Arena. Location, size, etc. shall be determined by mutual cooperation of both parties to ensure locations in high traffic areas.
- (2) The parties agree to use best efforts to sell some ExtraMile products at the concession areas. University retains final product approval of all products sold within the Arena. Products shall not conflict with any current University sponsorships or agreements.

ii) Promotional Possibilities

- University and ExtraMile shall use good faith efforts to creatively generate and implement new promotional strategies. The list below is not inclusive but rather is a list of examples/possible promotions the parties could create:
  - Cross-brand promotions (ex: Double R Ranch dogs sold in ExtraMile locations)
  - Arena event ticket promotions and giveaways within ExtraMile stores
  - Cross-promotions using University logos at ExtraMile locations (with written approval of University Trademark and Licensing Office, and subject to other exclusive rights agreements and promotions/advertising sold through University's multi media rights partner, Bronco Sports Properties)
  - ExtraMile branded grab and go kiosks

- For the sake of clarity and the avoidance of doubt, these promotional possibilities are not guaranteed, and are subject to the express approval of the University, including Section 7 herein.

iii) Travel

- University shall provide Sponsor up to two round-trip airfare, ground transportation, and two nights lodging for one men's or one women's basketball game each season.
- Sponsor also has the right to purchase additional accommodations and/or additional trips, if available

iv) Tickets

- Eight tickets to all events in the Arena (best seats available)

v) Additional Benefits

- Two VIP parking passes to all events in the Arena
  - VIP Hardwood Club Membership for two people. Membership includes:
    - a. pregame shootaround access
    - b. one (1) reserved gameday parking space for men's basketball games (in addition to the two parking passes to all events)
    - c. invitation to exclusive socials/pregame scouting at select games
    - d. two (2) conference championship all-tournament passes in Las Vegas
    - e. bench access for one game per season (restrictions apply)
    - f. ten (10) tickets to one game per season (restrictions apply)
    - g. exclusive postgame press conference access
    - h. dinner for Tip-Off event with coaching staff
    - i. annual member gift
    - j. other benefits of the top Harwood Club level.
- e) Sponsor agrees that in exercise of its rights granted hereunder, it shall ensure that any use of the ExtraMile Arena name and/or Arena Logo, or any other representation of the University as permitted hereunder shall be mindful of and consistent with the good image, message and reputation of the University and that such promotion or recognition will not materially distort or impair the presentation and image of the University, its Athletics program and the respective teams.
- f) Sponsor acknowledges that the Arena and the University maintain several other advertising opportunities and sponsors in the Arena and elsewhere (such as banners, signs, ticket sponsors, merchandise sponsors, event sponsors, etc.). None of such advertising or sponsorship is affected, or prohibited, by this agreement.
- g) Sponsor hereby grants the University a limited, non-exclusive right to use the ExtraMile name, service mark, trademark, trade dress or other commercial symbols ("ExtraMile Trademarks") only as provided in this Agreement during its term, subject to all of the following conditions. The University recognizes the exclusive ownership and rights of

Chevron Intellectual Property LLC, Sponsor's licensor, in the ExtraMile Trademarks and will not contest, directly or indirectly, or in any way impair such exclusive ownership of the ExtraMile Trademarks or aid or encourage others to do so, during the term of this Agreement or afterwards. The University recognizes that all uses of the ExtraMile Trademarks hereunder will at all times inure to the benefit of Sponsor or its licensor or their affiliates as their interests occur, and that it acquires no right, title or interest to the ExtraMile Trademarks. The University is not authorized to sublicense or allow any other party to use the ExtraMile Trademarks except for the limited purpose of operating any kiosk that is rebranded with the ExtraMile Trademarks as expressly permitted hereunder and subject to all conditions imposed on such use as provided herein.

