UNIVERSITY OF IDAHO

SUBJECT

University of Idaho (UI) Annual Progress Report Presentation

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the requirement established in Board Policy I.M.4 for each institution to provide an annual 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. The university's annual published progress report is attached; updates will be provided through the presentation. The annual performance measure reports are presented to the Board at the regular October Board meeting.

IMPACT

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

ATTACHMENTS

Attachment 1 – Annual Report (published in spring 2020)

STAFF COMMENTS AND RECOMMENDATIONS

The institution annual report gives the Board the opportunity to discuss progress towards the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, barriers identified, and progress toward State educational system initiatives.

BOARD ACTION

This item is for informational purposes only.

IDAHO
IMPACT

ANNUAL REPORT &
STRATEGIC PLAN
UPDATE – 2019-20

University *of* **Idaho**

UNIVERSITY OF IDAHO ANNUAL PROGRESS REPORT

APRIL 2020

The statewide impact the University of Idaho's people, programs and students have on our economy and the entire Gem State ecosystem creates a return on investment in every community across the state. U of I serves every county in Idaho through our Moscow campus, educational centers in Boise, Coeur d'Alene and Idaho Falls, nine research and Extension centers, plus Extension offices in 42 counties.

U of I's mission as the state's land-grant research university prepares students for careers and life, as well as research and service that benefits all of Idaho and creates a return on investment of $1.1 billion annually.

The 2020 edition of Idaho Impact includes progress on university strategic plan goals as well as President C. Scott Green's three initiatives of supporting student success, prioritizing research and telling the story of higher education in the state.

IDAHO
IMPACT

VISION

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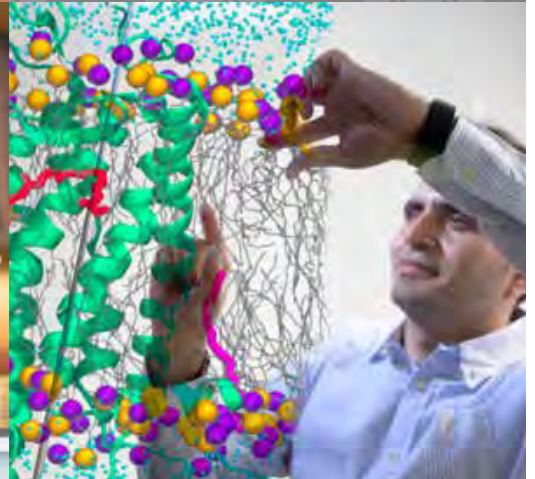
MISSION

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

VALUES

Excellence
Respect
Integrity
Perseverance
Sustainability

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INNOVATE

GOAL 1:

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

SCHOLARLY AND CREATIVE WORK WITH IMPACT

Objective A:
Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.
Indicators: Increases in research expenditures and scholarly/creative works derived from collaborative partnerships.

Objective B:
Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.
Indicators: Increased number of terminal degrees and non-faculty scholars (e.g. post-doctoral researchers), increased number of undergraduate and graduate students supported on extramural funds and increased percentage of undergraduates participating in research.

Objective C:
Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.
Indicators: Increase in above measures as well as invention disclosures.

Performance Measures		Baseline 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	Waypt 2 2022	Final Target 2025
1.1 Terminal Degrees in Given Field (Ph.D., MFA, etc.)	Target			285	300	325	325	380	425
	Actual	275	279	236	231	251			
1.2 Number of Postdocs and Non-Faculty Research Staff with Doctorates	Target			70	75	80	80	100	120
	Actual	66	70	102	92	83	103		
1.3 Research Expenditures ($ Million)	Target			100	105	115	115	135	160
	Actual	95	96	102	109.5	111.6	113.1		
1.4 Invention Disclosures	Target			20	25	30	30	40	50
	Actual	14	18	21	24	26			
1.5 Number of Undergraduate and Graduate Students Paid from Sponsored Projects (PMR)	Target			598 (UG) & 597(GR) 1,195 Total	610 (UG) & 609 (GR) 1,237 Total	622 (UG) & 621 (GR) 1,268 Total	622 (UG) & 621 (GR) 1,268 Total	660 (UG) & 659 (GR) 1,320 Total	687 (UG) & 686 (GR) 1,373 Total
	Actual	575(UG) & 574 (GR) 1,149 Total	697 (UG) & 463 (GR) 1,160 Total	598 (UG) & 597(GR) 1,195 Total	765 (UG) & 500 (GR) 1,265 Total	660 (UG) & 467 (GR) 1,127 Total			
1.6 % of Students Involved in Undergraduate Research (PMR)	Target			68%	69%	71%	71%	74%	75%
	Actual	66%	63%	65%	61%	58%			

2019-20 data is preliminary and based on available information at the time of publication. Some full-year data points were not yet available.

ENGAGE

GOAL 2:

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

OUTREACH THAT INSPIRES INNOVATION AND CULTURE

Objective A:
Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.
Indicators: Number of University of Idaho Extension direct contacts with communities.

Objective B:
Develop community, regional, national and/or international collaborations - like the cybersecurity initiatives U of I has with INL - that promote innovation and use University of Idaho research and creative expertise to address emerging issues.
Indicators: Number of active responses/programs in progress that seek to address the identified societal issues or collaborate with communities on research, the arts or cultural enhancement as reflected by the percentage of faculty collaboration with communities (reported in Higher Education Research Institute survey) as well as total economic impact assessment (Emsi).

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.
Indicators: National Survey on Student Engagement (NSSE) service learning metric, alumni participation rate and dual-credit engagement.

Performance Measures		Baseline 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	Waypt 2 2022	Final Target 2025
2.1 Go-On Impact	Target			35%	40%	42%	45%	43%	45%
	Actual	N/A	35%	35%	40.6%	41.4%			
2.2 Number of Direct U of I Extension Contacts	Target			348,000	359,000	370,000	370,000	375,000	380,000
	Actual	359,662	338,261	360,258	405,739	425,128			
2.3 % Faculty Collaboration with Communities (HERI)	Target			61%	63%	65%	65%	68%	70%
	Actual	57%	57%	57%	57%	57%			
2.4 NSSE Mean Service Learning, Field Placement or Study Abroad	Target			56%	58%	60%	60%	66%	72%
	Actual	52%	52%	52%	52%	52%			
2.5 Alumni Participation Rate	Target			9%	10%	11%	11%	13%	15%
	Actual	9.0%	10.9%	10.0%	10.3%	9.4%			
2.6 Economic Impact ($ Billion)	Target	1.1		1.1	1.2	1.3	1.3	1.7	2
	Actual	1.1	1.1	1.1	1.1	1.1	1.1		
2.7 Dual Credit (PMR) a) Total Credit Hours b) Unduplicated Headcount	Target	a. 6,002 b. 1,178		a. 6,500 b. 1,200	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250
	Actual	a. 6,002 b. 1,178	a. 6,754 b. 1,479	a. 10,170 b. 2,251	a. 12,004 b. 2,755	a.11,606 b. 2,450			

2019-20 data is preliminary and based on available information at the time of publication. Some full-year data points were not yet available.

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TRANSFORM

GOAL 3:

Increase our educational impact.

EDUCATIONAL EXPERIENCES THAT IMPROVE LIVES

Objective A:
Provide greater access to educational opportunities to meet the evolving needs of society.
Indicators: Total number of enrolled students and conferred degrees (both undergraduate and graduate).

Objective B:
Foster educational excellence via curricular innovation and evolution.
Indicators: Increased retention, numbers of graduates, National Survey on Student Engagement High-Impact Practices score and reductions in remediation via curricular innovation.

Objective C:
Create an inclusive learning environment that encourages students to take an active role in their student experience.
Indicators: Measures educational parity and retention rates (for new and transfer students).

Performance Measures		Baseline 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	Waypt 2 2022	Final Target 2025
3.1 Enrollment	Target			12,000	12,500	13,000	13,000	15,000	17,000
	Actual	11,534	11,372	11,780	12,072	11,841	11,926		
3.2 Equity Metric: First-Term GPA / Credits (% Equivalent)	Target			80% / 80%	85% / 85%	90% / 90%	90% / 90%	95% / 95%	100% / 100%
	Actual	75% / 75%	62.5 / 87.5%	87.5% / 75%	75% / 75%	62.5% / 50%	62.5% / 62.5%		
3.3 Retention – New Students (PMR)	Target			82%	83%	84%	84%	87%	90%
	Actual	77%	80%	77%	82%	81%	77%		
3.4 Retention – Transfer Students (PMR)	Target			77%	78%	79%	79%	82%	85%
	Actual	83%	79%	83%	82%	81%	83%		
3.5 Graduates (All Degrees)	Target			2,900	2,950	3,000	3,000	3,500	4,000
	Actual	2,861	2,700	2,668	2,487	2,561			
a) Undergraduate Degree (PMR)	Target			1,800	1,800	1,850	1,850	2,200	2,500
	Actual	1,767	1,687	1,651	1,570	1,639			
b) Graduate / Prof. Degree (PMR)	Target			700 / 130	750 / 130	800 / 150	800 / 150	850 / 170	1,000 / 200
	Actual	741 / 123	598 / 123	584 / 122	543 / 143	538 /134			
c) % of Enrolled UG That Graduate (PMR)	Target			20%	20%	20%	20%	20%	20%
	Actual	20%		20%	retired by SBOE	retired by SBOE	retired by SBOE		
d) % of Enrolled Grad Students That Graduate (PMR)	Target			29%	30%	31%	31%	33%	35%
	Actual	29%		30%	retired by SBOE	retired by SBOE	retired by SBOE		
3.6 NSSE High Impact Practices	Target			70%	70%	75%	75%	80%	85%
	Actual	67%	67%	67%	73%	73%			
3.7 Remediation a) Number b) % of First-Time freshman (PMR)	Target			a. 153 b. 14%	a. 158 b. 14%	a. 142 b. 12%	a. 142 b. 12%	a. 124 b. 10%	a. 103 b. 8%
	Actual	a. 162 b. 14%	a. 151 b. 13%	a. 230 b. 19%	a. 217 b. 19%	a. 219 b. 21%			

2019-20 data is preliminary and based on available information at the time of publication. Some full-year data points were not yet available.

CULTIVATE

GOAL 4:

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

A VALUED AND DIVERSE COMMUNITY

Objective A:
Build an inclusive, diverse community that welcomes multicultural and international perspectives.
Indicators: Increased multicultural student enrollment, international student enrollment, percent of multicultural faculty and staff.

Objective B:
Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.
Indicators: Improved job satisfaction scores and reduced staff turnover rate.

Objective C:
Improve efficiency, transparency and communication.
Indicators: Invest resources wisely to enhance end-user experiences (e.g. more customer service-oriented) and maintain affordability for students (cost per credit hour and SBOE efficiency measure).

Performance Measures		Baseline 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	Waypt 2 2022	Final Target 2025
4.1 "Great Colleges to Work For" Survey	Target			Survey Avg in 3rd Group (of 5) (56)	Survey Avg in 3rd Group (of 5) (62)	Survey Avg in 4th Group (of 5) (66)	Survey Avg in 4th Group (of 5) (66)	Survey Avg in 4th Group (of 5) (70)	Survey Avg in 4th Group (of 5) (73)
	Actual	N/A	Average in 3rd Group (of 5) (56)	Average in 3rd Group (of 5) (57)	Average in 3rd Group (of 5) (55)	Average in 2nd Group (of 5) (54)	Average in 2nd Group (of 5) (54)		
4.2 Multicultural Student Enrollment (heads)	Target			2,922	3,130	3,305	3,305	4,000	4,300
	Actual	2,415	2,605	2,678	2,799	2,764	2,613		
4.3 International Student Enrollment (heads)	Target			800	950	1,100	1,100	1,500	2,000
	Actual	712	766	664	717	755	662		
4.4 Full-Time Staff Turnover Rate	Target			17.0%	16.0%	15.0%	15.0%	12.0%	10.0%
	Actual	17.6%	16.9%	15.7%	17.0%	15.8%			
4.5 % Multicultural a. Faculty and b. Staff	Target			a. 20% b. 13%	a. 21% b. 14%	a. 22% b. 15%	a. 22% b. 15%	a. 23% b. 17%	a. 25% b. 18%
	Actual	a. 19% b. 11%	a. 19% b. 12%	a. 19% b. 13%	a. 22.1% b. 12.5%	a. 20.6% b. 12.1%			
4.6 Cost Per Credit Hour (PMR)	Target			$355	$366	$377	$377	$412	$450
	Actual	$335	$340	$355	$383	$412			
4.7 Efficiency (Graduates Per $100K) (PMR)	Target			1.26	1.32	1.37	1.37	1.54	1.70
	Actual	1.20	1.15	1.10	0.97	0.96			

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ADVANCEMENT

FY19 Fundraising

$51.8 million raised from 8,415 donors:

- Alumni: **$14.1 million**
- Corporations/organizations/ nonprofits: **$32.3 million**
- Friends/Others: **$4.1 million**
- Faculty/Staff: **$800,000**
- Parents: **$370,000**

$51.8 million designated for:

- **$10.5 million**: Student support, most often scholarships
- **$23.3 million**: Academic and other programs
- **$10.1 million**: Faculty and staff support
- **$7.7 million**: Facilities

Donors provided $9 million in endowment contributions to the U of I Foundation in FY19, with more than $4.2 million going to fund 23 new endowments.

FY20 Signature Gifts

Vandal Promise

U of I's fundraising priority is the Vandal Promise Scholarship, designed to **help bridge the $5,000 gap** many students face after state appropriations, Pell grants and available scholarships, and the cost to attend college, are considered. Gifts will grow the program from about two dozen students to more than 50 by Fall 2020.

Scholarship Support

The Blue Cross of Idaho Foundation for Health announced **$1.5 million in contributions** to two University of Idaho scholarship programs in February 2020. U of I's Vandal Promise Scholarship will receive $1 million. The WWAMI Medical Education Program will receive $500,000.

Idaho WWAMI

The Durward and Susan Huckabay Foundation made a **$1 million gift** in January 2020 to fund scholarships for Idaho WWAMI medical students. The Huckabay Foundation established a scholarship endowment in early 2019 to support medical students in completing their studies and graduating with less debt.

Idaho CAFE

The J.R. Simplot Co. donated $1 million to the Idaho Center for Agriculture, Food and the Environment (CAFE) in November 2019, a gift that helped U of I **unlock $10 million in funding** previously appropriated by the state.

Agri Beef Meat Science and Innovation Center Honoring Ron Richard

A U of I campaign to create a new meat science center advanced another major step in October 2019 thanks to a **$1 million gift** from the Laura Moore Cunningham Foundation. The Agri Beef Meat Science and Innovation Center Honoring Ron Richard will expand student educational opportunities and increase animal processing on the U of I Moscow campus.

Parma Research and Extension Center

A **$1 million investment** from the J.A. and Kathryn Albertson Foundation in January 2020 will help fund a U of I facility at the U of I Parma Research and Extension Center designed to support the fundamental elements of Idaho agriculture.

BUILDING OUR FUTURE

ICCU Arena

U of I broke ground in June 2019 on Idaho Central Credit Union (ICCU) Arena, the future home of Vandal Basketball as well as campus and community events. The 62,000-square-foot engineered wood mass-timber facility will hold 4,200 people. The $51 million structure offers a gathering place for future generations of students, athletes, faculty, staff, alumni and friends in the Vandal Family. ICCU donated $10 million to the project and has naming rights to the arena for 35 years.

Idaho CAFE

Work has begun on the dairy portion of the Idaho Center for Agriculture, Food and the Environment (CAFE). Scientists collected over 800 soil samples in Fall 2019 to establish a baseline for future environmental studies ahead of the project's design phase. CAFE will span three counties: a 2,000-cow research dairy near Rupert, a discovery complex near Jerome and collaborative food science efforts with other institutions such as the College of Southern Idaho in Twin Falls.

Bruce M. Pitman Center Renovation

Exterior renovations began in Fall 2019 to replace insulation and terracotta tiles that update the look of the Moscow building. The $1.61 million, state-funded project has a target completion date of April 2020.

Vandal Health Clinic

The Vandal Health Clinic reopened and expanded services, and began accepting new patients on the Moscow campus beginning in November 2019. The clinic, a partnership with Gritman Moscow Family Medicine, provides healthcare services for students, faculty and staff and is located in the Student Health Services Building. It offers a full range of primary and preventative care and referral services through its integration with Gritman Medical Center.

Nuclear Seed Potato Germplasm and Storage Building

Work on the new Seed Potato Germplasm Facility will begin in Spring 2020 on the west farm along Perimeter Drive in Moscow. The $5.2 million project won broad support from the Idaho Legislature. Construction will last through June 2021.

Collaborative DeArmond College and University Center Opens at NIC

U of I, North Idaho College, Lewis-Clark State College, Idaho State University and Boise State University cut the ribbon in Fall 2019 on the new DeArmond College and University Center at NIC in Coeur d'Alene. This new building is a place to explore more than 70 degrees — from certificates through doctorates — through a collaboration among the institutions.

U of I Ranked Sixth for Energy Reductions and Clean Renewable Energy Sources

The University of Idaho ranked sixth among nearly 300 higher education institutions in 30 countries for implementing significant sustainability practices in its infrastructure such as heating and cooling. The Fall 2019 ranking was published by the Association for Advancement of Sustainability in Higher Education that measured 17 impact areas.

INITIATIVE
TELLING OUR STORY

Statewide Listening Tour

U of I President C. Scott Green spent his first summer as president traveling the state to listen and learn from Vandals and others who serve the university's mission of teaching, discovery and service. That presence is felt in every county of the state through our Moscow campus, educational centers in Boise, Coeur d'Alene and Idaho Falls, nine research and Extension centers, and Extension offices in 42 counties.

Ambassador Toolkits

U of I launched a brand ambassador program in Fall 2019, complete with a toolkit and brag points that can be used to tell the Vandal Story. About 70 toolkits have been distributed since November 2019, a number that continues to rise. Telling U of I's unique story with one voice will attract motivated students, inspire our alumni and nurture public support.

Enroll Idaho

The tour program Enroll Idaho builds excitement for education with visits to high schools throughout the state. The program's message is the benefits students will see if they go on after high school to higher education. Enroll Idaho provides financial aid, advising and other resources to students and encourages them to go on to any of Idaho's colleges or universities.

Marketing Campaigns

Generous donors helped fund U of I billboards across the region, bus wraps in the Treasure Valley, digital media and TV commercials showcasing our commitment to the state. U of I is launching a virtual tour on its website in Spring 2020 that further enhances the great results we know come from students visiting our beautiful campus.

#1

INITIATIVE
STUDENT SUCCESS

STUDENT SUCCESS IN ACTION

First Four Chobani Scholars Finish First Semester at U of I

The first cohort of Chobani Scholars, four Idaho students with family connections to dairy farming, and who intend to pursue a career in the dairy farming industry, have completed their first semester. Chobani funded four $20,000 scholarships annually for the students in the College of Agricultural and Life Sciences.

U of I Master's Student Takes First Place in Statewide Three-Minute Thesis Competition

Graduate student Maribel Alfaro's presentation earned her the state title in the 2020 Three-Minute Thesis competition in Boise. Alfaro is a civil and environmental engineering master's student in the College of Engineering studying how to make biodegradable plastic from farm waste.

Vandal Marching Band Celebrates 100th Birthday

The Vandal Marching Band was honored for its 100th birthday with a Homecoming celebration in Fall 2019. It included a performance of 150 new percussion triangles that light up when played, an engineering and design feat that included four U of I colleges and hundreds of volunteers.

U OF I IN ACTION

- Access to higher education for Idaho students is our No. 1 priority.
- $30 million in scholarships and waivers are offered to U of I students.

Vandal Promise

The need-based Vandal Promise Scholarship helps bridge the $5,000 gap many students face after state appropriations, Pell grants and available scholarships, and the cost to attend college, are considered.

The first cohort, about two dozen students, meets monthly as a group and interacts with a staff mentor. The group had 100% retention from Fall 2019 to Spring 2020 and an average overall GPA of 3.56.

Existing donor pledges will grow the program to more than 50 students by Fall 2020.

Enrollment and Retention

Steady enrollment: 11,926 in Fall 2019, up from 11,841 in Fall 2018.

⬆ Increase of 1.9% in Fall 2019 first-year freshman to 1,475.

⬆ Increase of 2.6% in Fall 2019 graduate enrollment to 1,803.

Western Undergraduate Exchange (WUE)

⬆ 40.3% increase in Fall 2019 WUE students to 1,018.

Dual-Credit Enrollment

⬆ Fall 2019 dual-credit enrollment was 1,953, which exceeded U of I's strategic plan goal of 1,250 dual-credit students.

Retention and Graduation

2018-19 first-year student retention was 77.3%, down from 80.7% in 2017-18.

2013-14 cohort six-year graduation rate: 56.1%, down from 59.3% the prior year.

43.7% of undergraduate degree-seeking students took 30 or more credits in 2018-19, above a 40% target and up from 42.4% in 2017-18.

Degrees

2,561 overall degrees/certificates were earned in 2018-19, up from 2,487 in 2017-18.

251 terminal degrees were granted in 2018-19, up from 231 the prior year.

INITIATIVE
PRIORITIZING RESEARCH

Center for Agriculture, Food and the Environment (CAFE)

Idaho has the third-largest dairy industry in the nation, and the Idaho Center for Agriculture, Food and the Environment (CAFE) will help find sustainable solutions for industry partners for managing soil, water and air quality. When completed, it will be the nation's largest research dairy, built from the ground up, enabling research never before conducted on dairy operations at scale.

The 640-acre parcel, where preliminary research began in Fall 2019, will be home to the research dairy and an agronomic demonstration farm. Research at CAFE will support Idaho's dairy industry and explore long-term sustainability in the region by addressing water usage constraints and environmental quality while also supporting the dairy, livestock, cropland and food processing industries.

Dragonfly

A project to launch a robotic rotorcraft lander to Saturn's moon Titan, envisioned by Jason Barnes, professor of physics in the College of Science, was selected by NASA for up to $850 million and involves 35 scientists from around the globe. Led by the Johns Hopkins Applied Physics Laboratory, Dragonfly, named for its insect shape, is set to launch in 2025 and arrive at Titan in December 2034.