- h) Subject to the validity of any existing Agri Beef sponsorship agreements, promotions for Double R Ranch dogs or other opportunities are subject to the express approval of Agri Beef.
  - i) Sponsor acknowledges that Aramark or its successor has the right to operate and control all food and beverage concessions within the Arena, including the control over pricing, product placement and selection; provided however that if Aramark operates any kiosk that is rebranded with the ExtraMile Trademarks, the University will cause Aramark to comply with all reasonable quality control measures required by Sponsor that Sponsor deems necessary to protect the reputation and goodwill associated with the ExtraMile name, service marks and trademarks. If Aramark fails to comply with such quality control measures, the University will notify Aramark and use best efforts to cause Aramark to comply. If Aramark's noncompliance continues for more than 60 days following notice from the University to comply, Sponsor may elect to require the University to remove the ExtraMile name, service marks, trademarks, logos, trade dress and other branding elements from the concessions at the University's expense, and in that case Sponsor will receive a credit against any future payment due to the University in the amount of Sponsor's initial payment to the University for the costs of rebranding the kiosks to ExtraMile as set forth in Section 5 below.
- 2) Term. This Agreement shall become effective when it is fully executed by the parties and approved by the Idaho State Board of Education as provided in Section 23 below, and will expire fifteen (15) years after the date on which the University completes the installation of the exterior and interior exposure elements (the "Commencement Date") as required in Section 1(c) of this Agreement unless sooner terminated pursuant to the provisions hereof, or by virtue of a default.
- 3) Early Termination Right. ExtraMile shall have the right, in its sole discretion, to terminate this Agreement for any reason (or no reason) after the expiration of the tenth (10<sup>th</sup>) contract year after providing written notice at least two (2) years prior to that final ten year termination date to University. As a pre-condition to the effectiveness of such termination, ExtraMile agrees to pay University an early termination payment of \$250,000, which is equal to the cost of the University converting the signage and other sponsorship elements at the Arena. Additionally, ExtraMile agrees to pay University the actual costs of converting any concession stands that have been converted into ExtraMile stands back to their condition as of July 1, 2019. The parties intend that the early termination fee constitute compensation, and not a penalty. The parties

acknowledge and agree that the University's harm caused by an early termination by Sponsor would be impossible or very difficult to accurately estimate, and that the early termination payment is a reasonable estimate of the anticipated or actual harm that might arise from such early termination. Sponsor's payment of the early termination payment is the Sponsor's sole liability and entire obligation and the University's exclusive remedy for the exercise of this single early termination right after the expiration of the tenth (10th) contract year.

- 4) Right of First Negotiation. University agrees that it will not directly or indirectly solicit indications of interest for, or negotiate with any person regarding, or enter into any agreement or understanding with respect to naming rights for the Arena for any period following the Term without the University having first engaged in good faith exclusive negotiations with ExtraMile during the negotiation period beginning April 1, 2033, and ending September 1, 2033, for an extension of this Agreement beyond the initial Term set to end on June 30, 2034. Sponsor understands that, at any time after the negotiation period, but not before, the University shall be free to negotiate with any third party regarding a replacement agreement.
- 5) Payment.
  - a) In support of the University, Sponsor agrees to pay the University the sum of **Eight Million Three Hundred Sixty Nine Thousand Five Hundred Eleven Dollars (\$8,369,511)**, payable in installments according to the scheduled outline below:
    - i) Annual Contributions
      - (1) For the first annual contribution, Sponsor shall pay the University \$225,000 when the University completes the installation of the exterior exposure elements and the balance of \$225,000 when the University completes the installation of all interior exposure as provided in Section 1 of this Agreement. In each subsequent year, the annual contribution amounts shall be paid on each anniversary of the Commencement Date as follows:

Year	Fee
1	\$450,000
2	\$463,500
3	\$477,405
4	\$491,727.15
5	\$506,478.96
6	\$521,673.33
7	\$537,323.53
8	\$553,443.24
9	\$570,046.54
10	\$587,147.93
11	\$604,762.37
12	\$622,905.24
13	\$641,592.39
14	\$660,840.17
15	\$680,665.38
<b>Total</b>	<b>\$8,369,511</b>

- b) The sponsorship amounts specified above include the cost of production and installation of signs and other exposure elements in the Sponsor recognition areas containing graphics and copy designated by Sponsor at the commencement of this Agreement as well as all other exposure elements outlined in Section 1 of this Agreement, both physical and virtual (collectively “the Sponsorship Elements”). The only areas not included in the sponsorship amounts above are any construction or renovation costs relating to concession stands and portable concession kiosks. Sponsor will pay University actual costs to turn the agreed upon existing concessions stands in the Arena into a stand that looks like an ExtraMile store or for any new kiosks that are added to the Arena and branded as ExtraMile locations. Sponsor must approve the quality of all Sponsorship Elements before they are produced, installed or otherwise used, which approval will not be unreasonably withheld. Any subsequent graphics changes in the Sponsorship Elements made at the request or direction of Sponsor will be made at the Sponsor’s expense (including the cost of removal and installation) with the work performed by the University. The University shall be responsible for all costs and expenses of operating and maintaining all Sponsorship Elements including sign replacements, updates or refurbishments due to vandalism and other damage, theft, and wear and tear.
- 6) Non-Exclusive.
- a) The University reserves the right to sell, through its multi-media partner or partners, advertising and marketing rights within the Arena. This Agreement shall not preclude the University from seeking and obtaining corporate or other types of sponsors for specific events in the Arena; however, Sponsor shall always be given a first right of refusal on any corporate sponsorship related to a University event in the Arena before the sponsorship is offered to another corporate Sponsor. Provided, however, that the University shall not sell advertising in the Arena to any motor fuel or convenience store business that competes



directly with the Sponsor. Direct competition shall be deemed to mean motor fuel (commonly known as gas stations) and smaller footprint food market businesses (commonly known as convenience stores). The signage of another corporate sponsor, other than Sponsor, shall only remain in the Arena for the specific event for which that person is a corporate sponsor. The University may place temporary signage containing a corporate sponsor's logo in the Arena and use the sponsor's name in conjunction with the event title. University may permit any other party which is a promoter or named sponsor of an event or team competing in the Arena to display temporary signage at the Arena and make any public announcements or Arena advertising prior to and during the presence of such Event or team at the Arena. As stated herein, University retains the rights to other types of advertising and sponsorship as well, including but not limited to rights or sponsorships and advertising sold through University's multi media rights partner, Learfield, d/b/a Bronco Sports Properties.

- b) The University is contractually bound to host the 2021 NCAA Men's Basketball tournament first and second round games in the Arena. Per the existing contract with the NCAA, exterior signage of the Arena will remain but University retains no control over inventory inside the Arena and signage will be covered. In addition, if the University is selected to host other NCAA post-season events in the Arena, the NCAA could require the University to cover signage within the Arena.
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- 7) Approval of Institution.
    - a) Sponsor shall first approve all copy and graphics proposed for display. Then, all copy and graphics proposed for display by Sponsor are subject to approval by the University. The University shall have the right to decline to display any copy of graphics which are in violation of any statute, regulation or ordinance, or which the University reasonably considers to be misleading or offensive or that convey a message the University feels does not meet the standards for University messaging. The University shall not display a message which contains a comparative or qualitative description of the Sponsor's product, price information about Sponsor's product or any message that otherwise endorses Sponsor's product.
    - b) All proposed copy or graphics shall be submitted by Sponsor to Institution not less than thirty (30) days prior to the anticipated date of display.
  - 8) Loss of Use by Force Majeure.
    - a) Unless otherwise provided in this Agreement, if performance under this Agreement is prevented, restricted or interfered with by reason of any event beyond the reasonable control of the Parties, including but not limited to, fire, flood, epidemic, earthquake, explosion, act of God or public enemy, riot or civil disturbance, strike, labor dispute, war, terrorist threat or activity, any government law, order, or regulation, or order of any court or jurisdiction (a "Force Majeure"), the restricted party will not be in breach hereof and the performance or obligation of such party will be excused for a period of time equal to the period during which the Force Majeure prevents such performance. In such event, the Parties will make reasonable efforts to determine sufficient "make goods" allowing the restricted Party to satisfy its obligations hereunder. The financial condition, default, breach, or intentional or

negligent act or omission of this Agreement by the Party seeking excuse from performance will not constitute a Force Majeure.