Presidential Early Career Award Presented to Tara Hudiburg

The White House selected Tara Hudiburg, associate professor in the College of Natural Resources, for a Presidential Early Career Award for Scientists and Engineers in Summer 2019. The award is the highest honor bestowed by the U.S. government to outstanding scientists and engineers who are at the beginning of their careers and show exceptional promise for leadership. Hudiburg was one of four scientists in Idaho to receive the award and the only one from a university in the state.
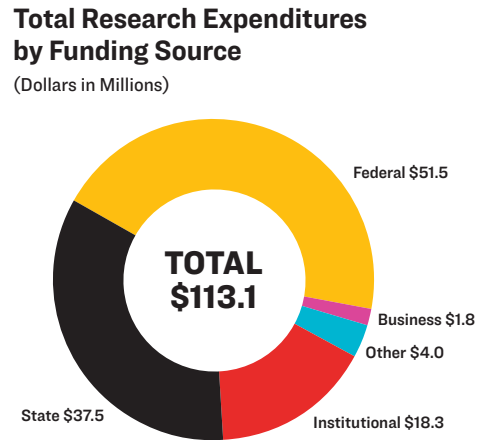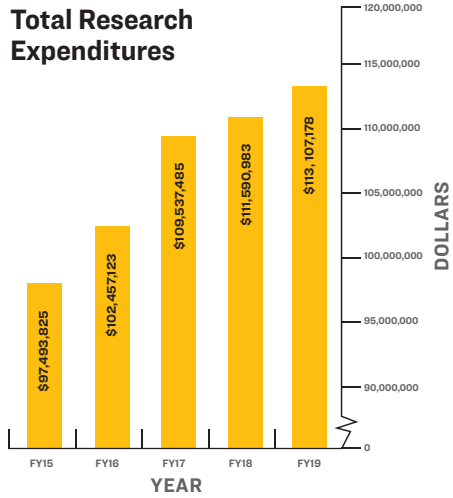
Two Faculty Receive National Recognition for Research

Assistant Professors Elizabeth Cassel and Michael Strickland will receive a combined $1.38 million in funding for projects awarded through the prestigious Faculty Early Career Development (CAREER) awards from the National Science Foundation. Cassel, assistant professor of geology, will use her $729,932, five-year award to develop a new method for more accurately measuring timing and magnitude of elevation and terrain changes in North America. Strickland, assistant professor in the Department of Soil and Water Systems, will use his $651,698 award to determine the effects of agricultural antibiotics on soil food webs and the ecosystem.

Back-to-Back Low Snow Years Will Become More Common, U of I-Led Study Projects

Consecutive low snow years may become six times more common across the West over the latter half of this century, according to a study led by U of I, leading to ecological and economic challenges such as expanded fire seasons and poor snow conditions at ski resorts. Climatologist John Abatzoglou in the College of Science and hydrologist Timothy Link in the College of Natural Resources co-authored the study.

Study Finds Limited Angling Overlap on Clearwater River

Anglers on the Clearwater River have minimal overlap with wild steelhead when fishing, according to a study led by former U of I graduate student Stacey Feeken and co-author Michael Quist, associate professor in the College of Natural Resources. Wild steelhead are listed as threatened in Idaho under the Endangered Species Act and can only be caught and released. Hatchery steelhead, however, can be harvested and are easily identified by a clipped adipose fin.

Total Research Expenditures

Bar chart — Total Research Expenditures by year (DOLLARS vs YEAR):
- FY15: $97,493,825
- FY16: $102,457,123
- FY17: $109,537,485
- FY18: $111,590,983
- FY19: $113,107,178

Total Research Expenditures by Funding Source
(Dollars in Millions)

Donut chart — **TOTAL $113.1**
- Federal $51.5
- Business $1.8
- Other $4.0
- Institutional $18.3
- State $37.5

FY19 FIGURES

$113.1 MILLION IN EXPENDITURES

U of I's research continues to grow, with more than $10 million in growth over the past three years. A working group has been formed to examine U of I's steps to R-1 status under the Carnegie Classification of Institutions of Higher Education. The group will report on ideas and actionable tasks that together will outline the best path to resource and implement the process to attain R-1 status for the university. This status will allow U of I to compete for more and focused research grants that will improve the shared livelihood of Idahoans.

Summary of Sponsored Project Activity

SPONSORED PROJECTS	NUMBER	AMOUNT
Proposals Submitted	960	$252,216,539

AWARDS RECEIVED	NUMBER	AMOUNT
New Awards	476	$57,604,547
Other Actions	239	$29,491,562
TOTAL AWARDS	715	$87,096,109

Federal Research Expenditures by Sponsoring Agency
(Dollars in Millions)

Donut chart — **TOTAL $51.5**
- NSF $12.9
- Other $0.6
- Education $0.3
- DOT $1.2
- DOI $2.3
- DOD $2.8
- NASA $3.0
- Energy $5.1
- DHHS $9.4
- USDA $13.9

12 University of Idaho
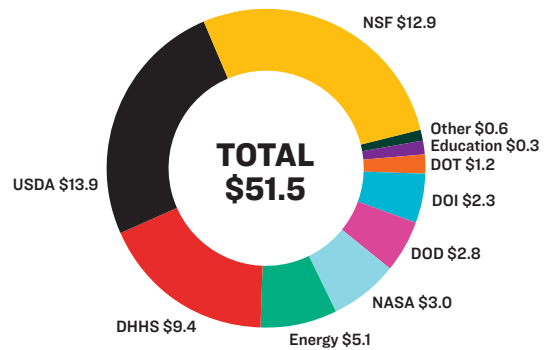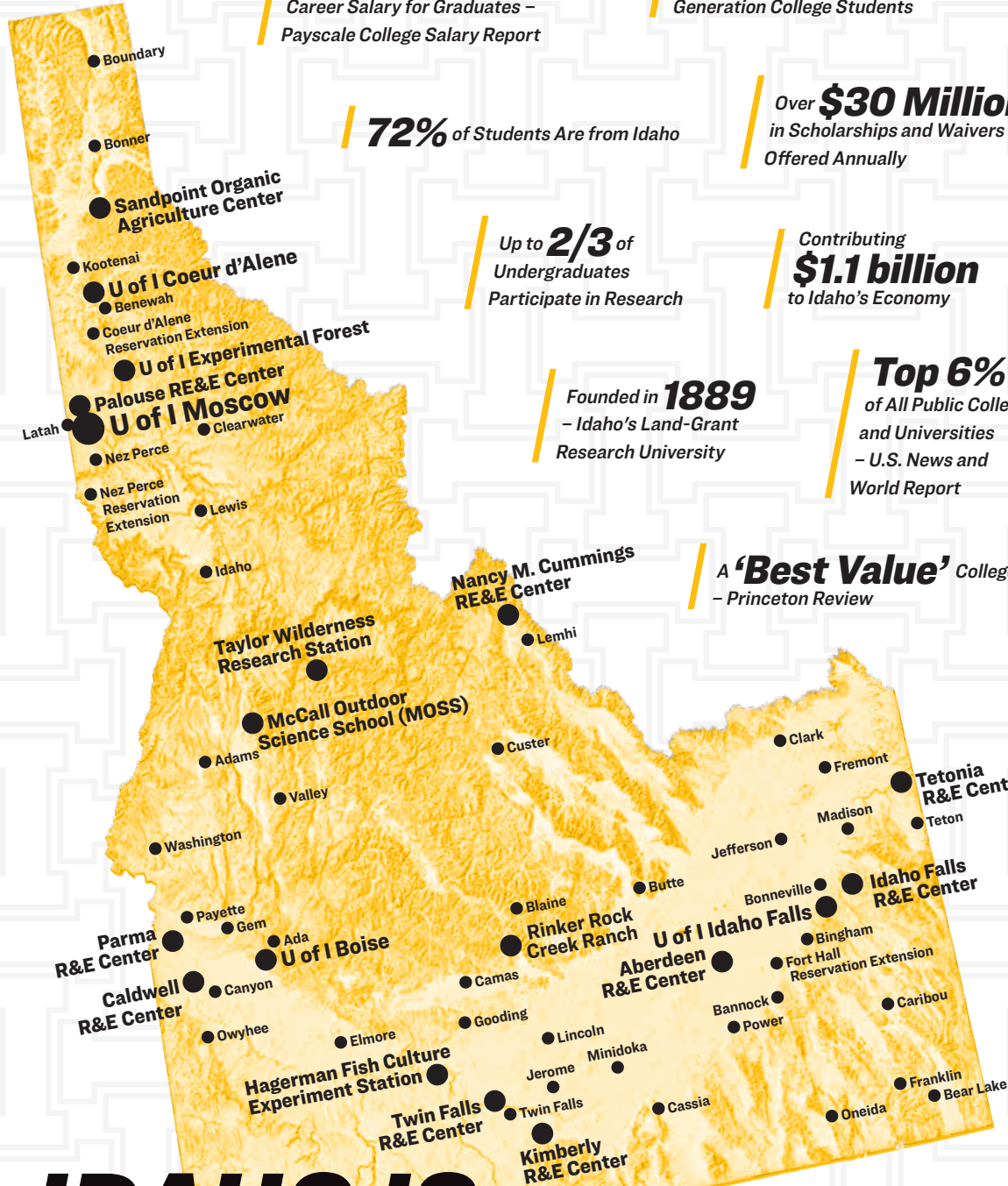
$97,700 Average Mid-Career Salary for Graduates – Payscale College Salary Report

About **1/3** Are First-Generation College Students

72% of Students Are from Idaho

Over **$30 Million** in Scholarships and Waivers Offered Annually

Up to **2/3** of Undergraduates Participate in Research

Contributing **$1.1 billion** to Idaho's Economy

Founded in **1889** – Idaho's Land-Grant Research University

Top 6% of All Public Colleges and Universities – U.S. News and World Report

A **'Best Value'** College – Princeton Review

IDAHO IS OUR CAMPUS

Serving all **44** counties

Boundary

Bonner

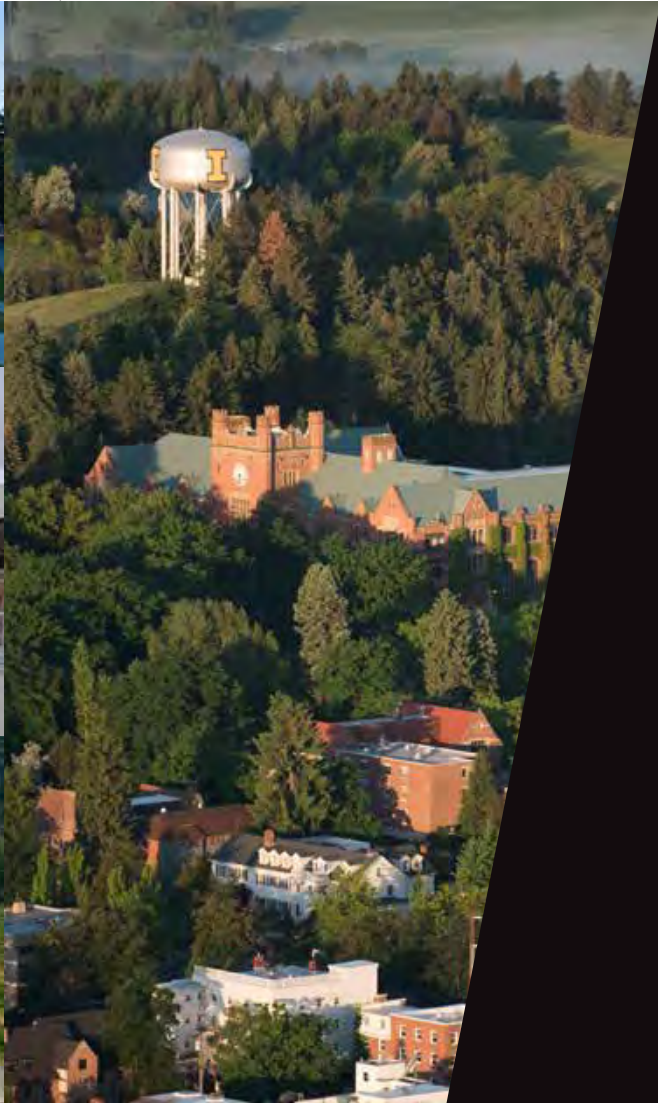Sandpoint Organic Agriculture Center

Kootenai
U of I Coeur d'Alene
Benewah
Coeur d'Alene Reservation Extension
U of I Experimental Forest
Palouse RE&E Center
U of I Moscow
Latah   Clearwater
Nez Perce
Nez Perce Reservation Extension
Lewis
Idaho

Nancy M. Cummings RE&E Center
Lemhi

Taylor Wilderness Research Station

McCall Outdoor Science School (MOSS)
Adams
Custer   Clark
Fremont
Tetonia R&E Center
Madison   Teton
Valley
Jefferson
Washington
Butte
Blaine   Bonneville   Idaho Falls R&E Center
Rinker Rock Creek Ranch   U of I Idaho Falls
Payette
Parma   Gem
R&E Center   Ada   U of I Boise   Aberdeen R&E Center   Bingham
Caldwell   Canyon   Camas   Fort Hall Reservation Extension
R&E Center   Bannock
Owyhee   Gooding   Lincoln   Power   Caribou
Elmore   Minidoka
Hagerman Fish Culture   Jerome
Experiment Station   Cassia   Franklin
Twin Falls   Twin Falls   Bear Lake
R&E Center   Oneida
Kimberly
R&E Center

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.
June 2019	The Board approved the institution, agency and special/health programs strategic plans.
October 2019	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their strategic plan goals.

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

BACKGROUND/ DISCUSSION
    Pursuant to 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. Due to changes in the annual Board meeting schedule, the strategic plans were not presented at the April Board meeting. The plans are submitted by the Board office to the Division of Financial Management (DFM) by DFM's July 1 deadline each year.

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

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the interests of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

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

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

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

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

3. Performance measures must be quantifiable indicators of progress.

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

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

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

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

In addition to the required compenents and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format. The Planning, Policy and Governmental Affairs committee established the current template for strategic plan submittal and the Board adopted it at the April 2017 Board meeting.

In addition to the goals, objectives and performance measures chosen by each institution and agency, the Board has historically required a set number of uniform "system-wide" postsecondary performance measures. At the December 2017 Regular Board meeting the Board discussed and approved the current 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 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 reporting institution
II.   Percent of first-time, full-time, freshmen graduating within 150% of time
III. Total number of certificates/degrees produced, broken out by:
      a)   Certificates of at least one academic year
      b)   Associate degrees
      c)   Baccalaureate degrees
IV.   Number of unduplicated graduates, broken out by:
      a)   Certificates of at least one academic year
      b)   Associate degrees
      c)   Baccalaureate degrees

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

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

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

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

All of the strategic plans are required to be in alignment with the Board's system-wide strategic plans; these include the Board's overarching K-20 education strategic plan (approved at the February Board meeting), the Science, Technology,

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

Executive Order 2017-02 requires updates on the adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security Critical Security Controls (CIS Controls) to be included in each institution's and agency's strategic plans.

IMPACT

Once approved the strategic plans will be submitted to the Division to Financial Management.

ATTACHMENTS

Attachment 01 – K-20 Strategic Plan
Attachment 02 – System-wide Performance Measures
Institutions
Attachment 03 – University of Idaho
Attachment 04 – Boise State University
Attachment 05 – Idaho State University
Attachment 06 – Lewis-Clark State College
Community Colleges
Attachment 07 – College of Eastern Idaho
Attachment 08 – College of Southern Idaho
Attachment 09 – College of Western Idaho
Attachment 10 – North Idaho College
Agencies
Attachment 11 – Idaho Division of Career Technical Education
Attachment 12 – State Department of Education/Public Schools
Attachment 13 – Idaho Division of Vocational Rehabilitation
Attachment 14 – Idaho Public Television

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 has historically considered and approved 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, evaluate the strategic direction of the institutions and agencies, direct the institutions and agencies to correct course as needed to assure alignment with the K-20 educational system goals, and measure

the progress the institutions and agencies are making in meeting their goals and objectives as well as the Board's goals and objectives.

To help balance the strategic plan discussion, this year, staff proposes the Board consider and take action on the institution and agency strategic plans and delegate the approval of the special and health programs strategic plans to the Board's Executive Director.
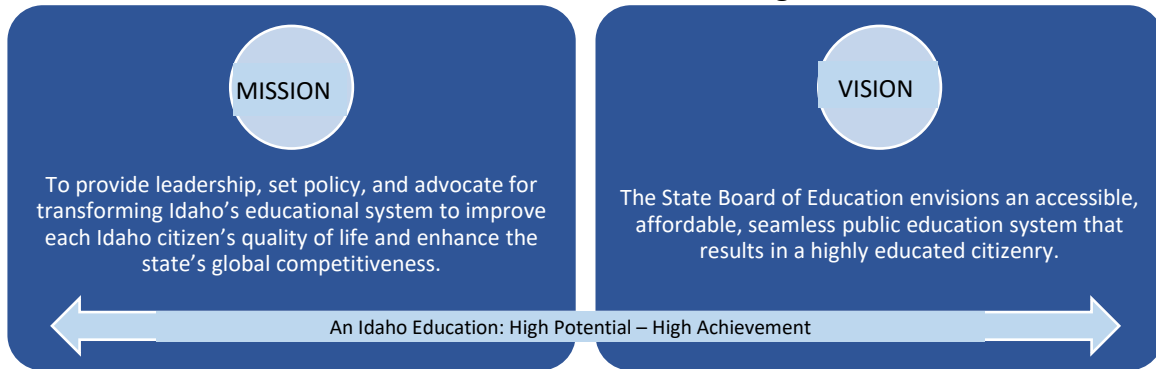
BOARD ACTION

I move to approve the FY2021 – FY2025 strategic plans as submitted in Attachments 3 through 14 and delegate the approval of the special and health program strategic plans to the Board's Executive Director.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

FY2021-2025
Idaho K-20 Public Education - Strategic Plan

MISSION

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

VISION

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

An Idaho Education: High Potential – High Achievement

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

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

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

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

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

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

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

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

Idaho State Board of Education

FY2021-2026
Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

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

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

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

Performance Measures:
I.   **Development of a single K-20 data dashboard and timeline for implementation.**
  Benchmark: Completed by FY2020[Error! Bookmark not defined.]

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

Performance Measures:
I.   **Percent of Idaho community college transfers who graduate from four-year institutions.**
  Benchmark: 25%[Error! Bookmark not defined.] or more

II. **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**
  Benchmark: 2 year – less than 55%[3]

4 year – less than 20%[3]

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn for the next educational level.

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

Performance Measures:

I.   **Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3).**
     Benchmark: TBD (Benchmark will be set after Spring 2020 IRI results received)

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

Idaho Standards Achievement Test	by 2022/ESSA Plan Goal
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%
Science	
5th Grade	FY21 Baseline
High School	FY21 Baseline

III. **High School Cohort Graduation rate.**
     Benchmark: 95%[3] or more

IV. **Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**
     Benchmark: SAT – 60%[1] or more
                   ACT – 60%[1] or more

V.   **Percent of high school graduates who participated in one or more advanced opportunities.**
     Benchmark: 80%[1] or more

VI. **Percent of dual credit students who graduate high school with an Associates Degree.**
   Benchmark: 3%[2] or more

VII. **Percent of high school graduates who enroll in a postsecondary institution:**
   Within 12 months of high school graduation.
      Benchmark: 60%[3] or more
   Within 36 months of high school graduation.
      Benchmark: 80%[4] or more

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

Performance Measures:
I. **Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.**
   Benchmark: TBD (Benchmark will be set after Spring 2020 IRI results received)

II. **Number of students participating in early readiness opportunities facilitated by the state.**
   Benchmark: TBD

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

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

Performance Measures:
I. **Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.**
   Benchmark: 60%[5] or more

II. **Total number of certificates/degrees produced, by institution per year:**
   a) Certificates
   b) Associate degrees
   c) Baccalaureate degrees

Total number of certificates/degrees produced, by institution annually	Preliminary, pending institution review
Certificates of at least one year	1860
College of Eastern Idaho	150
College of Southern Idaho	160
College of Western Idaho	550

North Idaho College	675
Boise State University	0
Idaho State University	300
Lewis-Clark State College	25
University of Idaho	0
Associate degrees	3925
College of Eastern Idaho	200
College of Southern Idaho	950
College of Western Idaho	990
North Idaho College	750
Boise State University	160
Idaho State University	485
Lewis-Clark State College	390
University of Idaho	0
Baccalaureate degrees	8280
Boise State University	4350
Idaho State University	1375
Lewis-Clark State College	705
University of Idaho	1850

III. **Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.**
(Distinguish between new freshmen and transfers)
 Benchmark: (2 year Institutions) 75%[3] or more
 (4 year Institutions) 85%[3] or more

IV. **Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**
 Benchmark: 50%[3] or more (2yr/4yr)

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

Performance Measures:
I. **Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.**
 Benchmark: 50% or more

II. **Percent of new degree-seeking freshmen completing a gateway math course within two years.**
 Benchmark: 60% or more

III. **Median number of credits earned at completion of Associate's or Baccalaureate degree program.**
    Benchmark: Transfer Students: 69/138[2] or less
    Benchmark: non-transfer students: 69/138[2] or less

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

Performance Measures:
I. **Annual number of state-funded scholarships awarded and total dollar amount.**
    Benchmark: 3,000[6] or more, $16M[7] or more

II. **Proportion of postsecondary graduates with student loan debt.**
    Benchmark: 50% or less[8]

III. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**
    Benchmark: 60% or more

IV. **Percent cost of attendance** (to the student)
    Benchmark: 96%[4] or less of average cost of peer institutions

V. **Average net cost to attend public institution.**
    Benchmark: 4-year institutions - 90% or less of peers[4] (using IPEDS calculation)

VI. **Expense per student FTE**
    Benchmark: $20,000[4] or less

VII. **Number of degrees produced**
    Benchmark: 15,000[3] or more

GOAL 4: WORKFORCE READINESS – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

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

Performance Measures:
I. **Percentage of students participating in internships.**
    Benchmark: 10%[4] or more