- b) **Arena Damage.** If a Force Majeure results in the damage or destruction of the Arena to the extent that Events and Games at the Arena must be cancelled or rescheduled, and repair or reconstruction of the Arena will take longer than ninety (90) days from the time University becomes or should have become aware of the such destruction (the “Discovery Date”), then: (i) if University gives Sponsor notice no more than ninety (90) days following the Discovery Date that the Arena will be repaired and restored within one (1) year of the Discovery Date (the “Repair Assurance”), Sponsor will have no right to terminate this Agreement, provided Sponsor will not be required to make any payments (and will be credited or refunded any payments made) of the Naming Rights Fee due hereunder from the date of any damage or destruction until the first date a Game or Event is presented in the Venue upon the repair and restoration of the Arena following such damage or destruction; but (b) if University fails to give Sponsor such Repair Assurance as set forth herein, Sponsor may terminate this Agreement upon written notice to University (and will be refunded any payments made for the period from the date of the damage or destruction to the date of termination).
- 9) **Reputation; Image and Mission of the Institution.**
- a) Sponsor agrees that neither it nor any of its sublicenses, or operators: shall use the ExtraMile corporate name, ExtraMile Arena name and/or Arena logo in direct association with any of the following prohibited products or classes of services; sell any advertising right to any company that engages in the management of any of the following businesses; or include a reference to any of the following prohibited products or classes of services on the advertising copy directly above, below, next to or in immediate proximity to the ExtraMile Arena name and/or the Arena logo, unless otherwise agreed to by University, which approval may be withheld in University’s sole discretion. Such list includes gambling; alcoholic beverages; tobacco or “vaping” products; prophylactics; feminine hygiene products; sexually explicit materials or adult entertainment; religious and/or political materials; ammunition, and/or firearms; any material that is reasonably likely to be considered objectively defamatory, obscene, profane, vulgar or otherwise socially unacceptable or offensive to the general public, or finally, any advertising that is reasonably likely to materially discredit the purposes, values, principles or mission of the NCAA or University or is reasonably likely to have a materially adverse effect on the interests of intercollegiate athletics or higher education.
  - b) Sponsor will comply with rules, regulations, and policy of the University and the State Board of Education to ensure that the sponsorship itself and the products marketed by Sponsor and associated with this Agreement (regardless of means or location) be, and remain consistent with the proper image and mission of the institution.
- 10) **Default by Sponsor.**
- a) **Events of Default.** The occurrence of one or more of the following matters shall constitute a default by Sponsor (a “Sponsor Default”):

- i) Sponsor's failure to render timely payment when due, if such failure shall continue for a period of thirty (30) days after written notice from University to Sponsor, specifying the failure and demanding that it be cured.
- ii) Sponsor's failure to perform or comply with any other material term or condition of this Agreement, or its material breach of any representation or warranty made herein, and such failure or breach shall continue for a period of thirty (30) days after written notice from the University to Sponsor, specifying the failure or breach and demanding that it be corrected.
- iii) Sponsor (I) applies for or consents to the appointment of a custodian of any kind, whether in bankruptcy, common law or equity proceedings, with respect to all or any substantial portion of its assets, (II) becomes insolvent or is unable, or admits in writing its inability, to pay its debts generally as they become due, (III) makes a general assignment for the benefit of its creditors, or (IV) (x) files a petition seeking relief under the United States Bankruptcy Code or (y) if such a petition is filed by any of its creditors, such petition is approved by a court of competent jurisdiction and such approval is not vacated within 120 days.
- iv) Sponsor or its owners or executives become the subject of a criminal indictment or prosecution. As set forth above, the parties acknowledge that the positive public image of the University is paramount to this Agreement. Thus, these events of default, or other similar situations or similar actions of the Sponsor which could reasonably cast a negative image on the University by its sponsorship from the Sponsor shall be considered events of default.
- v) Rights and Remedies of the University upon Sponsor Default. Upon the occurrence of a Sponsor Default, the University shall have the right to do any one or more of the following: (i) enforce the specific remedies provided for herein; (ii) recover all damages provided by law or in equity; (iii) exercise any other right or remedy at law or in equity, including seeking an injunction or order of specific performance and (iv) terminate this Agreement.