II. **Percentage of undergraduate students participating in undergraduate research.**
  Benchmark: Varies by institution[4]

III. **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).
  Benchmark:

IV. **Increase in postsecondary programs tied to workforce needs per year.**
  Benchmark: 10[9] or more

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

Performance Measures:
I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**
  Benchmark: 8[10] graduates at any one time

II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
  Benchmark: 60%[11] or more

III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
  Benchmark: 60%[11] or more

IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
  Benchmark: 50%[11] or more

V. **Medical related postsecondary programs (other than nursing).**
  Benchmark: 100[9] or more

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

> The institution's mission and core themes;
> The translation of the mission's core themes into assessable objectives supported

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

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

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

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[1] Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).
[2] Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).
[3] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.
[4] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).
[5] Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.
[6] Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.
[7] Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.
[8] Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.
[9] New measure.
[10] Benchmark is set based on projected and currently available state resources.
[11] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

Postsecondary Institution
System-wide Performance Measures
(Approved October 2018)

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

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

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

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

	FY2016	FY2017	FY2018	FY2019[1]	Benchmark
I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting					
Systemwide	21%	21%	22%	24%	50% or more
Two-year institutions	**7%**	**6%**	**7%**	**8%**	
College of Eastern Idaho	13%	12%	8%	8%	
College of Southern Idaho	8%	8%	10%	11%	
College of Western Idaho	4%	3%	4%	5%	
North Idaho College	6%	8%	8%	9%	
Four-year institutions	**26%**	**27%**	**28%**	**30%**	
Boise State University	24%	24%	24%	27%	
Idaho State University	22%	24%	25%	25%	
Lewis-Clark State College	23%	25%	38%	31%	
University of Idaho	36%	38%	37%	44%	
II. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr)					
Systemwide	35%	36%	40%	41%	At least 50%
Two-year institutions	**20%**	**22%**	**25%**	**26%**	
College of Eastern Idaho	57%	53%	52%	53%	
College of Southern Idaho	21%	26%	27%	29%	
College of Western Idaho	13%	12%	20%	20%	
North Idaho College	25%	23%	27%	28%	
Four-year institutions	**41%**	**42%**	**46%**	**47%**	
Boise State University	39%	43%	46%	50%	
Idaho State University	28%	29%	32%	35%	
Lewis-Clark State College	27%	23%	33%	NA	
University of Idaho	56%	55%	59%	56%	
III. Total number of certificates/degrees produced					
Systemwide	**11,504**	**11,628**	**12,068**	**12,149**	
Certificates of at least one year	**1,499**	**1,438**	**1,641**	**1,665**	
College of Eastern Idaho	102	109	110	108	
College of Southern Idaho	192	151	154	146	
College of Western Idaho	229	240	402	508	
North Idaho College	746	690	687	616	
Idaho State University	208	230	276	272	
Lewis-Clark State College	22	18	12	15	
Associate's degree	**3,197**	**3,325**	**3,503**	**3,451**	
College of Eastern Idaho	118	121	93	147	
College of Southern Idaho	919	817	800	840	
College of Western Idaho	996	979	984	886	

North Idaho College	306	473	610	670
Boise State University	145	116	119	133
Idaho State University	362	405	472	428
Lewis-Clark State College	351	414	425	347
Bachelor's degree	**6,808**	**6,865**	**6,924**	**7,033**
Boise State University	3,174	3,317	3,373	3,472
Idaho State University	1,228	1,168	1,166	1,233
Lewis-Clark State College	541	528	587	626
University of Idaho	1,865	1,852	1,798	1,702
IV. Number of unduplicated graduates				
Systemwide	**10,914**	**10,997**	**11,351**	**11,626**
Certificates of at least one year	**1,485**	**1,390**	**1,475**	**1,587**
College of Eastern Idaho	**117**	**121**	**92**	**108**
College of Southern Idaho	**189**	**148**	**152**	**146**
College of Western Idaho	**226**	**240**	**337**	**451**
North Idaho College	**729**	**674**	**656**	**591**
Boise State University	**0**	**0**	**0**	**0**
Idaho State University	**202**	**189**	**227**	**276**
Lewis-Clark State College	**22**	**18**	**11**	**15**
Associate's degree	**3,007**	**3,155**	**3,306**	**3,321**
College of Eastern Idaho	112	109	110	142
College of Southern Idaho	853	774	736	796
College of Western Idaho	910	893	891	861
North Idaho College	288	449	569	639
Boise State University	141	114	118	131
Idaho State University	358	402	472	427
Lewis-Clark State College	345	414	410	325
Bachelor's degree	**6,422**	**6,452**	**6,570**	**6,718**
Boise State University	2,998	3,141	3,196	3,289
Idaho State University	1,196	1,139	1,131	1,174
Lewis-Clark State College	541	521	573	616
University of Idaho	1,687	1,651	1,670	1,639
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				
Systemwide	**35%**	**40%**	**41%**	**42%**
Two-year institutions	**23%**	**34%**	**35%**	**37%**
College of Eastern Idaho	68%	78%	69%	20%
College of Southern Idaho	24%	40%	42%	45%
College of Western Idaho	26%	34%	32%	36%
North Idaho College	16%	25%	31%	31%
Four-year institutions	**55%**	**51%**	**53%**	**52%**

Boise State University	52%	52%	48%	57%
Idaho State University	58%	46%	50%	51%
Lewis-Clark State College	45%	41%	53%	NA
University of Idaho	62%	60%	61%	57%

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

Systemwide	**39%**	**42%**	**46%**	**46%**	**60% or more**
Two-year institutions	**22%**	**24%**	**26%**	**30%**	
College of Eastern Idaho	30%	29%	24%	15%	
College of Southern Idaho	27%	29%	34%	41%	
College of Western Idaho	16%	17%	18%	24%	
North Idaho College	24%	28%	27%	30%	
Four-year institutions	**58%**	**58%**	**64%**	**61%**	
Boise State University	75%	77%	80%	82%	
Idaho State University	39%	40%	42%	42%	
Lewis-Clark State College	50%	48%	52%	NA	
University of Idaho	63%	64%	69%	53%	

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

Systemwide	**20%**	**23%**	**24%**	**25%**
Two-year institutions	**12%**	**14%**	**15%**	**19%**
College of Eastern Idaho	31%	38%	46%	50%
College of Southern Idaho	13%	15%	15%	18%
College of Western Idaho	6%	9%	11%	12%
North Idaho College	15%	17%	19%	21%
Four-year institutions	**23%**	**26%**	**27%**	**27%**
Boise State University	21%	26%	29%	29%
Idaho State University	14%	16%	16%	20%
Lewis-Clark State College	10%	18%	21%	18%
University of Idaho	34%	35%	37%	34%

Notes:

(1) FY2019 performance measures for the postsecondary institutions are preliminary.

University of Idaho
Strategic Plan and Process

2020 - 2023

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted March 2020 for 2020 - 2023

MISSION STATEMENT

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

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity, we will enhance the scientific, economic, social, legal and cultural assets of our state and develop solutions for complex problems facing our society. We will continue to deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, we will ensure that our outreach activities serve the state and strengthen our teaching, scholarly and creative capacities statewide.

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

VISION STATEMENT

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

GOAL 1: Innovate
Scholarly and creative work with impact

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

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

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
97,493	102,000	109,000	*111,590*	**115**[2]

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

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
279	236	231	*251*	**325**

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
70	102	92	*83*	**80[2]**

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
697 (UG) & 463 (GR) 1,160 Total	598 (UG) & 597(GR) 1,195 Total	765 (UG) & 500(GR) 1,265 Total	*660 (UG) & 467 (GR) 1,127 Total*	**622 (UG) & 621 (GR) 1,268 Total[2]**

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
63**%**	65*%*	61%	*58%*	**71%[2]**

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

Performance Measures
   I. Invention Disclosures

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
18	21	24	*26*	**30[2]**

GOAL 2: Engage
Outreach that inspires innovation and culture

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

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

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
35%	35%	40.6%	*41.4%*	**45%[4]**

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

Performance Measures:

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
57	57	57	*57*	**65[4]**

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
1.1	1.1	1.1	*1.1*	**1.3[4]**

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

Performance Measures:

I. ***Number of Direct UI Extension Contacts***

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
338,261	360,258	405,739	*425,128*	**370,000[4]**

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
52%	52%	52%	*52%*	**60%[4]**

III. ***Alumni Participation Rate[5]***

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
10.9%	10%	10.3%	*9.4%*	**11%[4]**

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
6,754/1,479	10,170 / 2,251	12,004 /2,755	*11,606 / 2,450*	**6,700 / 1,250[4]**

GOAL 3: Transform
Educational experiences that improve lives

Increase our educational impact.

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

Performance Measures:
  I.   **Enrollment**

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2018)	**Benchmark**
11,372	11,780	12,072	*11,841*	**13,000[2]**

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

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
80.1%	77.4%	81.6%	*80.8%*	**84%[6]**

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
79.2%	83.4%	82.4%	*81.3%*	**79%[4]**

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
2,700	2,668	2,487	*2,561*	**3,000[2]**
1,687	1,651	1,570	*1,639*	**1,850[2]**
598/144	584/122	543/143	*538/134*	**800/150[4]**
20%	20%	Retired by SBOE	*Retired by SBOE*	**20%[4]**
42%	30%	Retired by SBOE	*Retired by SBOE*	**31%[4]**

  IV. **NSSE High Impact Practices**

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
67%	67%	73%	*73%*	**75%[4]**

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

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FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
151/13%	230 / 18%	217 / 19%	*219 / 21%*	**142/ 12%[4]**

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
Bachelors: 1,865	Bachelors: 1,852	Bachelors: 1,798	*Bachelors: 1,848*	2,000[4]

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
Math 54%	Math 48%	Math 56%	*Math 50%*	**Math 56%[4]**
ENGL 72%	ENGL 70%	ENGL 70%	*ENGL 71%*	**ENGL 77%[4]**

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
68.9%	69.7%	68.5%	*52.9%*	**74%[4]**

* Course meeting the Math general education requirement.

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
7,493	7,400	7,284	*7,022*	**40%[4]**
3,120	3,174	3,089	*3,068*	
41.6%	42.9%	42.4%	*43.7%*	

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
34.1%	35.4%	36.2%	*38.2%*	**35%[4]**
Cohort 2012-13	Cohort 2013-14	Cohort 2014-15	*Cohort 2015-16*	

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
55.8%	54.5%	59.3%	*56%*	**58%[4]**
Cohort 2010-11	Cohort 2011-12	Cohort 2012-13	*Cohort 2013-14*	

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
158/158	160/160	*Retired by SBOE*	*Retired by SBOE*	**155/155[4]**

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

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
Bachelors: 1,687	Bachelors: 1,651	Bachelors: 1,570	Bachelors: 1,639	**2000[4]**

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

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
62.5%/87.5%	87.5%/75%	75%/75%	*62.5%/50%*	**90%/90%[4]**

GOAL 4: Cultivate
A valued and diverse community

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

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

Performance Measures:
I. *Multicultural Student Enrollment (heads)*

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
2,605	2,678	2,799	*2,764*	**3,305[8]**

II. *International Student Enrollment (heads)*

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
766	664	717	*755*	**1,100[4]**

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
19%/12%	19% / 13%	22.1% / 12.5%	*20.6% / 12.1%*	**22% / 15%[4]**

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

Performance Measures:
  I. ***Chronicle Survey Score: Job Satisfaction***

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
Survey average in the 3rd group of 5	Survey average in the 3rd group of of 5	Survey average in the 3rd group of 5	*Survey average in the 2nd group of 5*	**Survey average in the 4th group of 5[9]**

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
16.91%	15.70%	17.0%	*15.8%*	**15%[10]**

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

Performance Measures:

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
$340	$355	$383	*$412*	**$377[11]**

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
1.15	1.10	0.97	*0.96*	**1.37[4]**

Key External Factors

Factors beyond our control that affect achievement of goals

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

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

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

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

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

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

[4] Internally set standard to assure program quality.

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

[6] Based on a review of our SBOE peer institutions

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

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

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

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

[11] Established by SBOE.

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
Institution/Agency Goals and Objectives				
GOAL 1: Innovate Scholarly and creative work with impact *Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world*				
Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.		✓	✓	
Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.	✓		✓	
Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.			✓	
GOAL 2: Engage Outreach that inspires innovation and culture *Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.*				
Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture .		✓	✓	

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.		✓	✓	
Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.	✓	✓		
GOAL 3: Transform Educational experiences that improve lives *Increase our educational impact.*				
Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.		✓		
Objective B: Foster educational excellence via curricular innovation and evolution.		✓	✓	
Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.		✓		
GOAL 4: Cultivate A valued and diverse community *Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.*				
Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.		✓	✓	
Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.		✓	✓	

ATTACHMENT 3

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

Metric and Data Definitions

Guiding principle for metric selection and use.

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

Metrics for Goal 1 (Innovate):

1.) **Terminal Degrees** in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.

2.) **Postdocs, and Non-faculty Research Staff with Doctorates** as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/statistics/srvygradpostdoc/#qs).

3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (http://www.nsf.gov/statistics/srvyherd/).

4.) **Invention Disclosures** as reported annually in the Association of University Technology Mangers Licensing Activity Survey (http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/).

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

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

Metrics for Goal 2 (Engage):

1.) **Impact (UI Enrollment that increases the Go-On rate)**: The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

2.) **Extension Contacts**: Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.

3.) **Collaboration with Communities**: HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.

4.) **NSSE Mean Service Learning, Field Placement or Study Abroad:** This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.

5.) **Alumni Participation Rate**: This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (http://cae.org/fundraising-in-education/). It is updated annually.

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

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

Metrics for Goal 3 (Transform):

1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.

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

3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.

4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.

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

6.) **NSSE High Impact Practices:** This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.

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

Metrics for Goal 4 (Cultivate):

1.) **Chronicle Survey Score (Survey Average):** This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here http://chroniclegreatcolleges.com/reports-services/.

2.) **Multicultural Student Enrollment**: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.

3.) **International Student Enrollment**: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.

4.) **Full-time Staff Turnover Rate** is obtained from UI Human Resources on an annual basis.

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

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

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

Information Security Overview and
Critical Security Controls Assessment Report
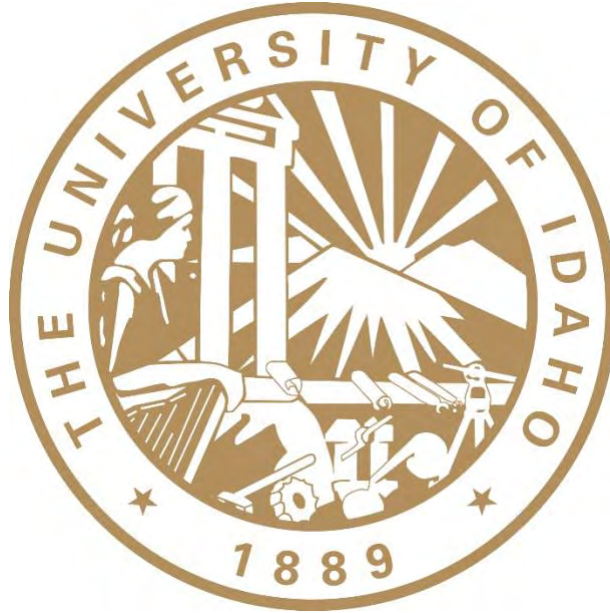
Date: March 5, 2020

Status: FINAL

Author: Mitch Parks mitch@uidaho.edu

TLP: GREEN

Contents

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 assessment tool recommended in 2018 by the State Office of the CIO. We continue to regularly re-assess our posture against the CSC using this tool.

Version 7.0 of the Critical Security Controls was released in early 2018. ITS last assessed our status in March 2020 based upon progress implementing controls. That assessment shows an increase from 0.39 to 0.56 (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, and again to 0.56 by March 2020.

Our Maturity Rating for all 20 controls was improved from 2.00 to 2.45 (out of 5.0) between March 2019 and March 2020.

CSC Version 7 – March 2020
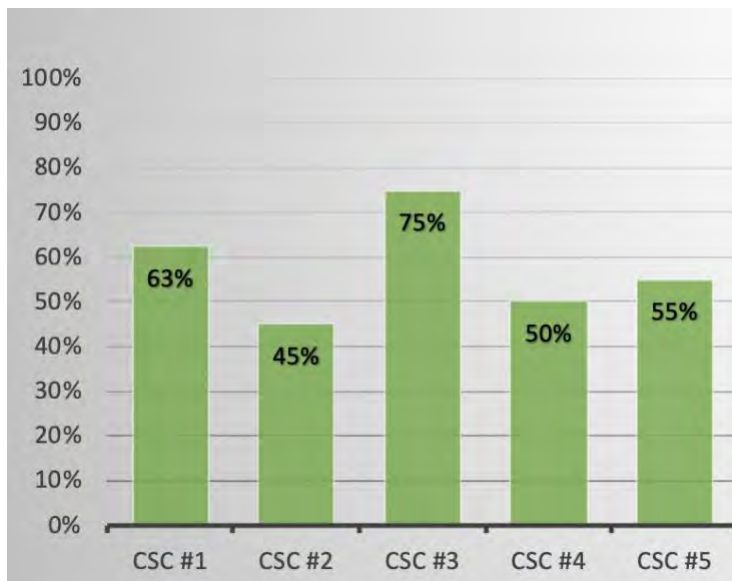
Overall completion for each control combines scoring for policy, implementation, automation and reporting. A 100% score could be achieved by approving the written policy, implementing and automating a control for all systems, and reporting it to the executive level. For some specific controls, 100% implementation will not be desirable or achievable on a university network. Prioritization, scope, and target percentage of specific controls are regularly assessed and prioritized.

In 2019, several improvements to controls and mitigations were planned as a result of annual security risk assessment. 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. This was implemented in 2019. 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 was put on hold indefinitely due to budget reductions*. 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 after multiple UBFC requests, but enhanced vulnerability scanning is currently being implemented for high risk areas, using internal ITS funding*. 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 has not yet been funded*. 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 2020 IT Security Risk Assessment and mitigations, where feasible or funded, will be addressed within the FY21 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

Total Implementation of CSC #1

Risk Addressed:	55%
Risk Accepted:	45%

ID	Critical Security Control Detail
1.1	Utilize an active discovery tool to identify devices connected to the organization's network and update the hardware asset inventory.
1.2	Utilize a passive discovery tool to identify devices connected to the organization's network and automatically update the organization's hardware asset inventory.
1.3	Use Dynamic Host Configuration Protocol (DHCP) logging on all DHCP servers or IP address management tools to update the organization's hardware asset inventory.
1.4	Maintain an accurate and up-to-date inventory of all technology assets with the potential to store or process information. This inventory shall include all hardware assets, whether connected to the organization's network or not.
1.5	Ensure that the hardware asset inventory records the network address, hardware address, machine name, data asset owner, and department for each asset and whether the hardware asset has been approved to connect to the network.
1.6	Ensure that unauthorized assets are either removed from the network, quarantined or the inventory is updated in a timely manner.

| 1.7 | Utilize port level access control, following 802.1x standards, to control which devices can authenticate to the network. The authentication system shall be tied into the hardware asset inventory data to ensure only authorized devices can connect to the network. |
| 1.8 | Use client certificates to authenticate hardware assets connecting to the organization's trusted network. |

CSC #2: Inventory and Control of Software Assets

Total Implementation of CSC #2

| Risk Addressed: | 41% |
| Risk Accepted: | 59% |
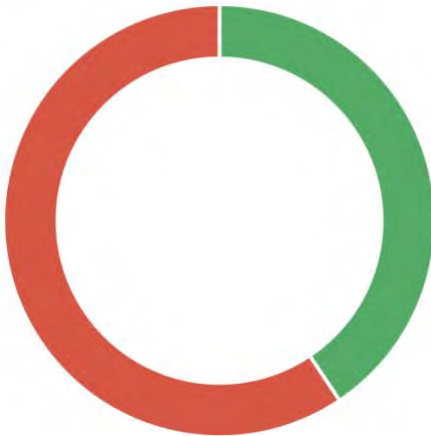
ID	Critical Security Control Detail
2.1	Maintain an up-to-date list of all authorized software that is required in the enterprise for any business purpose on any business system.
2.2	Ensure that only software applications or operating systems currently supported by the software's vendor are added to the organization's authorized software inventory. Unsupported software should be tagged as unsupported in the inventory system.
2.3	Utilize software inventory tools throughout the organization to automate the documentation of all software on business systems.
2.4	The software inventory system should track the name, version, publisher, and install date for all software, including operating systems authorized by the organization.

2.5	The software inventory system should be tied into the hardware asset inventory so all devices and associated software are tracked from a single location.
2.6	Ensure that unauthorized software is either removed or the inventory is updated in a timely manner.
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

Total Implementation of CSC #3

Risk Addressed:	62%
Risk Accepted:	38%

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: | 39% |
| Risk Accepted: | 61% |

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

Total Implementation of CSC #5

| Risk Addressed: | 47% |
| Risk Accepted: | 53% |

ID	Critical Security Control Detail
5.1	Maintain documented, standard security configuration standards for all authorized operating systems and software.
5.2	Maintain secure images or templates for all systems in the enterprise based on the organization's approved configuration standards. Any new system deployment or existing system that becomes compromised should be imaged using one of those images or templates.
5.3	Store the master images and templates on securely configured servers, validated with integrity monitoring tools, to ensure that only authorized changes to the images are possible.
5.4	Deploy system configuration management tools that will automatically enforce and redeploy configuration settings to systems at regularly scheduled intervals.

5.5   Utilize a Security Content Automation Protocol (SCAP) compliant configuration monitoring system to verify all security configuration elements, catalog approved exceptions, and alert when unauthorized changes occur.

Appendix A: References

Tracking of key references useful for this report.

Executive Order 2017-01	Findings of the Idaho Cybersecurity Taskforce	https://adminrules.idaho.gov/bulletin/2017/02.pdf#page=20
Critical Security Controls	Version 7	https://www.cisecurity.org/controls/
Audit Scripts	Free Assessment Resources	http://www.auditscripts.com/free-resources/critical-security-controls/
Policies	U of I IT Policies	https://www.uidaho.edu/governance/policy/policies/apm/30
Standards	IT Standards	https://www.uidaho.edu/its/standards
Privacy	U of I Privacy Statement	https://www.uidaho.edu/privacy
IR Plan	Technology Security Incident Response Plan v1.4	On file

B

BOISE STATE UNIVERSITY

UPDATED FOR FY2021 THROUGH FY2025

MISSION STATEMENT
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.