11) Default by University.

- a) Events of Default. The occurrence of one or more of the following events shall constitute a default by the University (a "University Default"):
  - i) The University's failure to pay any amounts when due to Sponsor hereunder, if such failure shall continue for a period of thirty (30) days after written notice by Sponsor specifying the failure and demanding that it be cured.
  - ii) The University's failure to perform or comply with any other material term or condition of this Agreement, or its material breach of any representation or warranty made herein, and such failure or breach shall continue for a period of thirty (30) days after written notice by Sponsor to the University, specifying the failure or breach and demanding that it be cured.
  - iii) The University's failure to perform by permanently moving its varsity men's basketball, women's basketball, or gymnastics competitions to another venue, and such failure or breach shall continue for a period of thirty (30) days after written notice by Sponsor to the University, specifying the failure or breach and demanding that it be cured.

- iv) If the University (I) applies for or consents to the appointment of a custodian of any kind, whether in Bankruptcy, common law or equity proceedings, with respect to all or any substantial portion of its assets, (II) becomes insolvent or is unable, or admits in writing its inability, to pay its debts generally as they become due, (III) makes a general assignment for the benefit of its creditors, or (IV) (x) files a petition seeking relief under the United States Bankruptcy Code or (y) if such a petition is filed by any of its creditors, such petition is approved by a court of competent jurisdiction and such approval is not vacated within one hundred twenty (120) days.
- v) Rights and Remedies of Sponsor upon University Default. Upon the occurrence of a University Default, Sponsor shall have the right to do any one or more of the following: (i) enforce the specific remedies provided for herein; (ii) recover all damages provided by law or in equity; (iii) exercise any other right or remedy at law or in equity, including seeking an injunction or order of specific performance, and (iv) terminate this Agreement.

12) Cumulative Rights and Remedies. All rights and remedies of the parties are cumulative and are in addition to, and not in limitation of, any rights and remedies the parties may have at law, in equity or otherwise, and all such rights and remedies may be exercised singularly or concurrently.

13) Insurance.

- a) Sponsor shall, at its sole expense, procure and maintain during the term of this Agreement, a policy of general liability insurance naming the University, the State Board of Education, and the State of Idaho as additional insureds and providing coverage for advertising liability affording a limit of liability in the amount of One Million dollars (\$1,000,000) per occurrence and Two Million dollars (\$2,000,000) aggregate and covering:
  - i) Libel, slander of defamation;
  - ii) Any infringement of copyright or title or slogan
  - iii) Privacy or unfair competition or idea misappropriation under an implied contract
  - iv) Any invasion of right-of-privacy, committed or alleged to have been committed in any title or slogan.
- b) Nothing contained in this Agreement shall be construed to prevent Sponsor, upon proper notice to the University, from changing insurance carriers; provided, however, that such change does not cause a lapse in coverage or otherwise affect the rights of the University.
- c) Sponsor shall provide a Certificate of Insurance meeting the parameters outlined in Section 13 (a) to Boise State University, attention Risk Management, upon execution of the agreement and each year thereafter.
- d) The liability insurance required herein shall indemnify the University against loss from liability imposed by law or assumed under contract by Sponsor for damages on account of Sponsor's liability: Such policy shall contain the following special endorsement:

Boise State University, its Governing Board, officers, employees, and agents are hereby declared to be additional insureds under the terms of this policy as to the activities of Sponsor. This policy shall not be canceled without prior written notice

to Boise State University. Boise State University is not liable for premiums or assessments on this policy.

14) Indemnification.