STRATEGIC PLAN GOALS AND OBJECTIVES

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

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

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

Performance Measures:

NSSE[1] Indicators: For Freshmen Only (% of peer group rating)	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
Academic Challenge	NSSE survey every three years	NSSE survey every three years		NSSE survey every three years	NSSE survey every three years		
>Higher-order learning			99%[2] ⟺			100%	105%[3]
>Reflective & integrative learning			103% ⟺			105%	105%
Learning with Peers							
>Collaborative learning			107% ⇧			107%	107%
>Discussions with diverse others			101% ⟺			103%	105%

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

[2] ⟺ Indicates that Boise State is statistically the same as peers; ⇧ & ⇩ indicate statistically higher and lower than peers, respectively.

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

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	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
>Number of students with internship credit	976	902	911	871	Available July 2020	1,000	1,200

NSSE % of senior participating in internships (and similar experiences), and in research	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
>% 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*	*NSSE survey every three years*	54%	56%
>% of students participating in research w/faculty members			26.6% ⇧			28%	30%

Vertically Integrated Projects[4] (VIPs)	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
>Number of students enrolled in VIP credit	61	81	51	183	Available July 2020	250	350
>Number of VIP teams	8	8	10	17		25	34

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	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
Learning with Peers	*NSSE survey every three years*	*NSSE survey every three years*		*NSSE survey every three years*	*NSSE survey every three years*		
>Collaborative learning			103% ⇔			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	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
Academic Challenge	*NSSE survey every three years*	*NSSE survey every three years*		*NSSE survey every Three years*	*NSSE survey every three years*		
>Higher-order learning			99% ⇔			100%	102%
>Reflective & integrative learning			100% ⇔			102%	105%
>Learning strategies			98% ⇔			100%	102%
>Quantitative reasoning			103% ⇔			105%	105%

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

Learning with Peers			103% ⟺			105%	105%
>Collaborative learning							
Experiences with faculty			99% ⟺			100%	102%
>Effective teaching practices							

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

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

Performance Measures:

Unduplicated number of graduates (distinct by award level)[5]	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark") FY 2021	Target ("Benchmark") FY 2025
>Undergraduate Certificate	127	226	248	360		425	575
>Associate	141	114	118	131		150	150
>Baccalaureate	2,998	3,141	3,196	3,289		3,559	4,351
>(SBOE target for bacc graduates[6])	(2,843)	(2,986)	(3,130)	(3,273)	Available Sept. 2020	N/A	N/A
>Graduate Certificate	173	212	241	219		280	340
>Master's	670	776	917	862		950	1050
>Education Specialist	10	15	16	19		25	30
>Doctoral	18	36	32	45		50	65
Total Distinct Graduates	3,916	4,173	4,393	4,455		5,014	5,986

First year retention rate[7]	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Target ("Benchmark") F2020 cohort	Target ("Benchmark") F2022 cohort	Target ("Benchmark") F2024 cohort
>Percent of first-time, full-time freshmen retained	78.2%	79.8%	79.5%	79.5%		82.0%	83.5%	85.0%
-Resident, Pell-Eligible only	72.7%	72.6%	70.8%	72.0%	Available Oct. 2020	74.0%	76.5%	79.0%
-Resident, Not Pell-Eligible only	76.1%	76.6%	75.4%	76.4%		78.0%	80.0%	82.0%
-Non-Resident, Pell-Eligible only	76.8%	75.6%	77.3%	76.7%		80.0%	82.0%	84.0%
-Non-Resident, Not Pell-Eligible only	84.0%	87.8%	88.2%	86.5%		89.0%	90.0%	91.0%
>Percent full-time transfers retained or graduated	75.4%	73.8%	76.6%	74.7%		79.0%	81.0%	83.0%

4-year graduation rate[8]			Fall		Fall 2016	Target ("Benchmark")

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

[6] Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

[7] Retention measured as the per2998cent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated.

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

	Fall 2012 cohort	Fall 2013 cohort	2014 cohort	Fall 2015 cohort	cohort	Fall 2017 cohort	Fall 2021 cohort
> % of first-time, full-time freshmen who graduated	21.1%	25.5%	28.7%	30.6%		33%	43%
-Resident, Pell-Eligible only							
-Resident, Not Pell-Eligible only	10.9%	12.2%	15.3%	18.2%	Available Sept. 2020	22%	33%
-Non-Resident, Pell-Eligible only	18.7%	22.9%	24.5%	25.0%		29%	38%
-Non-Resident, Not Pell-Eligible only	29.2%	31.4%	34.0%	35.5%		39%	48%
>% of full-time transfers who graduated	36.9%	42.7%	46.4%	47.8%		50%	54%
	47.0%	47.5%	49.7%	50.3%		51%	53.5%

						Target ("Benchmark")	
6-year graduation rate[9]	Fall 2010 cohort	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2019 cohort
> % of first-time, full-time freshmen who graduated	38.7%	43.4%	45.8%	50.3%		52.0%	56.0%
-Resident, Pell-Eligible only							
-Resident, Not Pell-Eligible only	29.3%	30.4%	34.3%	38.0%	Available Sept. 2020	43.0%	50.0%
-Non-Resident, Pell-Eligible only	34.2%	43.5%	41.4%	47.8%		49.5%	52.5%
-Non-Resident, Not Pell-Eligible only	45.6%	44.4%	54.7%	52.5%		56.0%	62.0%
>% of full-time transfers who graduated	58.4%	60.7%	64.0%	67.0%		69%	71%
	51.0%	58.3%	57.5%	58.5%		59.0%	62.0%

						Target ("Benchmark")	
Student Achievement Measure (After six years: % graduated or still enrolled at Boise State or elsewhere)[10]	Fall 2010 cohort	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2019 cohort
>First-time, full-time Freshman cohort	64%	71%	72%	74%	Available Nov. 2020	75%	78%
>Full-time Transfer student cohort	74%	80%	78%	75%		78%	80%

						Target ("Benchmark")	
Gateway math success of new degree-seeking freshmen[11]	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2023 cohort
>% completed within two years	75.1%	77.0%	79.8%	81.9%	Available Sept. 2020	83%	86%

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

[10] The "Student Achievement Measure" (SAM) is a nationally-recognized metric that provides more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduate from or are still enrolled at Boise State, or graduated or still enrolled somewhere else.

[11] SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course (Math 123, 143, 157, or 254) or higher within two years (e.g., students who entered in fall 2017 and completed a gateway math or higher by the end of summer 2019 are reported for FY19). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The new targets follow from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

Progress indicated by credits per year[12]	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
>% of undergraduate degree seeking students with 30 or more credits per year	23.9%	23.9%	23.9%	26.5%	Available July 2020	28%	30%

Success in credit-bearing course (gateway) after remedial course[13]	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
>English	61.7%	64.6%	64.1%	68.0%	Available July 2020	70%	74%
>Mathematics	54.6%	57.3%	56.8%	53.8%		55%	58%

Degrees and Certificates Awarded[14]	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
>Undergraduate Certificate	127	226	248	360	Available Sept. 2020	425	575
>Associate	145	116	119	133		150	150
>Baccalaureate	3,174	3,317	3,373	3,472		3,773	4,612
>Graduate Certificate	178	220	248	221		288	350
>Master's	670	776	917	861		950	1,050
>Education Specialist	10	15	16	19		25	30
>Doctoral	18	36	32	45		50	65

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[12] 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.

[13] SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed with a C- or above a subsequent credit-bearing gateway course (Math 123 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 108 and English remediation defined as English 101P. The data shown for FY17 reflects students who took remedial during FY16 and completed the subsequent credit-bearing course during FY17. Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology. OSBE also provided instructions on which data to report in which years, so the data for English that was shown previously as FY17 is reported in the FY18 column instead.

[14] 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 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	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
Experiences with faculty >Student-faculty interaction	*NSSE survey every three years*	*NSSE survey every three years*	101% ⇔	*NSSE survey every three years*	*NSSE survey every three years*	103%	105%
Campus Environment >Quality of interactions >Supportive environment			101% ⇔ 90% ⇩			103% 95%	105% 100%

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

Performance Measures:

Dual enrollment[15]	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
>Number of credits produced	15,534	21,519	23,664	29,184	Available July 2020	30,020	37,500
>Number of students served	3,597	4,857	5,408	6,570		7,300	9,300

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	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
>Quality of interaction with academic advisors	*NSSE survey every three years*	*NSSE survey every three years*	99.8% ⇔ 100.2% ⇔	*NSSE survey every three years*	*NSSE survey every three years*	102% 102%	105% 105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)			103.4% ⇧			105%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)							

eCampus (Distance Education)	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
>Student Credit Hours	81,178	91,342	108,315	125,318	Available July 2020	145,000	185,000
>Distinct Students Enrolled	12,106	13,055	14,430	15,888		18,000	23,000

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[15] 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.

Goal 3: Gain distinction as a doctoral research university.

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

Performance Measures:

Total Research & Development Expenditures	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
Expenditures as reported to the National Science Foundation	$32.0M	$34.9 M	$41.4M	Available Apr 2020	Available Apr 2021	$47M	$52M

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	CY 2015-19	Target ("Benchmark")	
						For CY 2016-20	For CY 2020-24
>Number of peer-reviewed publications by Boise State faculty, staff, students[16]	1,533	1,709	1,957	2,237	2,479	2,700	3,500
>Citations of peer-reviewed publications authored Boise State faculty, staff students[17]	11,190	12,684	8,147	10,167	14,711	15,000	22,000

Percent of research grant awards and awarded grant $$ that are Interdisciplinary vs. single discipline[18]	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	7.1%	14.9%	29.8%	17.9%		20%	20%
>$$ per grant award for interdisciplinary grants	$276,604	$268,402	$455,849	$325,441	Available Sept 2020	$350,000	$350,000
>$$ per grant award for single-discipline grants	$106394	$139,889	$140,520	$131,722		$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:

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")

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

[17] Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as an address for at least one author; from Web of Science.

[18] Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person $$. A new protocol for calculating these measures was implemented in fall 2019, thus, all previous numbers are updated to reflect the new methodology.

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Carnegie Foundation Ranking[19]						FY 2021	FY 2025
>Basic Classification	R3 (Research: Moderate)	R3 (Research: Moderate)	R3 (Research: Moderate)	R2 (Research: Moderate)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)

Number of doctoral graduates	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
Graduates with PhD, DNP, EdD	18	36	32	45	Available Sept. 2020	50	65

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:

Enrolled Idaho Students (Fall enrollment)	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
Number of enrolled degree-seeking resident undergraduates	11,690	11,345	11,096	10,830	10,689	11,000	12,000
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	3,099	4,103	4,461	5,498	5,982	6,500	7,500
Total number of enrolled students (degree-seeking and non-degree seeking)	14,789	15,448	15,557	16,328	16,671	17,500	19,500
Number of new First-time degree-seeking students who are Idaho residents	1,323	1,504	1,539	1,596	1,630	1,700	2,000
Number of new Transfer degree-seeking students who are Idaho residents	989	1,002	998	933	901	1,000	1,100

Enrollment in online courses and programs (Fall enrollment)	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
Number of students taking one or more courses online, undergraduate and graduate	6,664	7,380	9,150	9,532	10,306	11,500	14,000
Number of students enrolled in programs considered to be delivered online, undergraduate and graduate	1,296	1,444	1,904	2,772	3,222	3,700	5,500

Dual enrollment[20]	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025

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[19] 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).

[20] 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.

>Number of credits produced	15,534	21,519	23,664	29,184	Available July 2020	30,020	37,500
>Number of students served	3,597	4,857	5,408	6,570		7,300	9,300

eCampus (Distance Education)	**FY 2016**	**FY 2017**	**FY 2018**	**FY 2019**	**FY 2020**	**Target ("Benchmark")**	
						FY 2021	**FY 2025**
>Student Credit Hours	81,178	91,342	108,315	125,318	Available July 2020	145,000	185,000
>Distinct Students Enrolled	12,106	13,055	14,430	15,888		18,000	23,000

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

Performance Measures:

STEM Graduates[21]	**FY 2016**	**FY 2017**	**FY 2018**	**FY 2019**	**FY 2020**	**Target ("Benchmark")**	
						FY 2021	**FY 2025**
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral)	564	673	697	697	Available Sept. 2020	760	910
STEM degree graduates as % of all degree graduates, bachelor's and above	15.3%	17.0%	16.8%	16.5%	Available Sept. 2020	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**	**FY 2020**	**Target ("Benchmark")**	
						FY 2021	**FY 2025**
Baccalaureate graduates from underrepresented groups[22] >from rural counties >from ethnic minorities	142 303	120 339	124 359	144 444	Available Sept. 2020	165 500	210 700
Baccalaureate graduates who are Idaho residents	2,350	2,268	2,263	2,200	Available Sept. 2020	2,700	3,100
Baccalaureate graduates of non-traditional age (30 and up)	869	867	847	845	Available Sept. 2020	1,000	1,100
Baccalaureate graduates who began as transfers from Idaho community college[23]	384	390	406	446	Available Sept. 2020	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:

	FY	**FY**	**FY**	**FY**	**FY**	**Target ("Benchmark")**	

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[21] 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.

[22] 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

[23] 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.

Students participating in courses with service-learning component	2016	2017	2018	2019	2020	FY 2021	FY 2025
Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,255	1,446	1,446	1,482	Available July 2020	1,600	1,800
% of baccalaureate students participating in service-learning course	41%	46%	45%	46%	Available July 2020	47%	51%

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
"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. "[24]	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015.					Renewal of Community Engagement Classification in 2025	

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	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
>Quality of interaction with academic advisors >Quality of interaction with student services staff (career services, student activities, housing, etc.) >Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	*NSSE survey every three years*	*NSSE survey every three years*	99.8% ⇔ 100.2% ⇔ 103.4% ⇧	*NSSE survey every three years*	*NSSE survey every three years*	102% 102% 105%	105% 105% 105%

Cost of Education[25] (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
>Boise State >WICHE average >Boise State as % of WICHE	$6,874 $7,826 87.8%	$7,080 $7,980 88.7%	$7,326 $8,407 87.1%	$7,694 $8,630 89.2%	$8,068 $8,934 90.3%	Remain less than the WICHE state average	

[24] 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 .
[25] WICHE average from Table 1a of annual Tuition and Fees report. We use the unweighted average without California. A typical report can be found at http://www.wiche.edu/pub/tf.

Expense per EWA-weighted Student Credit Hour (SCH)	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
$ per Resident Undergraduate SCH[26] >In 2015 $$ (i.e., CPI-adjusted) >Unadjusted	$311.73 $314.83	$313.64 $322.15	$313.35 $329.90	$312.28 $331.21	*Available Dec. 2020*	No increase in Consumer Price Index (CPI) adjusted $$	No increase in CPI adjusted $$
$ per Resident Undergraduate & Graduate SCH >In 2015 $$ >Unadjusted	$280.54 $283.32	$281.69 $289.34	$279.53 $294.29	$277.98 $294.83	*Available Dec. 2020*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
$ per Total Undergraduate SCH[27] >In 2015 $$ >Unadjusted	$266.26 $268.90	$266.47 $273.70	$263.08 $276.98	$257.95 $273.59	*Available Dec. 2020*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
$ per Total Undergraduate & Graduate SCH >In 2015 $$ >Unadjusted	$247.66 $250.12	$247.63 $254.35	$244.00 $256.89	$239.49 $254.01	*Available Dec. 2020*	No increase in CPI adjusted $$	No increase in CPI adjusted $$

Graduates per FTE	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark")	
						FY 2021	FY 2025
Baccalaureate graduates per undergraduate FTE[28]	21.1	21.7	21.8	21.6	Available Sept. 2020	22.2	22.8
Baccalaureate graduates per junior/senior FTE[29]	27.9	41.1	41.2	41.2		42.5	44.0
Graduate degree graduates per graduate FTE[30]	38.7	43.1	46.8	42.7		44.0	45.0

[26] 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.

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

[28] 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.

[29] 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.

[30] 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.

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Distinct Graduates per $100k Expense	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark") FY 2021	Target ("Benchmark") FY 2025
Distinct baccalaureate graduates per $100k undergraduate expense >In 2015 $$ (i.e., CPI-adjusted) >Unadjusted	1.41 1.40	1.44 1.40	1.45 1.37	1.44 1.36	Available Dec. 2020	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Baccalaureate, masters, and doctoral graduates per $100k total expense >In 2015 $$ >Unadjusted	1.47 1.46	1.53 1.49	1.57 1.49	1.54 1.45	Available Dec. 2020	No increase in CPI adjusted $$	No increase in CPI adjusted $$

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

Performance Measures:

Sponsored Projects funding: # of Awards by Purpose	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark") FY 2021	Target ("Benchmark") FY 2025
>Research	227	230	239	235	Available February 2021	250	300
>Instruction/Training	23	29	26	18		30	35
>Other Sponsored Activities	93	102	103	125		135	145
>Total	343	361	368	378		415	480

Sponsored Projects funding: Dollars awarded by purpose	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark") FY 2021	Target ("Benchmark") FY 2025
>Research	$23.3M	$30.0M	$36.8M	$31.6M	Available February 2021	$38M	$45M
>Instruction/Training	$5.9M	$5.7M	$6.2M	$3.2M		$7M	$10M
>Other Sponsored Activities	$12.2M	$14.3M	$12.9M	$18.7M		$20M	$25M
>Total	$41.4M	$50.1M	$56.0M	$53.5M		$65M	$80M

Advancement funding	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Target ("Benchmark") FY 2021	Target ("Benchmark") FY 2025
>Total gift income (outright gifts and previous pledge payments)	$23.7M	$37.6M	$33.9M	$25.3M	Available January 2021	$38M	$40M
>Total Endowment Value	$96.7M	$105.4M	$114.8M	$122.1M		$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.

Budget cuts to higher education. Budget cuts to higher education in FY20 and proposed cuts in FY21 will negatively influence our ability to implement our strategic plan. In addition, lack of consistent funding for

the Enrollment Workload Adjustment over the years has resulted in a significant base funding reduction to Boise State University while university experienced substantial growth in enrollment.

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.

Positive New External Factor: Increasing collaborations among universities and colleges, and with industry / community partners. Presidents of all universities and colleges have been committed to working together and expanding both collaborative academic and research programming across institutions. In addition, expanded efforts to collaborate with industry and community partners will increase applied research opportunities and allow for the development of programming with expected high community impact.

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

Objective B: Timely Degree Completion – _Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support)._		✓		✓	
Objective C: Access - _Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location._		✓		✓	
GOAL 3: WORKFORCE READINESS- _The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness._					
Objective A: Workforce Alignment – _Prepare students to efficiently and effectively enter and succeed in the workforce._	✓	✓	✓	✓	
Objective B: Medical Education – _Deliver relevant education that meets the health care needs of Idaho and the region._	✓	✓	✓	✓	

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

February 2020 - 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 evolved to implementing Critical Security Controls 1- 6 across the University's critical network infrastructure systems as practical.

Progress to Date:
- Continuing assessment of CSC 1-6 maturity as outlined by State ITS department.
- Continuing coordination and increased incident reporting to State ITS and Risk Management.
- NIST Cybersecurity Framework (CSF) continues as a component of Boise State's IT Risk Management framework. OIT contracts with a 3rd party Security Effectiveness vendor to provide real-time feedback on University systems CSF maturity. Average CSF maturity has been maintained at a B throughout the year.
- Workstation, Laptop and Tablet policy has been updated to incorporate security controls outlined in CSC 1-6.

Planned Activities thru FY2021:
- 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.
- University Server Standards is in update to include procedures, standards and reporting As outlined by Critical Security Controls 1-6 where practical.

Note: Adopting and implementing the Critical Security Controls 1-6 will be an ongoing process with the realization that it is not practical to achieve 100% compliance. To balance risk and investment Boise State will seek to achieve a reasonable low risk compliance level.

Idaho State University Strategic Plan: 2021-2025

Focusing on Idaho's Future:

*discover*OPPORTUNITY

Idaho State University
Strategic Plan
2021-2025

Mission

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

Vision

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

Goal 1: Grow Enrollment

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

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2022
2,306	2,249	2,282	2,327	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 (2,249) enrollment numbers. *new full-time certificate and undergraduate and new full and part-time graduate degree-seeking students

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2018-2019)	Benchmark 2022
1,710	1,611	1,658	1,671	Not Avail.	1,905

Benchmark: Increase new full-time undergraduate degree-seeking students by 18% from FY 17 (1,611) enrollment numbers.

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2022
596	638	624	656	Not Avail.	698

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

Goal 2: Strengthen Retention

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

Performance Measures:

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2022
69%	68%	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 FY 16 (69%) retention numbers (SBOE benchmark -- 80%).

SBOE Aligned Measures (Identified in blue):

1. Timely Degree Completion

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2025 Benchmark
22%	24%	25%	25%	Not Avail.	50%

Benchmark Definition: Benchmark set by the SBOE.

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

FY 2016 (2015-2016 Fall 2010 Cohort)	FY 2017 (2016-2017 Fall 2011 Cohort)	FY 2018 (2017-2018 Fall 2012 Cohort)	FY 2019 (2018-2019 Fall 2013 Cohort)	FY 2020 (2019-2020)	FY 2025 Benchmark
28%	29%	32%	35%	Not Avail.	40%

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2025 Benchmark
208	230	276	272	Not Avail.	315

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

1.3b   Total number of associate degrees

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2025 Benchmark
362	405	472	428	Not Avail.	519

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

1.3c   Total number of baccalaureate degrees

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2025 Benchmark
1,228	1,168	1,166	1,233	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)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2018)	FY 2020 (2019-2020)	FY 2025 Benchmark
190	213	265	276	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)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2025 Benchmark
358	402	472	427	Not Avail.	519

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

1.4c Total number unduplicated graduates (bacalaureate degrees)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2025 Benchmark
1,196	1,139	1,131	1,174	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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2025 Benchmark
58%	46%	50%	51%	Not Avail.	45%

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

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2025 Benchmark
39%	40%	42%	42%	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

FY 2016 (2015-2016 Fall 2012 Cohort)	FY 2017 (2016-2017 Fall 2013 Cohort)	FY 2018 (2017-2018 Fall 2014 Cohort)	FY 2019 (2018-2019 Fall 2015 Cohort)	FY 2020 (2019-2020)	FY 2025 Benchmark
14%	16%	16%	20%	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 FYs 18-22.*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	33%	Not measured in 2020*	45%

Benchmark: Increase the familiarity of ISU's mission and community contributions by 12% using 2018 survey data. *The next time the survey will be given will be FY21.

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2022
Not Avail.	431.5b	1.171b	779.2m	Not Avail.	5,750b

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 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.

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 FY 2021 assessment period.*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2022
Not Measured	Not Measured	Not Measured	40%	Not Avail.	60%

Benchmark Definition: The completion of ISU's strategic goals using the objectives' FY 2021 data as a benchmark.

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2022
Not Measured	Not Measured	Not Measured	25	Not Avail.	18

Benchmark: The number of internal communication events hosted by ISU leadership during an FY using FY19 data as a baseline divided by 25%. The first year communication is expected to be higher than subsequent years.

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	44%	Not Measured in FY20*	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 FYs 19-21. *The next time the survey will be given will be Fall FY21.

ATTACHMENT 5

<u>Goal 5:</u> Enhance Community Partnerships

<u>Objective</u>: **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.**

<u>Performance Measures:</u>
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 FYs 18-22.*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2022
Not Avail.	Not Avail.	1,222 (baseline)	1,449	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.

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2022
Not Avail.	Not Avail.	237 (baseline)	*based on new survey results – will be reported in May 2020	Not Avail.	256

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

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2022
Not Avail.	369	433	327	Not Avail.	1,131

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

Key External Factors

Funding
Many of Idaho State University strategic goals and objectives assume 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

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 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.

- o 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.
  - o 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

The Strategic Planning Committee (SPC), 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 SPC 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 SPC's original intent for that objective

Upon completion of its analysis, the SPC will forward its recommendations for consideration to the Leadership Council. The Leadership Council will review the SPC's report and can either request additional information from the SPC 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.

Evaluation Process

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┌─────────────────────────┐
│   SPC reviews strategic  │
│  plan and determines if  │
│   changes are necessary  │
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       ╲  plan    ╱               │
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           Yes                No Change
            ▼                     │
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│   Leadership Council     │       │
│    approves changes      │       │
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│  President approves plan │◄──────┘
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│    SBOE approves plan    │
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	State Board of Education Goals			
	Goal 1: EDUCATION SYSTEM ALIGNMENT	Goal 2: EDUCATION READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS
Idaho State University				
GOAL 1: Grow Enrollment				
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.			✓	✓
GOAL 2: Strengthen Retention				
Objective: Improve undergraduate student retention rates by 5% by 2022.	✓	✓	✓	
GOAL 3: Promote ISU's Identity				
Objective: Over the next five years, promote ISU's unique identity by 12% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.	✓	✓	✓	✓
GOAL 4: Strengthen Communication, Transparency and Inclusion				
Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.	✓	✓	✓	
GOAL 5: Enhance Community Partnerships				
Objective: By 2022, ISU will establish 100) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.			✓	✓

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University's 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.

Complete	In Progress	Under Review
✓		

Red Tape Reduction Act

All education related administrative rules are promulgated under the State Board of Education's authority through the Office of the State Board of Education. The State Board of Education's K-20 Education Strategic Plan incorporates this requirement for all of the agencies, institutions, and special/health programs under the Board's oversight and governance.

LEWIS CLARK
STATE COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2021-2025

April, 2020

Contents

ATTACHMENT 6

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

Idaho's college of choice for an educational experience that changes lives and inspires a commitment to lifelong learning and civic engagement.

ATTACHMENT 6

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

Objective A: Optimize course and program delivery options[1]

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, LC State anticipates adding online degrees/certificates and evening & weekend programs of study within the next academic year (FY 21).

Course Delivery Methods	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2022-23)
Online[2]	New Measure			36	40		
Benchmark	No Prior Benchmarks				37	42[3]	42
Achievement					MET		
Evening/ Weekend	New Measure			0	7[4]		
Benchmark	No Prior Benchmarks				2	6	6
Achievement					MET		

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

[2] List of online programs available here: http://catalog.lcsc.edu/programs/#filter=.filter_42

[3] The following programs degrees are planned to be offered entirely online the next year: Justice Studies (AA, BA/BS) & Psychology (BA/BS).

[4] The following programs/credentials are offered during evenings &/or weekends: Web Design & Development (cert., AAS, BAS), Business Administration (BA/BS), & Interdisciplinary Studies (BA/BS).

ATTACHMENT 6

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

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

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

Web Enhanced Courses	FY16	FY17	FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2022-23)
% Sections	New Measure			Inventory current courses content on LMS	69%[5]		
Benchmark	No Prior Benchmarks					100%	100%
Achievement							

[5] Seventy one percent (71%) of sections were reviewed. Metric shows the proportion of sections reviewed with course content posted on LMS.

Objective B: Ensure high quality program outcomes[6]

Performance Measure 1: Licensing & certification

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

Benchmark: Meet or exceed national or statewide averages.

Licensing/Cert. Exams			FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
Professional Degrees	NCLEX Registered Nurse[7]	LC State	94%	93%	99%	94%	96%[8]	Exceed National Average
		Benchmark: Nat'l Ave.	83%	85%	85%	86%	87%	
		Achievement	MET	MET	MET	MET	MET	
	NCLEX Practical Nurse[7]	LC State	94%	78%	100%	91%	100%	Exceed National Average
		Benchmark: Nat'l Ave.	84%	87%	87%	85%	Not Yet Available	
		Achievement	MET	NOT MET	MET	MET		
	ARRT Radiology	LC State	90%	100%	95%	89%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	87%	89%	89%	89%		
		Achievement	MET	MET	MET	MET		
	PRAXIS Teacher Education	LC State[9]	168	168	168	170	Not Yet Available	Meet State Average Scores
		Benchmark: State Ave.	168	172	170	168		
		Achievement	MET	NOT MET	NOT MET	MET		
	ASWB Social Work	LC State	73%	87%	78%	Not Yet Available		Exceed National Average
		Benchmark: Nat'l Ave.	77%	78%	69%			
		Achievement	NOT MET	MET	MET			

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

[7] Test results for first time test takers reported for April through March.

[8] Partial Year reported (April-Sept. 2019).

[9] 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			FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
Workforce Training[10]	Pharmacy Technician	LC State	100%	100%	--%[11]	--%[11]	Available Fall 2020	Exceed National Average
		Benchmark: Nat'l Ave.	57%	58%	58%	57%		
		Achievement	MET	MET	NOT MET	MET		
	Paramedic[12]	LC State	88%	Cohorts complete every other year	89%	Cohorts complete every other year	Available Fall 2020	Exceed National Average
		Benchmark: Nat'l Ave.	83%		73%			
		Achievement	MET		MET			
	Electrical Apprenticeship Idaho Journeyman	LC State	90%	90%	100%	100%	Available Fall 2020	Exceed Statewide Average
		Benchmark: State Ave.	67%	79%	77%	75%		
		Achievement	MET	MET	MET	MET		

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative[13]

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 LC State education. 'Connecting' experiences fall under *applied learning*[14] or *experiential learning*[15]. Many

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[10] Workforce Training at LC State 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.

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

[12] Written exam results only.

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

[14] Applied learning = hand's on application of theory.

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

students will complete applied or experiential learning within their chosen majors. Others may reach outside their major for hands-on, co-curricular experiences.

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

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

Benchmark: All programs of study offer 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)	FY 20 (2019-20)	FY21-22	FY 23 (2022-23)
Apprenticeships	New Measure	Develop inventory of applied & experiential learning: Identify Courses & Programs of Study/Majors, Minors, Certificates. \n\n No gaps were identified: All programs of study included curricular applied and experiential learning.	Developed *Signature Certificates* that knit together academic and Career & Tech. Edu (CTE) coursework.	Market the availability of *Signature Certificates*	100% of LC State graduates participate in applied &/or experiential learning via curricular **or** co-curricular experiences.
Directed Study					
Field Experiences					
'Hands-on' courses					
Internships, Practica & Clinicals					
Performance Arts					
Service Learning					
Undergraduate Research					

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

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

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

Co- Curricular Applied & Experiential Learning	FY16 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY21-22 (2020-22)	FY 23 (2022-23)
Intramural athletics	New Measure	Develop inventory of co-curricular applied & experiential learning	Expanded peer mentor program. In fall 2019, 22 peer mentors assisted new entering students.	Expand implementation of co-curricular transcript & tracking software.	100% of LC State graduates participate in applied &/or experiential learning via
Intercollegiate athletics					
Club Sports					
Leadership in clubs or organizations					

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Co- Curricular Applied & Experiential Learning	FY16 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY21-22 (2020-22)	FY 23 (2022-23)
Peer mentorship Reserve Officer Training Corps (ROTC)/Military Education Residence life leadership Student government LC Work Scholars Work study/experience including tutoring Study abroad		Reprioritize/re org. resources & staff to support co-curricular programming: Center of Student Leadership Student Employment & Career Center	This program will continue. Elements of co-curricular transcript & tracking software were launched with minor delay. Continue to expand functionality of software.	Report on Gaps Expand & Implement additional opportunities of *Connecting Learning to Life*	curricular **or** co-curricular experiences.

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment[16]

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[17]. Based upon financial modeling of campus viability, LC State 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 high school enrollment is articulated in the table below.

Direct from High School Enrollment	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 23 (Fall '22)
FTE	421	436	479	422	420		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks				429	436	449

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

[17] More information on LC State's financial modeling of institutional viability and expansion can be found here: http://www.lcsc.edu/budget/budget-resource-tools/

Direct from High School Enrollment	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 23 (Fall '22)
Achievement					NOT MET		

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[17]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY25, 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	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 23 (Fall '22)
FTE	760	773	709	631	608		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks				641	651	671
Achievement					NOT MET		

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).[18]

Benchmarks derived from financial modeling of institutional viability and expansion[17]. Based upon financial modeling of campus viability, LC State 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[19].

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[18] Same definition as that used on the IPEDS Fall Enrollment Survey.

[19] This Benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

Online Headcount	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 23 (Fall '22)
HC	1,444	1,663	1,557	1,483	1,368		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks				1,507	1,531	1,578
Achievement					NOT MET		

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[17]. Based upon financial modeling of campus viability, LC State 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	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 23 (Fall '22)
FTE	207	211	173	149	171		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks				151	174	179
Achievement					MET		

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[17]. Based upon financial modeling of campus viability, LC State 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.

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Nonresident Enrollment	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 23 (Fall '22)
Asotin Co. Resident FTE[20]	177	183	164	150	149		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks				152	155	160
Achievement					NOT MET		
Nonresident FTE	409	395	359	329	319		
Benchmark:	New Measure – No Prior Benchmarks				334	339	350
Achievement					NOT MET		

Objective B: Increase credential output[21]

Performance Measure 1: Certificates and degrees[22]

Definition: The unduplicated count of degrees/certificates awarded at each degree-level.[23]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[24]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[25], necessitating a one percent increase annually[26].

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[20] 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/

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

[22] State Board of Education postsecondary system wide measure.

[23] Consistent with IPEDS Completions Survey definitions.

[24] 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".

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

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

Certificates & Degrees	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
Certificates	22	18	21	15		
Benchmark: Maintain	New Benchmark Methodology			21	21	25
Achievement				NOT MET		
Associates	351	414	425	347		
Benchmark: +1% annually	New Benchmark Methodology			430	436	455
Achievement				NOT MET		
Baccalaureates	541	528	587	626		
Benchmark: +1% annually	New Benchmark Methodology			594	646	705
Achievement				MET		

Performance Measures 2: Graduates[27]

Definition: The unduplicated count of graduates by degree-level.[28]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan24[24]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[25], necessitating a one percent increase annually[26].

Graduates	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
Certificates	18	14	20	15		
Benchmark: Maintain	New Benchmark Methodology			20	20	20
Achievement				NOT MET		

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[27] State Board of Education postsecondary system wide measure.

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

Graduates	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
Associates	248	300	410	325		
Benchmark: +1% annually	New Benchmark Methodology			415	420	433
Achievement				NOT MET		
Baccalaureates	541	528	573	616		
Benchmark: +1% annually	New Benchmark Methodology			580	622	641
Achievement				MET		

Performance Measures 3: Graduation Rate - 150% normative time to degree attainment[29]

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree[30].

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[24]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[25], necessitating a one percent increase annually[26].

First-Time Full-Time Cohorts	Degree Attained w/in 150% Time	FY16 (2010 Cohort)	FY17 (2011 Cohort)	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 23 (2017 Cohort)
Entered as Bacc.-Seeking	Bacc.	27%	23%	33%	32%			
	Benchmark: +1% annually	New Benchmark Methodology		24%	25%	33%	34%	36%
	Achievement	No Prior Benchmark		MET	MET			
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	30%	28%	40%	38%			
	Benchmark: +1% annually	New Benchmark Methodology		29%	30%	39%	40%	42%

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[29] State Board of Education postsecondary system wide measure.

[30] 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.

First-Time Full-Time Cohorts	Degree Attained w/in 150% Time	FY16 (2010 Cohort)	FY17 (2011 Cohort)	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 23 (2017 Cohort)
	Achievement	No Prior Benchmark		MET	MET			

Performance Measure 4: Graduation Rate - 100% normative time to degree attainment[31]

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[24]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[25], necessitating a one percent increase annually[26].

100% Baccalaureate Grad Rate	FY16 (2012 Cohort)	FY17 (2013 Cohort)	FY18 (2014 Cohort)	FY 19 (2015 Cohort)	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 23 (2019 Cohort)
First-Time, Full-Time, Cohort[32]	10%	18%	21%	23%			
Benchmark: +1% annually	New Benchmark Methodology		22%	23%	24%	25%	27%
Achievement			NOT MET	MET			

Performances Measure 5: Retention rates

Definitions:

The retention or proportion of **first-time, full-time, baccalaureate-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 LC State by the following fall of the subsequent academic year.

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[31] State Board of Education postsecondary system wide measure.

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Benchmarks derived from financial modeling of institutional viability and expansion[17]. Based upon financial modeling of campus viability, LC State 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.

Retention	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2021-22)
First-Time, Full-Time, Baccalaureate-Seeking, Students	58%	57%	63%	60%		
Benchmark: +2% annually[33]	New Measurement			61%	63%	67%
Achievement				NOT MET		
All Degree-Seeking Students	74%	73%	75%	75%		
Benchmark: +2% annually	New Measurement			77%	79%	83%
Achievement				NOT MET		

Performance Measure 6: 30 to Finish[34]

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[17]. Based upon financial modeling of campus viability, LC State 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.

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[33] 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%).

[34] State Board of Education postsecondary system wide measure.

30+ credits per AY	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2021-22)
%	23%	25%	38%	31%		
Benchmark[35]	New Benchmarking Method			30%	32%	36%
Achievement				MET		

Performance Measure 7: Remediation[36]

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[24]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[25], necessitating a one percent increase annually[26].

Remediation	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2021-22)
%	16%	21%	39%	51%		
Benchmark	New Benchmarking Method			20%	52%	55%
Achievement				MET		

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[35] 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%).

[36] State Board of Education postsecondary system wide measure.

Performance Measure 8: Math Pathways[36]

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course[37] within two years.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[24]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[25], necessitating a one percent increase annually[26].

Math Pathways	FY16 (Fall 2015-Su 2017)	FY17 (Fall 2016-Su 2018)	FY18 (Fall 2017-Su 2019)	FY 19 (Fall 2018-Su 2020)	FY 20 (Fall 2019-Su 2021)	FY 23 (Fall 2022-Su 2024)
%	50%	48%	53%	40%		
Benchmark:	New Benchmarking Method			53%	54%	58%
Achievement				NOT MET		

Performance Measure 9: Workforce training enrollment

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

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

Workforce Training Enrollments	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2021-22)
Duplicated Headcount	2887	3345	3563	3699		
Benchmark:	New Benchmarking Method			3,600	3,650	3,800
Achievement				MET		

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[37] Gateway math is defined institutionally as Math 123 and above.

Performance Measure 10: Workforce training completion

Definition: Completions of LC State's Workforce Training courses[38].

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	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2021-22)
Duplicated Completions	2680	3,113	3,420	3,468		
Benchmark: Maintain	93%	93%	96%	94%	94%	94%
Achievement				MET		

Goal 3: Foster Inclusion throughout Campus and Community Culture

Objective A: Expand inclusive practices programming[39]

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 LC State's Center for Teaching & Learning[40] and those coordinated by the President's Commission on College Diversity[41].

Benchmark: Steady increase in faculty & staff participation.

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

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

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

[41]More information on LC State'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/

Faculty Staff Participation		FY16 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
Center for Teaching & Learning	Inclusive Practices Certificate	New Measure	Inventory inclusive programing	24		Benchmark established once baseline inventory and tracking complete.
	Diversity Programming	New Measure	Inventory inclusive programing	167[42]		
President's Diversity Commission	Events Programming	New Measure	Inventory of programing: • Multicultural Week • Idaho Human Rights Day • Native American Awareness Week • Veterans Day Luncheon & Recognition • 9-11 Moving Tribute • Constitution Day • Women's History Month	186		

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 LC State's Center for Arts & History[43].

Benchmark: Steady increase in community participation.

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[42] Diversity Programming at the Center for Teaching & Learning also included 14 workshops and five equity observations.

[43] Center for Arts & History: http://www.lcsc.edu/cah/

Community Participation	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2021-22)
Duplicated Headcount	New Measure			Plan: inventory inclusive programs to include following year. Tracking to be implemented with programming.		Benchmark established once baseline inventory and tracking complete.

Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives

Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure[44]

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. A careful consideration of campus areas and auxiliaries is taking place in an attempt to monetize them to a more cost-neutral status.

Revenue Projects[45]		FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
LC State Foundation	Employee Giving Campaign[46]	New Measure		39%	41%	Ongoing	Impact Measured
	Annual Day of Giving	New Measure/Event		Plan	Plan	Measure Impact	Impact Measured
	Foundation Fee				Implemented as of Jan. 1st, 2020		

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

[45] Project list will grow as additional revenue streams crystalize.

[46] One year lag from measurement to reporting, therefore FY20 depicts results for FY19.

Revenue Projects[45]		FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
Monetize Auxiliaries[47]		New Measure		Plan	Cost-neutral financial modeling: Fee-based units move toward increased self-sustain-ability	Implement-ation Ongoing	Impact Measured

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	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2021-22)
Federal	$567,072	$895,530	$1,221,834	$1,506,459		Institutional Financial Diversification
State & Local[48]	$2,593,586	$2,534,164	$2,671,345	$2,825,307		
Private	$64,370	$133,075	$41,565	$44,800		
Gifts	$967,320	$1,174,116	$3,951,746	$1,337,379		
Total	$4,192.348	$4,736,885	$7,886,490	$5,713,945		
Benchmark: +$100,000 annually[49]	New Measure: No Prior Benchmarks			$5,235,809	5,335,809	

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[47] 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/

[48] 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.

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

Grant Funding	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2021-22)
Achievement				MET		

Objective B: Bring all employee compensation up to policy/median benchmarks[50]

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

Definition: The percent 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.[51]

Benchmark: Decrease the percent 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.
- 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: % Staff not meeting benchmarks	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
% of Total Staff	New Measure			58%	55%	Bring all employees to benchmarks based upon years of service
Benchmark: -5% annually	No Prior Benchmarks				53%	
Achievement					NOT MET	
% of Staff 6-10 years' service	New Measure			39%	35%	All at greater than or equal to 80% of
Benchmark: -5% annually	No Prior Benchmarks				34%	

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

[51] Employee compensation data captured June of every fiscal year.

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Compensation: % Staff not meeting benchmarks	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
Achievement					NOT MET	policy/ median
% of Staff 11-15 years' service	New Measure			58%	59%	All at greater than or equal to 90% of policy/ median
Benchmark: -5% annually	No Prior Benchmarks				53%	
Achievement					NOT MET	
% of Staff >16 years' service	New Measure			73%	66%	All at 100% of policy/ median
Benchmark: -5% annually	No Prior Benchmarks				68%	
Achievement					MET	

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.

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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 LC State's mission, core themes, and strategic goals.

Evaluation Process

LC State'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 2021-2026 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 LC State'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.

Red Tape Reduction Act

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan. LC State Statute 33-3101 amendment (HB 395), may be viewed as review of an outdated law, and a reduction of "red tape" if approved.

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 LC State 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 LC State's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LC State 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 cyber-security product selection that will aid in managing the first five CIS controls
  - Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- Lewis-Clark State College attended each of the state's cyber-security meetings during 2017,2018, and 2019.

- Lewis-Clark State College attended the statewide higher education IT Security Symposium at Boise State on August 11, 2017. The goal of the meeting was to provide a consensus perspective for implementing security within the context of higher education.

- LC State 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 was required to answer 4 items:
    - Policy Definition, e.g. Does LC State have a written policy.
    - Control Implemented, e.g. Does LC State have controls implemented.
    - Control enforcement: automated or technically manualized.
    - Control reported to State.
  - Two additional items were added to the self-audit
    - Compliance notes
    - Risk assessed justification

- 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 January, 2020, LC State has complied with the Governor's directives, including the expansion in July 2018. The discovery process for Controls 15, 16, 19, and 20 were completed.

- Based on the statewide meeting on January 22, 2020, the State of Idaho will be assessing the following on a monthly basis
  - Phishing training progress
  - Written policy breadth and depth

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.
- In 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, which was completed by April 2019. Confirmation of training was required in order to be eligible for State of Idaho changes in compensation.
- In October 2019 DHR sent an additional mandatory training video called "Phishing Attacks on Companies."