- a) Sponsor shall defend, indemnify and hold harmless the University, its respective Affiliates, including the State Board of Education, and the respective officers, directors, managers, owners, agents and employees of the foregoing ("University Indemnitees") from and against any and all claims alleged to have arisen out of (i) any breach by Sponsor of its covenants or obligations hereunder, (ii) any inaccuracy of the representations and warranties of Sponsor hereunder, (iii) any infringing use, or allegation of such use, by the University of the ExtraMile Arena logo, the Arena name or Arena logo (provided that the University's use of the Arena marks, name and Logo is in accordance with the terms of this Agreement) and/or any copyright claim for advertising copy created or distributed by or on behalf of Sponsor that include any Sponsor mark, or the Arena name or logo, (iv) the content of any advertising copy or signs, including unfair or fraudulent advertising charges or claims related thereto, or (v) any negligence and willful misconduct by Sponsor or its officers, directors, managers, owners, agents and employees relating to the exercise or utilization by Sponsor of the rights granted hereunder except, in each case, to the extent attributable to the negligence or willful misconduct of the University Indemnitee; provided, however, that University Indemnitees shall promptly notify Sponsor of any claim to which the indemnification set forth in this paragraph applies (it being understood that the failure to so notify shall not excuse Sponsor from its obligations under this paragraph except to the extent that such failure increases the liability of Sponsor hereunder) and shall tender to Sponsor the defense thereof. If Sponsor promptly assumes the defense of a claim covered by this section, no University Indemnitee may settle or compromise such claim without the prior written approval of Sponsor. If Sponsor fails to assume the defense of such claim, the University Indemnitees may settle or compromise such claim on such terms as the University Indemnitees may reasonably deem appropriate, and Sponsor shall reimburse the University Indemnitees for the cost of such settlement, in addition to the University's other obligations hereunder.
- b) Subject to the limits of the Idaho Tort Claims Act and the Idaho Constitution, the University shall indemnify the Sponsor and its agents, and employees from any and all loss, damage or liability that may be suffered or incurred by the Sponsor, its officers, agents or employees caused by or arising out of any liability for fraud or misrepresentation in connection with Sponsor's name and/or logo. Notwithstanding anything to the contrary herein, nothing herein shall be deemed to constitute a waiver by either party of any privilege, protection, or immunity otherwise afforded it under any state or federal law.

- 15) Cancellation and Assignment. This Agreement is not subject to cancellation or assignment by Sponsor, without the express written consent of the University. The nature of this sponsorship is personal and image-oriented. As such, the consent of the University shall be at the University's sole discretion.

- 16) Warranty. University warrants that the display areas shall be free of any defects of workmanship and/or materials. The University further agrees to maintain in good repair during the term of this Agreement all of the areas carrying Sponsor's name and/or logo, subject to the exceptions set forth herein.
- 17) Compliance with Laws, Rules, Regulations. The Parties also acknowledge and agree that this Agreement is subject to Idaho law and any NCAA and Mountain West Conference (MWC) (or any other athletic conference of which University may become a member during the term) rules and regulations applicable to signage, marketing and promotional materials effective as of the date such regulation shall take effect.
- 18) Discrimination. University and Sponsor agree that in fulfilling the terms of this Agreement, that neither party will discriminate against any employee or applicant for employment on the basis of race, color, religion, national origin, ancestry, sex, disability, or Vietnam Era Veteran's or other Veteran status. Any breach of this clause may be regarded as a material breach of this Agreement.
- 19) Binding Effect. This Agreement shall be binding upon and inure to the benefit of the parties and their respective successors and assigns.
- 20) Operation of the Arena. This Agreement grants to Sponsor regarding the operation, control, or management of the Arena. The Arena remains in the sole and exclusive control, operation and management of the University.
- 21) Conflicts with Existing Agreements. This Agreement shall at all times be subordinate to and subject to preexisting agreements University has with Albertsons, Aramark, Coca Cola, and Learfield Sports/Bronco Sports Properties as stadium naming rights sponsor, master concessionaire for food and beverage services in all University buildings, pouring rights contractor, and multi media rights provider, respectively. Copies will be made available to Sponsor upon request.
- 22) Notice. Any notice provided for in this Agreement shall be in writing and shall be deemed to have been given, delivered, or served when delivered personally to the party who is to receive such notice or when mailed by U.S. registered or certified mail, postage prepaid, to such party at the following addresses:

To Institution:

Executive Director of Athletics  
Boise State University  
1910 University Drive  
Boise, ID 83725-1020

with a copy to:

Office of the General Counsel  
Boise State University  
1910 University Drive  
Boise, ID 83725

To Sponsor:

President  
ExtraMile Convenience Stores LLC  
3875 Hopyard Road, Suite 240  
Pleasanton, CA 94588

or to such other addresses as may be hereafter designated by written notice. All such notices shall be effective only when received by the addressee.