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, LC State's Associate Director charged with cybersecurity completed SANS SEC566 "Implementing and Auditing the Critical Security Controls."

During 2019, LC State received cybersecurity training from SANS (*SysAdmin, Audit, Network, Security*), Tenable, F5, Cisco, and US-CERT (*US Computer Emergency Readiness Team*). In addition, several employees attended security training at *Interface Spokane*.

CIS Controls

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

CIS Controls V7 separates the controls into three distinct categories:

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

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

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

Basic

1 Inventory and Control of Hardware Assets

2 Inventory and Control of Software Assets

3 Continuous Vulnerability Management

4 Controlled Use of Administrative Privileges

5 Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers

6 Maintenance, Monitoring and Analysis of Audit Logs

Foundational

7 Email and Web Browser Protections

8 Malware Defenses

9 Limitation and Control of Network Ports, Protocols and Services

10 Data Recovery Capabilities

11 Secure Configuration for Network Devices, such as Firewalls, Routers and Switches

12 Boundary Defense

13 Data Protection

14 Controlled Access Based on the Need to Know

15 Wireless Access Control

16 Account Monitoring and Control

Organizational

17 Implement a Security Awareness and Training Program

18 Application Software Security

19 Incident Response and Management

20 Penetration Tests and Red Team Exercises

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

Institutional Goals & Objectives	State Board of Education Goals		
	Goal 1: Educational System Alignment	Goal 2: Educational Attainment	Goal 3: Workforce Readiness
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* 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			

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 *Connecting Learning to Life* 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

College of Eastern Idaho

Strategic Plan 2021-2025

March 10, 2020

FY 2021-2025

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 2016	FY 2017	FY 2018	FY 2019	Benchmark
Percentage	13%	12%	8%	7%	>10%

   II. Percent of first-time, full-time, freshmen graduating within 150% of time[6]

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Grad Rate %150 IPEDS	56%	53%	54%	58%	>60%

   III. Total number of certificates/degrees produced, broken out by:
        a) Certificates of at least one academic year
        b) Associate degrees

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Certificates	120	109	120	165	>120
Associate Degrees	118	121	93	90	>130

   IV. Number of unduplicated graduates, broken out by:
        a) Certificates of at least one academic year

b) Associate degrees

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Completers of Certificates	120	109	120	160	>120
Completers of Degrees	117	121	93	90	>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 2016	FY 2017	FY 2018	FY 2019	Benchmark
Students	47%	40%	28%	20%	>45%

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

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Students	30%	29%	24%	15%	>31%

Guided Pathways
    VII. Percent of first-time, full-time freshmen graduating within 100% of time[6]

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
FTFT Completers 100%	30%	37%	46%	58%	>40%

GOAL 1: A Well-Educated Citizenry[1]
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 2016	FY 2017	FY 2018	FY 2019	Benchmark
State Funded	4	15	44	84	>45
Foundation Funded	296	227	246	298	>350

    II.   Percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation:

FY	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Percentage of Annual Enrollment who entered CEI within 1 year of High School	14.7%	19.0%	21.5%	30.7%	>25%

III.   Total degree and certificate production and headcount:

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Degrees/Certificates	239	228	213	255	>260
Completers	237	226	211	245	>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[5]

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Enrolled	242	N/A	458	247	>300
Completed	18	N/A	40	51	>30
Went On	141	N/A	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 2016	FY 2017	FY 2018	FY 2019	Benchmark
I. Employed In training area	195	195	192	N/A	>225
II. Continuing education	35	38	31	N/A	>50
III. Employed in related field	141	176	147	N/A	>175

IV.   Percentage of students who pass the TSA for certification:

Percentage By FY	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
TSA Pass Percentage	89%	92.6%	83.48%	95%	96%

GOAL 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.[4]
        Performance measures:

I.   Number of workforce training courses created to meet industry needs:

	FY 2017	FY 2018	FY 2019	Benchmark
WFT Courses[4]	359	442	332	>440
Customized Training Courses	2,328	3,444	2926	>4,000
Headcount	10,549	14,824	16,461	>16,000

GOAL 4: Effective and Efficient Educational System

Objective A: High school senior who choose CEI as their first choice to higher education.
        Performance Measures:

I.   Total fall enrolled students that are retained or graduate in the following fall:

FA	FA 2016	FY 2017	FY 2018	FY 2019	Benchmark
Grad or still enrolled	463	459	530	747	>800

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

FY	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Percentage of Students entering within one year of HS and ever taking a remedial course	31%	35%	24%	22%	20%

III.   Cost per credit hour –Financials as per IPEDS divided by total annual undergraduate credit hours:

FY	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Cost per Credit Hour	$ 710	$ 790	$ 829	$ 756	$ <700

IV.   Number of students who successfully articulate to another institution to further their education:

*FY	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Number Continuing On	244	221	248	300	>350

GOAL 5: Student Centered[12]

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:[2]

ATTACHMENT 7

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
CEI	0.59	N/A	0.82	0.62	<0.25
PEERS	0.67	N/A	0.64	0.63	N/A

II.   Fall to Fall Retention - IPEDS Fall Enrollment Report:

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
FTFT Fall-to-Fall Retention	69%	54%	73%	N/A	>74%

III.   Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Gap per Noel Levitz Annual Survey: [2]

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
CEI	0.68	N/A	0.76	0.71	<0.78
PEERS	0.75	N/A	0.73	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	FY 2019	Benchmark
Financial Aid	94%	94%	N/A	88%	98%
Admissions	83%	94%	N/A	90%	98%

Objective B: Tutoring Center provides services to support education success.
      Performance Measures:

I.   Tutoring contact hours to support student needs:

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Hours	5.76	8.5	9.3	8.86	>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: [2]

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
CEI	0.19	N/A	0.09	0.19	>.15
PEERS	0.22	N/A	0.22	0.21	N/A

Objective D: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.
>   Performance Measures:

>   I.   Number of applicants/students receiving CND services:

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Clients Served	273	266	301	318	>300

GOAL 6: Cyber Awareness[3]

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.

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Percent Annually Trained	N/A	N/A	N/A	N/A	100%

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.

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Percent Annually Trained	N/A	N/A	N/A	N/A	100%

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.

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Phishing Emails Sent	N/A	N/A	N/A	12	12

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.

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark
Percent Annually Trained	N/A	N/A	N/A	N/A	100%

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
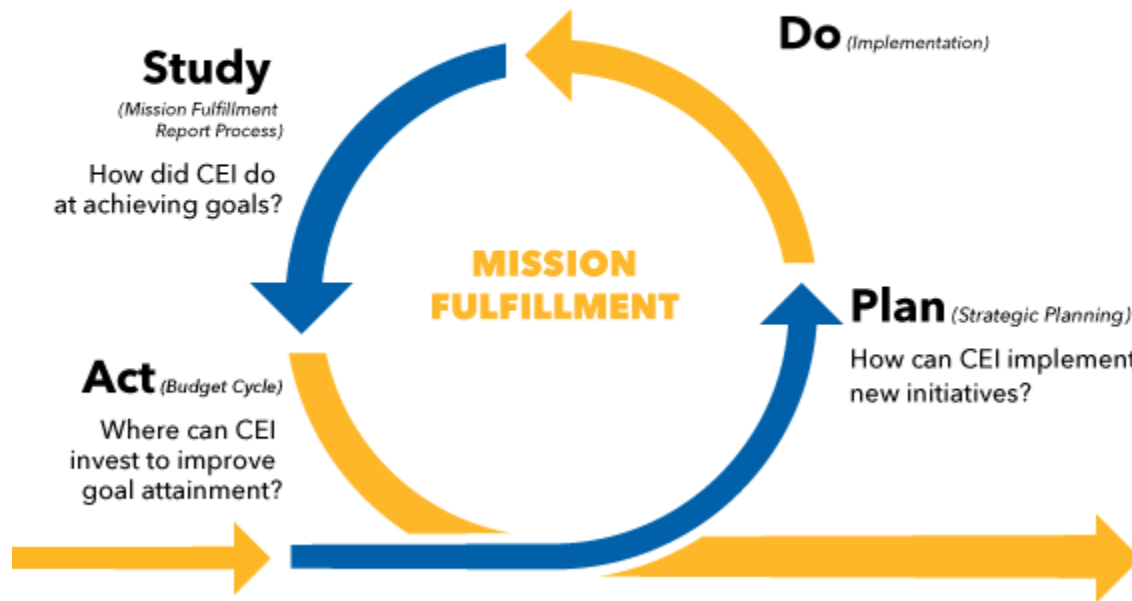
Figure 1: Mission Fulfillment Process

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 were improvements can be made to improve the measures through the allocation of resources.

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[1]N/A - Has been used to indicate areas were reports or data have not finalized collection for the year in question or that are otherwise unavailable at the time this report was produced.
[2]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.
[3]Currently CEI is implementing measures and collecting data, not all measures are reportable at this time.
[4]CEI has adjusted this measure. It has changed from misc. course to a more meaningful customized trainings and includes WFT total headcount.
[5]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.
[6]Years in which data are reported line up with a corresponding starting cohort for example FY2016 is a report of the Fall 2013 cohort, and FY2017 is a report of the Fall 2014 cohort and so forth for other reporting years.

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

Objective A: Regular Training	X				
Objective B: Specific Training for Super Users	X				
Objective C: Monthly Awareness Emails					
Objective D: Policy Statement to be Signed by all Employees	X		X		

2020-2025 (FY2021-2026)
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.

ATTACHMENT 8

GOAL/CORE THEME 1: COMMUNITY SUCCESS

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

Objective A: Strengthen the communities we serve

Performance Measure:

I.   The College of Southern Idaho's mission fosters interaction between the College and the people of the diverse communities it serves both geographically and demographically. The College measures performance of this important mission component by emphasizing human connectivity and cultural awareness through support of such activities as the Herrett Forum Lecture Series, Arts on Tour, and the Magic Valley Refugee Day, among many others. Additionally, CSI offers public events such as intercollegiate athletics, community education, and various camps and artistic performances in order to encourage learning and community interaction as well as for sheer entertainment. Finally, the College strengthens the community through its support of Head Start, the Office on Aging, and the Refugee Center, among other ancillary agencies. The College further strengthens the community with a commitment to sustainability and civility.

  Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the program level as an observable objective rather than a quantifiably measurable objective.[1]

Objective B: Cultivate economic partnerships across the communities we serve

Performance Measure:

I.   The College of Southern Idaho's mission promotes active participation in the economic development of the communities we serve. CSI measures performance in fulfilling this mission component through continued membership and active participation in such organizations as Southern Idaho Economic Development, Jerome 20/20, Business Plus, Region IV Development, and Sun Valley Economic Development, among others. CSI also maintains active participation as a member of various chambers of commerce throughout the region along with other economic development agencies. While the College is never the sole reason that new companies move to the area, or that existing companies thrive, we strive to be a major contributor to both of these outcomes.

  Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the specific program level as an observable objective rather than a quantifiably measurable objective.[1]

Objective C: Meet the workforce needs of the communities we serve

Performance Measures:

I.   Total Unduplicated Headcount of Workforce Training Completers and Total Course Completions (Sources: State Workforce Training Report and Internal Reporting)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
1,852 Headcount 9,478 Completions	1,972 Headcount 5,761 Completions	2,266 Headcount 7,531 Completions	3,095 Headcount 9,841 Completions	Meet the workforce training needs of our area as determined by industry

  Benchmark: Meet the workforce training needs of our area as determined by industry [2] (by 2021)

II.   Unduplicated headcount of graduates over rolling 3-year average of CTE Full Time Equivalency (FTE) (Source: IPEDS Completions and Internal Reporting)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
54% (413/759)	51% (370/723)	60% (424/707)	60% (414/695)	55%

  Benchmark: 55% [3] (by 2021)

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

FY16 (2014-2015 Grads)	FY17 (2015-2016 Grads)	FY18 (2016-2017 Grads)	FY19 (2017-2018 Grads)	Benchmark
97%	93%	96%	98%	96%

  Benchmark: Maintain placement at or above the average for the previous four years (96%) [4] (by 2021)

ATTACHMENT 8

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)**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
10,912	12,091	12,675	12,620	2% increase

Benchmark: 2% increase [5] (by 2021)

II.   **Annual Institutional Full Time Equivalency (FTE) Enrollment (Source: PSR 1 Annual Enrollment Report)**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
3,957	3,943	3,971	4,001	1% increase

Benchmark: 1% increase [6] (by 2021)

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
18,155 credits 3,942 headcount	25,680 credits 5,353 headcount	32,814 credits 6,360 headcount	36,904 credits 6,613 headcount	None

Benchmark: NA [7]

IV.   **Tuition and Fees (Source: College of Southern Idaho)**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
$120 (-10.2%)	$130 (-4.8%)	$130 (-4.5%)	$140 (+2.5%)	$140 (+2.5%)	Maintain tuition at +/- 5% of the average of other Idaho community colleges

Benchmark: Maintain tuition at +/- 5% of the average of other Idaho community colleges [8] (by FY2021)

V.   **Hispanic/Latino Enrollment (Source: College of Southern Idaho)**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
21%	21%	23%	24%	26%	27%

Benchmark: 27% [9] (by FY2021)

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)**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
90%	90%	93%	90%	90%

Benchmark: 90% [10] (by FY2021)

Critical Success Activity:

- Continue implementation of the Center for Instructional Excellence instructional and professional development programs:
  - Measure the success of these programs, analyze data, and identify and implement changes.
- Continue implementation of adjunct and early college professional development programs
  - Measure 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)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
60% (366/606) Fall 2015 Cohort	56% (350/629) Fall 2016 Cohort	56% (341/605) Fall 2017 Cohort	58% (345/591) Fall 2018 Cohort	60%

Benchmark: 60% [11] (by FY2021)

II.   Percentage of students retained from fall to spring (Source: Voluntary Framework of Accountability [Main Cohort])

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
72% (1,184/1,653) Fall 2013 Cohort	72% (1,123/1,569) Fall 2014 Cohort	70% (1,002/1,429) Fall 2015 Cohort	72% (1,043/1,446) Fall 2016 Cohort	73%

Benchmark: 73% [12] (by FY2021)

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
192 Certificates 919 Degrees	151 Certificates 817 Degrees	154 Certificates 800 Degrees	146 Certificates 840 Degrees	None

Benchmark: NA [13]

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
189 Certificates 853 Degrees	148 Certificates 774 Degrees	152 Certificates 736 Degrees	146 Certificates 796 Degrees	None

Benchmark: NA [13]

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
30% (1,035/3,454)	30% (951/3,184)	32% (958/2,949)	36% (1,010/2,788)	40%

Benchmark: 40% [14] (by FY2021)

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*

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
17% (211/1,273)	31% (383/1,242)	33% (370/1,126)	39% (376/973)	40%

Benchmark: 40% [15] (by FY2021)

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*

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
48%	69%	70%	68%	72%
(192/400)	(274/395)	(242/347)	(180/265)	

Benchmark: 72%[15] (by FY2021)

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
27%	29%	34%	41%	43%
(567/2,097)	(561/1,937)	(614/1,795)	(695/1,705)	

Benchmark: 43%[15] (by FY2021)

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
8%	8%	10%	11%	12%
(453/5,621)	(436/5,161)	(472/4,618)	(465/4,355)	

Benchmark: 12% [16] (by FY2021)

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])

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
58%	60%	62%	65%	66%
813/1,395	609/1,023	594/962	633/974	
(Fall 2013 Cohort)	(Fall 2014 Cohort)	(Fall 2015 Cohort)	(Fall 2016 Cohort)	

Benchmark: 66% [17] (by FY2021)

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
21%	26%	27%	29%	30%
(181/843)	(178/672)	(161/606)	(181/629)	
Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	

Benchmark: 30% [18] (by FY2021)

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
13%	15%	15%	18%	19%
(88/672)	(88/606)	(97/629)	(109/605)	
Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	

Benchmark: 19% [19] (by FY2021)

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])

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
60%	61%	60%	61%	64%
842/1,395	(838/1,372)	(816/1,370)	(750/1,234)	
Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	

Benchmark: 62% [20] (by FY2021)

XIV.   **Median credits earned at graduation (Source: College of Southern Idaho)** *Statewide Performance Measure*

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
86	83	80	78	75

Benchmark: 75 [21] (by FY2021)

XV.   **Would you recommend this college to a friend or family member? (Source: Community College Survey of Student Engagement)**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
98%	97%	96%	95%	96%

Benchmark: 96% [22] (by FY2021)

Objective D: Provide evidence of achievement of student learning outcomes

Performance Measures:

I.   **Percentage of courses assessed via general education assessment process. (Source: College of Southern Idaho)**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
NA	NA	NA	69%	90%

Benchmark: 90% [23] (by FY2023)

II.   **Percentage of programs completing entire program assessment process. (Source: College of Southern Idaho)**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
NA	NA	NA	35%	90%

Benchmark: 90% [24] (by FY2023)

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)**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
29%	27%	28%	26%	30%

Benchmark: 30% [25] (by FY2021)

GOAL/CORE THEME 3: INSTITUTIONAL STABILITY

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

Objective A: Provide employees with a work environment that values employee success and satisfaction

Performance Measures:

I.   **Chronicle of Higher Education Great Colleges to Work For Survey**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
NA	NA	64%	59%	70%

Benchmark: 70% [26] (by FY2023)

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

I.   **Maintain a Composite Financial Index (overall financial health) appropriate for a debt free college. (Source: Composite Financial Index)**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark

2.91	2.62	3.66	4.39	3.0 or above

Benchmark: **3.0 or above** [27] **(by FY2021)**

Objective C: Maintain a strong relationship with the CSI Foundation

Performance Measures:

I.   **Total Dollar Amount Awarded to Students by the CSI Foundation**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
$1.76 million	$1.69 million	$2.11 million	$2.37 million	$2.44 million

Benchmark: **$2.44 million (a 3% increase over the previous year)** [28] **(by FY2021)**

Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities

Performance Measures: This measure is under development

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

Benchmark: **TBD** [29] **(To be established in 2021)**

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.

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NOTES:

[1] 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.

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

[3] CSI Career Technical Education (CTE) students are enrolled in short-term and 1-Year Certificate Programs along with 2-Year Associate of Applied Science Programs. Given that it takes two years to graduate with an Associate of Applied Science Degree and one year to graduate with most Technical Certificates, we would expect 55% of our CTE students to complete each academic year. (Completers earn a Basic Technical Certificate, Intermediate Technical Certificate, or Associate of Applied Science)

[4] 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. (Source: Internal CSI data)

[5] The college has established a 2% enrollment growth target relative to headcount.

[6] The college has established a 1% enrollment growth target relative to FTE. Due to the large number of CSI students who are dual credit students and are not full-time, this target has been set at half of the headcount target.

[7] 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.

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[8] This benchmark has been established to ensure that tuition aligns with peer institutions in the state and remains affordable for students. During the most recent year, tuition at CSI was $140 per credit. North Idaho College=$141.50; College of Western Idaho=$139; College of Eastern Idaho=$129

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

[10]Ninety percent is a reasonable target considering that comparison schools have averaged 86% 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.

[11] The 60% 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 alignment with the Idaho State Board of Education Strategic Plan. (Most recent data reflects an entry cohort one year prior to FY date. For example, FY19 data reflects fall 2018 entry cohort.)

[12] The 73% benchmark for first-time in college students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in alignment with the Idaho State Board of Education Strategic Plan. (Most recent data reflects an entry cohort three years prior to FY date. For example, FY19 data reflects fall 2016 entry cohort.)

[13] Because degree completion is directly tied to enrollment, the college has chosen not to set a benchmark for this metric. Metric 2.C.V (see footnote #14) examines completion in relation to enrollment and is benchmarked.

[14] The 40% 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 the Idaho State Board of Education Strategic Plan.

[15] These benchmarks have been established as stretch benchmarks in light of the college's work to move students initially placed into remediation into successful college level coursework as quickly as possible. These metrics are aligned with the Idaho State Board of Education Strategic Plan.

[16]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 metric is also in alignment with the Idaho State Board of Education Strategic Plan.

[17] The 66% 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 the Idaho State Board of Education Strategic Plan. (Most recent data reflects entry cohort three years prior to FY date. For example, FY19 data would be a fall 2016 entry cohort.)

[18] The 30% benchmark has been established in light of the recent positive trend in this area, several initiatives the college has undertaken to increase graduation rates, and in alignment with the Idaho State Board of Education Strategic Plan. (Most recent data reflects entry cohort four years prior to FY date. For example, FY19 data would be a fall 2015 entry cohort.)

[19]While the IPEDS 100% of time to completion metric is unrealistic for community colleges given the enrollment patters of our students, the college has set a benchmark to improve this percentage to 19%. The college also measures and benchmarks completion-based metric 2.C.XII (see footnote 20) which is tied to the VFA Six Year Completion rate. (Most recent data reflects entry cohort two years prior to FY date. For example, FY19 data would be a fall 2017 entry cohort.)

[20] 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. (Most recent data reflects entry cohort seven years prior to FY date. For example, FY19 data would be a fall 2012 entry cohort.)

[21] The college has worked to reduce the number of credits earned at graduation by students through mandatory orientation, mandatory advising, and the use of guided pathways. This target reflects ongoing work in this area.

[22]CSI has consistently received scores averaging 96% 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.")

[23] In FY2019, the first year the process was in place and the first year this objective was measured, 54 of 78 (69%) general education courses participated in the outcomes assessment process. The goal is 90% participation by individual programs and general education courses by 2023.

ATTACHMENT 8

[24] The college began a robust and detailed annual Program Review process in 2017-2018. In its first year, the process saw 35% of college programs complete the full review process. At the same time, 95% of programs began work on the process, 92% completed the first two steps in the process, and 45% completed at least 80% of the process. The future goal is 90% participation by individual programs by 2023.

[25] Students are asked about time spent, "participating in college-sponsored activities (organizations, campus publications, student government, intermural sports, etc." The percentage reflects those indicating any level of participation. This benchmark reflects the college's work to increase participation in these areas. Cohort colleges scored 21% on this metric in the most current assessment year.

[26] CSI participated in the Chronicle of Higher Education's Great Colleges to Work For survey in the spring of 2018 and in the spring of 2019. Data from these surveys is being used to improve the employment climate at CSI. The college does not intend to participate in the survey again until at least the spring of 2021. However, a 70% satisfaction rate has been set for 2023.

[27] This benchmark recognizes a Composite Financial Index Ratio that has been deemed to be appropriate for debt-free colleges by the Composite Financial Index. A range above 3.0 indicates a level of fiscal health that allows for transformative actions.

[28] 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.

[29] This measure is under development as is set to be established by FY21.

Alignment with Idaho State Board of Education 2021-2026 Strategic Plan	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS
College of Southern Idaho Goals and Objectives				
GOAL 1: Community Success				
Objective A: Strengthen the communities we serve			✓	✓
Objective B: Cultivate economic partnerships across the communities we serve				✓
Objective C: Meet the workforce needs of the communities we serve	✓		✓	✓
GOAL 2: Student Success				
Objective A: Foster participation in post-secondary education	✓		✓	
Objective B: Reinforce a commitment to instructional excellence		✓		✓
Objective C: Support student progress toward achievement of educational goals	✓		✓	✓
Objective D: Provide evidence of achievement of student learning outcomes		✓		✓
Objective E: Offer opportunities for student engagement that go beyond the classroom	✓	✓	✓	✓
GOAL 3: Institutional Stability				
Objective A: Provide employees with a work environment that values employee success and satisfaction				
Objective B: Ensure that the college maintains the financial resources necessary to meet its mission	✓			
Objective C: Maintain a strong relationship with the CSI Foundation			✓	✓
Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities	✓			

Approved by the CSI Board of Trustees 2/24/2020

Updated March 2020

College of Western Idaho
Strategic Plan 2021 – 2025

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*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
68%	67%	68%	73%	75%	>=77%

Benchmark: *Term to term persistence rates will meet or exceed 77% by 2025. 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)*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
Degrees					
895	996	979	984	906	>=1,000
Certificates of at least 1 year					
191	229	240	402	513	>=300

Benchmark (state-wide performance measure): *Number of degrees produced annually (IPEDS completions) will meet or exceed 1,000 degrees by 2025. 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 2025. 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)*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
Degrees					
824	910	893	891	881	>=975
Certificates of at least 1 year					
161	226	240	337	456	>=275

Benchmark (state-wide performance measure): *Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 975 by 2025. 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 2025. 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*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
3%	4%	3%	4%	5%	>=8%

Benchmark (state-wide performance measure): *Percentage of students completing 30 or more credits per academic year will meet or exceed the FY19 Idaho 2-year Community College Average of 8% by 2025. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

V.   *Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)*

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
Fall Cohort 2012 **17%**	**Fall Cohort 2013** **13%**	**Fall Cohort 2014** **12%**	**Fall Cohort 2015** **20%**	**Fall Cohort 2016** **22%**	**>=26%**

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 26% by 2025. 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)*

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
Fall Cohort 2013 **6%**	**Fall Cohort 2014** **6%**	**Fall Cohort 2015** **9%**	**Fall Cohort 2016** **12%**	**Fall Cohort 2017** **13%**	**>=19%**

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 19% by 2025. 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.*

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**Benchmark**
13%	**13%**	**13%**	**10%**	**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*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
English: 68% Math: 14%	English: 70% Math: 10%	English: 70% Math: 17%	English: 67% Math: 22%	English: 73% Math: 23%	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 2025. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
28%	28%	22%	24%	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 2025. 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*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
51%	53%	54%	52%	Not Yet Available	>=60%

Benchmark: *Increase transfer of General Education Academic Certificate (GEAC), AA and AS completers to four-year institutions to meet or exceed 60% by 2025 (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*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	English				
NA	Fall: 70% Spring: 68% Summer: 77%	Fall: 65% Spring: 74% Summer: 76%	Fall: 66% Spring: 72% Summer: 86%	Fall: 70%	>=80%

  Benchmark (English): *By 2025, 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: 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.*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
NA	NA	In progress	Full Implementation	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).*

Red Tape Reduction Act: Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.

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's recently developed its Comprehensive Strategic Plan 2021-2025 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.

North Idaho College

FY 2021-2025
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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
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)	64.9% (Fall 12 Credential-Seeking Cohort thru summer 18)	70%

Benchmark: 70% [1] (by 2025)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
34.7% (132/380) Fall 13 Cohort	29.1% (125/429) Fall 14 Cohort	26.9% (125/464) Fall 15 Cohort		35%

Benchmark: 35% [2] (by 2024)

ATTACHMENT 10

~~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]~~

~~FY16 (2015-2016)~~	~~FY17 (2016-2017)~~	~~FY18 (2017-2018)~~	~~FY19 (2018-2019)~~	~~Benchmark~~
~~45.0%~~ ~~(171/380)~~ ~~Fall 13 Cohort~~	~~49.2%~~ ~~(211/429)~~ ~~Fall 14 Cohort~~	~~47.8%~~ ~~(222/464)~~ ~~Fall 15 Cohort~~		~~55%~~

~~Benchmark: 55%³ (by 2024)~~

II. ~~Percentage of new NIC Dual Credit students that matriculate at NIC within one year following their high school graduation. *Source: NIC Trends.* [CCM 227]~~
Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation. *Source: NIC Trends.* [CCM 227]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
36.7% (235/641) 2015 High School Graduate Cohort	33.3% (245/735) 2016 High School Graduate Cohort	28.7% (279/973) 2017 High School Graduate Cohort	32.0% (348/1088) 2018 High School Graduate Cohort	35%

Benchmark: 35% [2] (by 2025)

III. ~~Percentage of new NIC Dual Credit students that matriculate at other institutions within one year following their high school graduation.~~
Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at other institutions within one year following their high school graduation. *Source: NIC Trends.* [CCM 228]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
48.0% (308/641) 2015 High School Graduate Cohort	52.8% (388/735) 2016 High School Graduate Cohort	50.8% (494/973) 2017 High School Graduate Cohort	51.8% (564/1088) 2018 High School Graduate Cohort	55%

Benchmark: 55% [3] (by 2025)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
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	a) 61 b) 617 c) 681 Total Awards: 1359	a) 70 b) 650 c) 700

Benchmark: a) 70 b) 650 c) 700 [4]

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark

a) 28	a) 20	a) 32	a) 54	a) 60
b) 288	b) 449	b) 569	b) 591	b) 600
c) 729	c) 674	c) 656	c) 650	c) 700
Total overall unduplicated count: 969	Total overall unduplicated count: 905	Total overall unduplicated count: 911	Total overall unduplicated count: 872	

Benchmark: a) 60 b) 600 c) 700 [5]

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Performance Measures

I. Percentage of CTE Concentrators who achieved positive placement or transition in the second quarter after leaving postsecondary education. *Source: NIC Trends.* [CCM 177]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
93%	85%	82%	Data not yet available	90%

Benchmark: 90% [6] (by 2022)

II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends.* [CCM 108]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
76.6% (13,429/17,537) Fall 15	78.5% (12,978/16,536) Fall 16	79.2% (13,022/16,452) Fall 17	81.0% (13,459/16,614) Fall 18	82%

Benchmark: 82% [7] (by 2024)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
80.9% (648/801) Fall 15 to Spr 16	80.1% (686/857) Fall 16 to Spr 17	79.9% (658/824) Fall 17 to Spr 18	80.7% (671/832) Fall 18 to Spr 19	84%

Benchmark: 84% [8] (by 2022)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
51.7% (323/625) Fall 15 cohort	57.0% (389/683) Fall 16 cohort	53.3% (356/668) Fall 17 cohort	55.0% (377/686) Fall 18 cohort	60%

Benchmark: 60% [9] (by 2025)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark

33.1% (98/296) Fall 15 cohort	34.3% (93/271) Fall 16 cohort	35.9% (85/237) Fall 17 cohort	32.6% (78/239) Fall 18 cohort	40%

Benchmark: 40% [10] (by 2025)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
6.4% (186/2894)	7.9% (168/2118)	7.7% (141/1824)	9.2% (165/1787)	10%

Benchmark: 10% [11]

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
25% (185/752) Fall 13 Cohort NIC Rank 50%	23% (151/653) Fall 14 Cohort NIC Rank 54%	27% (169/625) Fall 15 Cohort NIC Rank 58%	25% (174/685) Fall 16 Cohort Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [12] (by 2025)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
15% (97/653) Fall 14 Cohort NIC Rank 62%	17% (105/625) Fall 15 Cohort NIC Rank 67%	16% (112/685) Fall 16 Cohort Rank not yet available	21% (143/670) Fall 17 Cohort (preliminary numbers) Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [13] (by 2025)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
3.2% (7,103/225,007)	3.0% (6,928/230,072)	3.1% (7,235/234,845)	2.9% (6,900/240,202)	3.6%

Benchmark: 3.6% [14] (by 2024)

II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 038]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
2.2% (4,989/225,007)	2.1% (4,878/230,072)	2.1% (4,883/234,845)	2.3% (5,419/240,202)	3.0%

Benchmark: 3.0% [15] (by 2024)

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]
Math

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
8.2% (110/1339) 14-15 Cohort	15.1% (164/1087) 15-16 Cohort	21.8% (211/970) 16-17 Cohort	20.9% (153/732) 17-18 Cohort	25%

English

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
21.2% (80/378) 14-15 Cohort	31.3% (113/361) 15-16 Cohort	32.2% (115/369) 16-17 Cohort	22.9% (87/380) 17-18 Cohort	35%

Benchmark: Math 25%; English 35% [16]

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

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
24.1% (426/1771) 13-14 Cohort	27.8% (431/1549) 14-15 Cohort	27.1% (427/1575) 15-16 Cohort	29.0% (491/1695) 16-17 Cohort	30%

Benchmark: 30% [17]

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.
Performance Measures
~~Percentage of instructional programs that describe changes/improvements to programs as a result of the Program Review process. *Source: NIC Trends.* [CCM 189]~~

~~**FY16** (2015-2016)~~	~~**FY17** (2016-2017)~~	~~**FY18** (2017-2018)~~		~~Benchmark~~
		~~100%~~		~~New measure; benchmark currently under development~~

~~Benchmark: New measure; benchmark currently under development [18]~~

I. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 162]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark

	52.2 Spring 17 Top Schools 58.5	Survey administered on a two-year rotation; no data available	50.9 Spring 19 Top Schools 60.1	53.0
Survey administered on a two-year rotation; no data available				

Benchmark: 53.0 [18] (by 2023)

II. Student Perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 165]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
Survey now administered on a two-year rotation; no data available	44.2 Spring 17 Top Schools 58.4	Survey now administered on a two-year rotation; no data available	48.6 Spring 19 Top Schools 60.9	46.0

Benchmark: 46.0 [19] (by 2023)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
81%	81%	89%	89%	80%

Benchmark: At least 80% of SLOA goals are consistently progressing or met [20] (by 2024)

II. Full-time to Part-time faculty ratio. *Source: NIC Trends.* [CCM 029]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
0.8:1.0 161 FT & 207 PT	0.8:1.0 156 FT & 208 PT	0.8:1.0 160 FT & 208 PT	0.8:1.0 161 FT & 210 PT	0.8:1.0

Benchmark: No less than 0.8:1.0 [21] (by 2024)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
$113,822	$132,436	$175,618	$180,950	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels [22] (by 2023)

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]

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
98% (253/256)	98% (313/320)	98% (322/330)	96% (348/363)	100%

   Benchmark: 100% [23] (by 2024)

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]

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
99%	99%	97%	99%	100%

   Benchmark: 100% [24] (by 2024)

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]

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
3,639 (+22.57%)	3,828 (+5.19%)	7,093 (+85.29%)	8,111 (+14.35%)	+10%

   Benchmark: +10% [25]

   II.   Dual Credit annual credit hours as percentage of total credits. *Source: NIC Trends.* [CCM 019]

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
12,213 credits (11% of total)	13,481 credits (13% of total)	17,672 credits (18% of total)	19,594 credits (20% of total)	20%

   Benchmark: 20% [26]

   III.   Dual Credit unduplicated Annual Headcount and percentage of total. *Source: NIC Trends.* [CCM 017]

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
1,165 (16% of total)	1,377 (20% of total)	2,036 (28% of total)	1,983 (29% of total)	25%

   Benchmark: 25% [27]

Goal 3, Objective D: Enhance community access to college.
Performance Measures
  I. Distance Learning proportion of credit hours. *Source: NIC Trends.* [CCM 015]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
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	11,733 credits (24.5% of total) Fall 18	25% of total student credit hours

  Benchmark: 25% of total student credit hours is achieved [28] (by 2024)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
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	78.3% White 13.2% Other 8.5% 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 [29] (by 2024)

Goal 4, Objective B: Promote a safe and respectful environment.
Performance Measures
  I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. S*ource: Community College Survey of Student Engagement (CCSSE).* [CCM 106]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
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	50.1% Spring 19 National Average 56.2%	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 [30] (by 2023)

Goal 4, Objective C: Develop culturally competent faculty, staff and students.
Performance Measures
  I. Number of degree seeking students who meet the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.* [CCM 174]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark

	New	No Data Collected	226 (86%)	Proficiency outcomes will be defined by spring 2021

Benchmark: Proficiency outcomes will be defined [31] (by spring 2021)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
29.1%	26.6%	24.5%	23.9%	Total tuition revenue not to exceed 33.3% of revenue

Benchmark: Total tuition revenue not to exceed 33.3% of revenue [32] (by 2024)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
$3,214 NIC Rank 72.7%	$3,288 NIC Rank 72.7%	$3,360 NIC Rank 68.2%	$3,396 NIC Rank 72.7%	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [33] (by 2022)

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]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
2.07 (969 Grads) NIC Rank 50%	1.79 (905 Grads) NIC Rank 59%	1.73 (911 Grads) NIC Rank 41%	IPEDS financials not yet available Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [34] (by 2024)

IV. Auxiliary Services generates sufficient revenue to cover direct costs of operations. *Source: NIC Trends.* [CCM 170]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	Benchmark
$174,795 Net revenue	$195,039 Net revenue	($41,047) Net deficit	$22,927 Net revenue	Annual direct costs maintained

Benchmark: Annual direct costs maintained [35] (by 2024)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.
This objective is currently under review.

<u>Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.</u>
Performance Measures
I. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends.* [CCM 192]

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	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	$0.94 per gross square foot $684,137/727,863 square feet	$0.90 per gross square foot

Benchmark: $0.90 per gross square foot [36] (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 Associate Vice President for Planning and Effectiveness leads the President's Cabinet 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.

RED TAPE REDUCTION ACT

Administrative Rules are promulgated through the State Board of Education. This information is contained in the State Board of Education's K-20 Strategic Plan.

Footnotes

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[1] Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 62% and 66%. This measure is based on a six-year cohort, so initiatives targeted at completion may take longer to appear. This data reflects the credential-seeking cohort, which is determined by course taking behavior - students who earned a minimum of 12 semester credit hours by the end of their second year.

[2] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. ~~Numbers are as of March 3, 2020.~~ Students who graduate during a fall or winter term may not be fully represented.

[3] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Other Institutions excludes NIC. Students who graduate during a fall or winter term may not be fully represented.

[4] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Total awards by award level.

[5] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[6] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Job related placement = military, related to training, not related to training, or pursuing additional education. Percentages are calculated on respondents only.

[7] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits.

[8] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[9] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population.

[10] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population.

[11] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Based on a cohort of new students. Excludes non-degree seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests; Summer/Fall/Spring.

[12] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

[13] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

[14] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

[15] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

[16] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[17] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Full year cohort, first-time degree-seeking, full and part time (IPEDS). Gateway courses include MATH 123, 130, 143, 157, and 253.

[18] 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.

[19] 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.

[20] 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.

[21] 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.

[22] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Reflects the total of the Faculty PIP, Staff PIP, and Professional Development Fund and all expenses in the staff development line item for the general fund departments. Does not include tuition waivers for NIC courses taken by NIC employees.

[23] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[24] 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. FY19 includes Medical Assistant, Pharmacy Technology, Physical Therapist Assistant, Practical Nursing, Registered Nursing, Law Enforcement, Radiography Technology, and Medical Laboratory Technology.

[25] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[26] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[27] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[28] 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.

[29] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC Service Region comparison = 90% White, 8.2% Other, and 1.8% Unknown. Source = U.S. Census Bureau Quick Facts, July 2018.

[30] 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.

[31] Proficiency outcomes will be defined by spring 2021. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing.

[32] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[33] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

[34] 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.

[35] 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.

[36] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

Appendix 1

Institution/Agency Goals and Objectives	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
GOAL 1: STUDENT SUCCESS: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life			
Objective A: Provide innovative, progressive, and student-centered programs and services.	✓	✓	
Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.		✓	✓
Objective C: Promote programs and services to enhance access and successful student transitions.		✓	
GOAL 2: EDUCATIONAL EXCELLENCE: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes			
Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.		✓	✓
Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.	✓		✓
Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.	✓	✓	
Objective D: Recognize and expand faculty and staff scholarship through professional development.	✓		
GOAL 3: COMMUNITY ENGAGEMENT -Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs			

Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.			✓
Objective B: Demonstrate commitment to the economic/business development of the region.			✓
Objective C: Promote North Idaho College in the communities we serve.		✓	
Objective D: Enhance community access to college.		✓	
GOAL 4: DIVERSITY - A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency			
Objective A: Foster a culture of inclusion.	✓		
Objective B: Promote a safe and respectful environment.	✓		
Objective C: Develop culturally competent faculty, staff and students.			
GOAL 5: STEWARDSHIP - Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources			
Objective A: Exhibit trustworthy stewardship of resources.		✓	
Objective B: Demonstrate commitment to an inclusive and integrated planning environment.	✓		
Objective C: Explore, adopt, and promote initiatives that help sustain the environment.			

Appendix 2

NIST Cybersecurity Framework Adoption Progress

North Idaho College (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).

2020 CSC Controls Progress (Note: CIS Controls V7.1 – We are moving to the new model which incorporates six Basic Controls and is a modification from the earlier five Controls, which is included below this updated model for comparison):

Basic Control	Progress	Expected Substantial Completion	Exceptions	Notes
CSC 1:Inventory and Control of Hardware Assets	Implemented with exceptions.	Fall 2020	802.1x certificates for all devices	Impossible to do client certs for all devices. Also, 802.1x port authentication testing in one facility with plans to expand.
CSC 2: Inventory and Control of Software Assets	Implemented with exceptions	August 2018	Software Whitelisting	Currently implemented on all NIC owned machines. Due to nature of education and software, management of white listing every application is not feasible.
CSC 3: Continuous Vulnerability Management	Mostly Implemented with exceptions	August 2021	Scope of scanning limited to servers only.	Does not include third party/independent scanning. Scanning not implemented on end user workstations. Currently has scanning solution, yet is reviewing SCAP integrations.

CSC 4: Controlled Use of Administrative Privileges	Implemented with exceptions	December 2020	Scope of control limited to server core and network admin privileges.	All Windows Server Admin credentials now utilize controlled use of Admin Privileges. Currently working on project to remove admin privileges from user workstations.
CSC 5: Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers	Implemented with exceptions	June 2018	Secure configuration on Mobile Devices and Laptops	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. We continue to use secure configuration on servers.
CSC 6: Maintenance, Monitoring and Analysis of Audit Logs	Implemented with exceptions	March 2020	Scope of monitoring and analysis limited to servers only.	Very limited scope on workstations, mobile devices, and laptops. All servers have the audit logs maintained, monitored, and analyzed.

Pre-2020 CSC Controls Progress (Note: This list reflects CSC numbering as defined when NIC first implemented them and not the latest Version 7.1)

Control	Progress	Expected Substantial Completion	Exceptions	Notes
CSC 1: Inventory of Authorized and Unauthorized Devices	Implemented with exceptions.	August 2018	802.1x certificates for all devices	Currently implemented on all NIC owned machines. Unable to inventory all public wireless devices.
CSC 2: Inventory of Authorized and Unauthorized Software	Implemented with exceptions	August 2018	Software Whitelisting	Currently implemented on all NIC owned machines. Due to nature of education and software, management of white listing every application is not feasible.
CSC 3 (5): Secure Configurations for Hardware and Software	Mostly Implemented with exceptions	August 2018	File integrity checking tools	Currently done as best practices. Continue to align to NIST framework and document practices for standardization. NIC does not currently have a Security Content Automation Protocol (SCAP) tool.

CSC 4 (3): 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.

Strategic Plan

FY2021-FY2025

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

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
3.27	3.46	Survey not administered.		Improvement

  Benchmark: Annual improvement in satisfaction levels.[1]

Objective B: *Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.*

Performance Measures:
  I. ***Full implementation of a Career & Technical Education Data Management System.***
     Baseline data/Actuals: 2009 development began

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
				Analyze System Data

  Benchmark: By FY2021, begin analyzing system needs.[2]

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
Launch	100%	100%		100%

   Benchmark: All pathway programs are subject to an annual desk audit.[3]

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

Performance Measures:

I. *A secondary program assessment model that clearly identifies the elements of a quality program.*
   Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
Plan development, including data elements	Identified preliminary measures and secured ongoing funding	Expanded the number of performance measures and identified strategies to collect the data		Identify comprehensive measures

   Benchmark: Identify long-term strategies to comprehensively assess high quality secondary CTE programs with qualitative and quantitative review. This Program Quality Initiative is a subset of the Division's overall secondary program review process. [4]

Objective D: *Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.*

Performance Measures:

I. *Secondary student pass rate for Technical Skill Assessment (TSA).*
   Baseline data/Actuals: Baseline FY15 – 71.7

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
56.3	67.8	67.2		67.0

   Benchmark: 67.0 pass rate by 2019[5]

II. *Positive placement rate of secondary concentrators.*
   Baseline data/Actuals: Baseline FY15 – 94.1

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
95.8	94.4	95.0		94.3

   Benchmark: 94.3 placement rate by FY 2019[6]

III. *Implementation of competency-based SkillStack® micro-certifications for all relevant programs of study.*
   Baseline data/Actuals: Baseline FY16 – 0

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
9	20	26		54

Benchmark: By FY2022, implement SkillStack® for 54 programs[7]

IV. *Number of programs that align with industry standards and outcomes.*
   Baseline data/Actuals: FY2017 Actual - 37

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
37	46	52		54

Benchmark: Align 54 programs by FY2021[8]

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
9	20	26		54

Benchmark: Align 54 programs by FY 2022.[9]

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
60.1	55.8	62.3		65

Benchmark: 65 placement rate by 2024[10]

II. *Positive placement rate of postsecondary program completers.*
   Baseline data/Actuals: Baseline FY15 – 84.7

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
96.4	94.6	92.0		95.6

Benchmark: 95.6 placement rate by FY 2019[11]

III. *The percent of secondary CTE concentrators who transition to postsecondary education.*
    Baseline data/Actuals: Baseline FY17 – 35.5

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
35.5	44.8	41.0		60

    Benchmark: 60 percent by 2024 [12]

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. *The percent of Workforce Training students who complete their short-term training.*

    Baseline data/Actuals: FY2018 – Identify Baseline

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
90	93	89		90

    Benchmark: 90 percent average completion [13]

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
38	39	35		47

    Benchmark: By FY2023, 47% of AE students make measurable progress. [14]

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
80	60	64		90

    Benchmark: 90% positive outcome rate annually. [15]

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
6,861	7,382	44,629		5,000

Benchmark: Maintain an average of 5,000 contact hours annually.[16]

Key External Factors
- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career & technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to ICTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of ICTE to conduct statewide data analyses.