- 23) Board of Education Approval. This Agreement and the naming rights referenced above are expressly subject to the approval of the Idaho State Board of Education, acting as the Board of Trustees of Boise State University at a properly called and held meeting of such Board. This Agreement shall only become binding upon approval granted by the Board, and shall be of no force or effect until the Board's approval is obtained. If this Agreement is not approved by the Board, then this Agreement and all terms and conditions contained herein will be null and void.
- 24) Modifications. Modifications to this Agreement must be in writing and mutually agreed to by authorized representatives for both parties.
- 25) Entire Agreement. This Agreement constitutes the entire Agreement between the parties with respect to all subject matter and supersedes all prior negotiations and understandings, whether verbal or written. No waiver, modification, or amendment of any provision of this Agreement shall be valid or effective unless in writing and signed by a duly authorized representative of the party against whom enforcement is sought.
- 26) Headings. The descriptive heading of the Articles and Sections of this Agreement are inserted for convenience only and shall not control or affect the meaning or construction of any of the provisions hereof.
- 27) Governing Law. This Agreement shall be controlled by the laws of the State of Idaho and any dispute arising from it shall be resolved in a court of competent jurisdiction in Ada County, Idaho.
- 28) Dispute Resolution. University and Sponsor agree that any dispute, claim, question or controversy between them arising from or relating to this the Agreement, its construction, operation or effect, or a breach thereof (the "Dispute(s)") that cannot be resolved through consultation and negotiation of University and Sponsor shall be submitted to mediation. The cost of mediation will be shared by the parties equally. After good faith efforts to resolve the controversy, claim or dispute and upon the notice of either party to initiate mediation, University and Sponsor shall select a mutually-agreeable mediator. If the Parties cannot agree on a mediator within three (3) business days of the notice to initiate mediation, University and Sponsor shall each select a mediator. The two mediators shall then select the mediator who will be responsible for the mediation. Within five (5) business days of selection of the mediator, each party shall submit to the mediator a written statement detailing the facts and law pertaining to the dispute and the party's position. Mediation shall begin no later than five (5) days after the submission of the written statements submitted by the Parties or as soon thereafter as possible. A representative of each party with settlement authority must personally attend the mediation.
- 29) Attorney's Fees. If either University or Sponsor commences or engages in an action or other proceeding by or against another party to this Agreement arising out of or in connection with this Agreement, the prevailing party will be entitled to have and recover from the losing party

reasonable attorneys' fees and other costs incurred in connection with the action, preparation for such action or proceeding, any appeals relating thereto and enforcing any judgments rendered in connection therewith.

- 30) Savings Clause. If any provision of this Agreement shall be invalid or unenforceable by a court or competent jurisdiction, such holding shall not invalidate or render unenforceable any provision hereof.
- 31) Authority. Sponsor hereby represents and warrants to University that it has all requisite power and authority, legal and otherwise, to execute, deliver and fully perform its obligations under this Agreement. Sponsor has taken all necessary action to authorize the execution, delivery and performance of this Agreement. This Agreement, when executed and delivered by it, shall constitute a legal, valid and binding obligation of Sponsor, enforceable against it in accordance with its terms, except to the extent that enforcement thereof may be limited by bankruptcy, insolvency or other similar laws affecting creditors' rights generally or by general principles of equity.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement on this \_\_\_\_ day of \_\_\_\_\_, 2019.

THE UNIVERSITY:

Boise State University

SPONSOR:

ExtraMile Convenience Stores LLC

\_\_\_\_\_  
Martin Schimp, President

\_\_\_\_\_  
Paul Casadont, President