Evaluation Process
Objectives will be reviewed at least annually (more frequently if data is available). The ICTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, ICTE will make requests through its budget and legislative requests to support the agency's goals and objectives

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[1] Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders.

[2] Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

[3] Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

[4] Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

[5] Federally negotiated benchmark. FY19 targets were the last negotiated targets under Perkins IV. With Perkins V legislation, FY20 does not have any performance requirements. FY21 targets will be approved after the Strategic Plan deadline. After submission of our FY20 Strategic Plan, our historical data was updated (FY17 – FY18) to only include the approved vendor for our assessments.

[6] Federally negotiated benchmark. FY19 targets were the last negotiated targets under Perkins IV. With Perkins V legislation, FY20 does not have any performance requirements.

[7] ICTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

[8] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[9] Based on current rate of program alignment.

[10] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[11] Federally negotiated benchmark. FY19 targets were the last negotiated targets under Perkins IV. With Perkins V legislation, FY20 does not have any performance requirements.

[12] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline. In the past, ICTE used self-reported survey data for students that

responded to a follow-up survey. Historical and current data includes (FY17 – FY19) students identified through National Clearinghouse data. This matches OSBE methodology.

[13] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[14] Federally negotiated benchmark.

[15] Based on goal of continuing current outcome rates. Statewide totals (FY18) are missing NIC data due to staff vacancies.

[16] Based on current average number of contact hours statewide (total hours per workshop * total participants per workshop). In FY19, Idaho State University accounted for 66% of all contact hours due to more staff working on these efforts. They also offered a new program that contributed to a substantial increase. The benchmark will be evaluated next year to see if growth is sustainable.

Cybersecurity Plans

The Division continues to comply with the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls, as required in June of 2018.

Red Tape Reduction Act

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.

Idaho State Department of Education

FY2020 – 2025

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.

II.   **Percentage of students placing as proficient or advanced on the Idaho Standards Achievement Test.**

	2014-2015 School Year	2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark[1]
ELA 3rd	48.3%[2]	49.3%[3]	47.18%[4]	49.88%[5]	66.2% by 2022
MATH 3rd	49.9%[6]	52.2%[7]	50.23%[8]	52.17%[9]	68.1% by 2022
ELA 8th	51.7%[10]	53.6%[11]	52.32%[12]	53.87%[13]	69.1% by 2022
MATH 8th	37%[14]	38.5%[15]	38.71%[16]	41.08%[17]	59.0% by 2022
ELA High School	60.6%[18]	61.7%[19]	59.1%[20]	59.28%[21]	74.5% by 2022
MATH High School	30.3%[22]	30.8%[23]	32.1%[24]	32.87%[25]	53.9% by 2022

Objective B: Provide pathways to success post high school.

By providing increased flexibility (alternative methods) for students to demonstrate competency in satisfying state and local graduation requirements, the SDE will ultimately open multiple pathways to graduation. Targeted efforts for special education and gifted and talented students, along with Advanced Opportunities and GEAR UP programs, contribute to this strategy, as does increased adoption of mastery-based education.

Performance Measures:
I. Percentage of high school juniors and seniors participating in Advanced Opportunities, which includes: dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs.

2014-2015 School Year	2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark
31.81%[26]	34.33%[27]	46.36[28]	54.41%[29]	60% by 2022

II. Percentage of Idaho high school graduates meeting SAT readiness benchmarks.

2017	2018	Benchmark
34%[30]	33%[31]	60% by 2022

III. High school four-year adjusted cohort graduation rate.

Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Benchmark[32]
77.3%[33]	78.9%[34]	79.7%[35]	79.7%[36]	80.65%[37]	94.9% by 2022

Objective C: Expand participation in the Idaho Mastery Education Network (IMEN).

Schools across Idaho and the nation embrace mastery education to empower students to learn at their own pace. At its core, mastery education shifts the measurement of a student's ability to demonstrated mastery from simply clocking seat time devoted to a subject or grade level. The SDE created a voluntary network of schools that are starting to implement mastery. During the initial phases, the SDE convened these schools to learn from one another, offer support where appropriate, learn from their innovations and best practices and collect models for implementation to prepare for supporting additional schools in this shift. Senate Bill 1059, which was signed into law during the 2019 regular legislative session, removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The SDE will continue to evaluate state policy impact on mastery and work with stakeholders and the Idaho Legislature to remove any additional barriers to implementation.

Performance Measures:
I. Percentage of students in IMEN that meet their 3-year growth target.

ELA	Percent Making "Adequate" Growth[38]			
	2016	2017	2018	Benchmark
ELA - IMEN Cohort 1	61.8%	60.1%	62.0%	> Idaho Avg.
ELA - Idaho Average	63.1%	60.9%	64.4%	
Math - IMEN Cohort 1	46.9%	45.3%	45.5%	> Idaho Avg.

Math – Idaho Average	53.2%	51.0%	53.8%	

Notes: Nearly 1/3rd of the schools included in IMEN Cohort 1 are alternative schools. Adequate Growth is a measure of students on track to be proficient in three years. Analysis is restricted to students continuously enrolled in the state. The growth measure is only calculated for students in grades 4-8 with regular assessment scores in two consecutive years, thus the reported percentages are among students for whom this calculation was possible.

II. Number of schools participating in IMEN.

2017-2018 School Year
32[39]

NOTES: Senate Bill 1059, which was signed into law during the 2019 regular legislative session, removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The department will support, but not necessarily fund, all schools that wish to participate in Idaho Mastery Education.

GOAL 2
Education stakeholders are accountable for student progress.

Objective A: Increase support to low-performing schools.

Comprehensive Support and Improvement (CSI) schools represent the lowest performing 5% of Idaho's Title I schools and any non-title schools that fall within that band. These schools are identified and supported over three year periods in order to aid them in improving student outcomes.

Performance Measures:
I. Percentage of schools meeting CSI exit criteria.

Benchmark
90% by 2022

Notes: 2018-19 marks the first year of longitudinal data collection for the initial three-year cohort, so there is no data to report at this time.

GOAL 3
Recruit and retain effective teachers.

Idaho, like many states, faces a critical shortage of teachers. Additionally, educators possessing fewer than four years of classroom experience make up a growing share of Idaho's teacher workforce. This trend is particularly acute in low-performing and high-poverty schools and common in classrooms of English language learners and students with disabilities. The shortage of qualified teachers, coupled with knowledge that we need our most experienced teachers with our highest need students means Idaho must both recruit new teachers and retain experienced teachers.

Objective A: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.

ATTACHMENT 12

Performance Measures:

I.   Teacher retention rate.

2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark
83.6%[40]	83.6%[41]	84.3%[42]	92%[43]

Key External Factors

Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

Evaluation Process

The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.

Appendix 1: OSBE K-20 Plan Alignment Matrix

	State Board of Education Goals		
SDE Goals and Objectives	**Goal 1: EDUCATIONAL SYSTEM ALIGNMENT**	**Goal 2: EDUCATIONAL ATTAINMENT**	**Goal 3: WORKFORCE READINESS**
Goal 1: Idaho students are ready for college and careers.			
Objective A: **Fully implement the Idaho Content Standards.**	✓	✓	✓
Objective B: Provide pathways to success post high school.	✓	✓	✓
Objective C: Expand participation in the Idaho Mastery Education Network (IMEN).	✓	✓	✓
Goal 2: Education stakeholders are accountable for student progress.			
Objective A: Increase support to low performing schools.	✓	✓	✓
Goal 3: Recruit and retain effective teachers.			
Objective A: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.	✓	✓	✓

Appendix 2: Cybersecurity Plan

The State Department of Education recognizes that technology is in a constant state of fluctuation and works continuously to proactively identify and mitigate cybersecurity risks. In adherence with Executive Order 2017-02 the SDE has taken the following steps:
1. Adopted and implemented the NIST Cybersecurity Framework
2. Implemented the first five (5) Center for Internet Security Critical Security Controls (CIS Controls)
3. Developed employee education and training plans for mandatory cybersecurity training
4. Requires all SDE employees and contractors to complete annual cybersecurity training
5. Placed a link to the statewide cybersecurity website on all public SDE websites

Additionally, the SDE has taken the following steps:
1. Analyzed compliance with updated version of CIS Controls (version 7)
2. Reviewed and adapted policies and procedures to align with updated CIS Controls
3. Adapted current hardware and software configurations to align with updated CIS Controls while also evaluating new technologies, tactics, techniques, and procedures
4. Collaborated with other state agencies to standardize adoption of NIST Cybersecurity Framework
5. Collaborated with other state agencies to standardize incident response capability
6. Conducted code base reviews of critical applications
7. Implemented advanced threat monitoring tools
8. Applied enhanced network security controls

End Notes

[1] 3rd Grade ELA 66.2% by 2022, 3rd Grade Math 68.1% by 2022, 8th Grade ELA 69.1% by 2022, 8th Grade Math 59.0% by 2022, High School ELA 74.5% by 2022 and High School Math 53.9% by 2022, based on Idaho's Consolidated State Plan, March 28, 2019, http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf

[2] 2014-2015 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx

[3] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[4] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[5] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[6] 2014-2015 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx

[7] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[8] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[9] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[10] 2014-2015 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx

[11] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[12] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[13] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[14] 2014-2015 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx

[15] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[16] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[17] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[18] 2014-2015 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx

[19] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[20] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[21] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[22] 2014-2015 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx

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[25] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

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[27] FY2016 Program Totals, http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2016-Advanced-Opportunities-Program-Totals.pdf; Historical State Enrollment by Grade, http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx

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[30] College Board, SAT Suite of Assessments Annual Report, Idaho, 2017, https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf

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[32] Benchmark 94.9% by 2022, based on Idaho's Consolidated State Plan, March 28, 2019, http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf

[33] Idaho Department of Education, SDE Releases New Baseline Graduation Rates 2013/2014 New Federal Reporting Method Drastically Different, March 18, 2015, 03-18-2015-SDE-Graduation-Rate-Release.pdf

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[36] https://idahoschools.org/state/ID/graduation

[37] http://www.sde.idaho.gov/communications/files/news-releases/01-17-19-Idaho's-high-school-graduation-rate-is-on-the-rise.pdf

[38] Calculations based on the initial 32 schools identified in https://www.sde.idaho.gov/mastery-ed/files/imen/IMEN-Progress-Report-2018.pdf and Idaho Academic Growth Accountability Data

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[40] https://idahoschools.org/state/ID/teacher-quality

[41] https://idahoschools.org/state/ID/teacher-quality

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[43] National average teacher attrition rate is 8%, 2017-2018 Teacher Pipeline Report,
https://boardofed.idaho.gov/wp-content/uploads/2018/02/Teacher-Pipeline-Report.pdf

Idaho Division of Vocational Rehabilitation

FY2021 - 2025

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 programmatically operates under a Program Year instead of a Federal Fiscal Year. The Program Year aligns with Idaho's State Fiscal Year time period (July 1-June 30). All three programs under the Division adhere to state fiscal year reporting for this Plan. This Plan covers fiscal years 2021 through 2025.

This is the third year of IDVR's Strategic Plan as a result of the significant changes resulting from the Workforce Innovation and Opportunity Act (WIOA) and the Division's latest Comprehensive Statewide Needs Assessment (CSNA), both of which impacted 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 has allowed VR programs time to collect the data necessary to establish baselines which will be used to establish levels of performance before negotiating expected targets for these new performance measures. State Year 2021 (PY2020) will be the first year for negotiations for one of the primary indicators; Measure Skill Gains. Negotiations for all other performance indicators will take place for State Year 2023 (PY2022). The majority of the Primary Performance Indicators (PPI) (except Measure Skill Gains) are lagging indicators and not available (N/A) for reporting this strategic plan. This strategic plan reflects updated PPI data for SY2018.

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.

ATTACHMENT 13

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)

SY2016	SY2017	SY2018	SY2019	Benchmark
N/A	301	1180	885	≥ 885

Benchmark: Greater than or equal to 885 for SY21 [1]
Note*:* Previous strategic plan 'benchmark' of 1147 was an error, the correct number (1180) was accurately reflected in the benchmark footnote.

Performance Measure 1.2: Number of youth applications for program participants under the age of 25.

SY2016	SY2017	SY2018	SY2019	Benchmark
N/A	812	856	738	≥ 738

Benchmark: Greater than or equal to 738 for SY21 [2]

Objective 2: Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

Performance Measure 2.1: For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

SY2016	SY2017	SY2018	SY2019	Benchmark
N/A	N/A	81%	N/A†	≥ 60%

Benchmark: Greater than or equal to 60% for SY21 [3]
†: Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.

Performance Measure 2.2
For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

SY2016	SY2017	SY2018	SY2019	Benchmark
N/A	N/A	70.9%††	N/A†	$\geq$ 50%

Benchmark: Greater than or equal to 50% for SY21 [4]
†: Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.
††: Formerly lagging and/or incomplete data is now available and updated in this plan.

Performance Measure 2.3: Number of Regions where Customized Employment is available.

SY2016	SY2017	SY2018	SY2019	Benchmark
N/A	3	3	2	8 Regions (100%)

Benchmark: All 8 Regions [5] (by SY23)

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.

SY2016	SY2017	SY2018	SY2019	Benchmark
79%	77.8%	74%	68%	$\geq$ 85%

Benchmark: Greater than 85% for SY21 [6]

Goal 2 – Improve VR program efficiency through continuous quality improvement activities.

Objective 1: Meet or exceed targets for the first five Primary Performance Indicators established by the US Department of Education, Rehabilitation Services Administration (RSA).

Performance Measure 2.1: Meet or exceed negotiated targets on the following five measures.

Performance Measure	SY2016	SY2017	SY2018	SY2019	Benchmark
1. *Employment Rate – 2nd Qtr after Exit*			55%	N/A†	$\geq$ 65%
2. *Employment Rate – 4th Qtr after Exit*			53.1%††	N/A†	$\geq$ 55%
3. *Median Earnings – 2nd Qtr after Exit*			$3888††	N/A†	$\geq$ 4680 per quarter
4. *Credential Attainment*			26%††	N/A†	$\geq$ 22%
5. *Measurable Skill Gains*			25.9††	35.3%	$\geq$ 20%

Benchmark: Greater than or equal to 65% [7], greater than or equal to 55% [8], greater than or equal $4680 per quarter [9], greater than or equal 22% [10], greater than or equal 20% [11] (all benchmarks by SY23):

†: Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.

††: Formerly lagging and/or incomplete data is now available and updated in this plan.

Objective 2.2: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

Performance Measure 2.2: Customer satisfaction rate.

SY2016	SY2017	SY2018	SY2019	Benchmark
89.1%	88.5%	87.1%	80.1%	$\geq$ 90% satisfaction rate

Benchmark: Greater than or equal to 90% for SY21 [12]

Objective 2.4: Collaborate with Community Rehabilitation Program partners to improve the quality of services.

Performance Measure 2.4: Of those cases using CRP employment services (non-assessment), the percentage which contributed to successful case closure.

SY2016	SY2017	SY2018	SY2019	Benchmark
N/A	N/A	43%	42.5%	$\geq$ 30%

Benchmark: Greater than or equal to previous year in SY21 [13]

Goal 3 – Meet the needs of Idaho businesses

Objective 3.1: IDVR to be recognized by the business community as the disability experts in the workforce system by providing employers with skilled workers who maintain employment with that employer.

Performance Measure 3.1.1: Retention Rate with the Same Employer the 4th quarter after exit.

SY2016	SY2017	SY2018	SY2019	Benchmark
N/A	N/A	37.2%††	N/A†	$\geq$ 50%

Benchmark: Greater than or equal to 50% for SY23 [14]
†: Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.
††: Formerly lagging and/or incomplete data is now available and updated in this plan.

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.

SY2016	SY2017	SY2018	SY2019	Benchmark
647	838	819	764	> previous year performance

Benchmark: Greater than or equal to previous year in SY21 [15]

Performance Measure 1.1: Number of individuals on the EES waitlist.

SY2016	SY2017	SY2018	SY2019	Benchmark
292	208	0	0	< on waitlist than previous year

Benchmark: Less than or equal to previous year in SY21 [16]

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. ***Objective***: Continue to provide information and resources.

Performance Measure 1.1: Track when information and resources are given to consumers.

FY2016	FY2016	FY2018	FY2019	Benchmark
2 addt'l brochures 49 FB posts	4 addt'l brochures 56 FB posts	2 addt'l brochures 136 FB posts	20 Library loans 24 packages of information 112 FB posts	Continue to create brochures, social interaction, & website development

Benchmark: 2 or more new brochures created in SY21 [17]

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. ***Objective***: Continue to increase the awareness.

Performance Measure 2.1: Deliver presentations and trainings to various groups through education and social media.

FY2016	FY2017	FY2018	FY2019	Benchmark
23	65	89	73	Presentations delivered

Benchmark: 89 or more presentation delivered in SY21 [18]

Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. *Objective*: Continue encouraging consultation and cooperation.

Performance Measure 3.1: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

FY2016	FY2017	FY2018	FY2019	Benchmark
12	12	14	64	Present to various local, state & federal agencies

Benchmark: Present at 14 or more local, state and federal agencies in SY21 [19]

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. *Objective*: The Council's office will provide the network.

Performance Measure 4.1: Track when information is provided.

FY2016	FY2017	FY2018	FY2019	Benchmark
120 calls	1,056 calls	1,160 calls	2,456 calls	Maintain network through website, social media, brochures, telephone inquiries, & personal communication

Benchmark: Track all calls in SY21 [20]

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to ensure that the needs of deaf and hard of hearing citizens are best served.

1. *Objective*: The Council will determine the availability of services available.

Performance Measure 5.1: The Council will administer assessments and facilitate meetings to determine the needs.

FY2016	FY2017	FY2018	FY2019	Benchmark
Met	Met	Met	Met	Continued work with mental health personnel

Benchmark: Met in SY21 [21]

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. Objective: The Council will make available copies of policies concerning deaf and hard of hearing issues.

Performance Measure 6.1: Materials that are distributed about public policies.

FY2016	FY2017	FY2018	FY2019	Benchmark
Met	Met	Met	Met	Facilitate meetings with various agencies and group

Benchmark: Met in SY21 [22]

Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.

1. *Objective*: The Council will be the "go to" agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

Performance Measure 7.1: Track how many complaints are received regarding the ADA.

FY2016	FY2017	FY2018	FY2019	Benchmark
10 ADA Issues	50 ADA Issues	150 ADA Issues	168 ADA Issues	Create information resulting from ADA complaint

Benchmark: Track all complaints in SY21 [23]

Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. Objective: The Council will submit reports.

Performance Measure 8.1: Reports will be accurate and detailed.

FY2016	FY2017	FY2018	FY2019	Benchmark
Completed	Completed	Completed	Completed	Submit accurate reports.

Benchmark: Completed for SY21 [24]

External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers served by the organization. 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. The Division continues to evaluate and implement new strateiges in an effort to improve the recruitment and retention rates of qualified personnel. IDVR continues to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligbility for the Certified Rehabilitation Counselor (CRC).

State and Federal Economic and Political Climate

While Idaho has seen improvement in its economic growth over the past several years there are a variety of influences which can affect progress. Individuals with disabilities have historically experienced much higher unemployment rates, even in strong economic times. Furthermore, Idaho has one of the highest percentages per capita of workers in the country making minimum wage. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

IDVR is also affected by decisions made at the federal level. The Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act, bring substantial changes to the VR program. WIOA's changes aim to improve the nation's workforce development system through an alignment of various workforce programs and improve engagement with employers to address skilled workforce needs.

WIOA 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 continue to be 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 prior to WIOA. 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 for one performance indicator; Measurable Skill Gains. Additionally, almost all of the new performance measures are lagging indicators, several lag by more than one full year.

IDVR Cyber Security Plan

Idaho Division of Vocational Rehabilitation (IDVR) is supported by Information Technology Services (ITS) who has adopted of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and has implemented the first five Center for Internet Security (CIS) Controls, Critical Security Controls as of June 30, 2019.

The following solutions are currently in place or will be put in play to accomplish the first six Cyber Security Controls.
IDVR collaborates with the Idaho Office of Administration on:
- o Exterior firewall management
- o Internet and Malware filtering
- Ivanti is used internally to handle all:
  - o Patch management
  - o Device discovery
  - o OS deployments/imaging management
  - o License monitoring and Inventory controls
- 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 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.

IDVR Red Tape Reduction Act Summary

IDVR administrative rules are promulgated through the authority of the State Board of Education. The Board's strategic plan will include the required information to address the Division's efforts to identity costly, ineffective, or outdated regulations.

Footnotes:

[1] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for students are a major focus under WIOA.

[2] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.

[3] Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

[4] Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

[5] Benchmarks are set based on an internal measure of performance and informed by the SRC, implementing the CE pilot services across the state is the goal.

[6] Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.

[7] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*

[8] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*

[9] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*

[10] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*

[11] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program will negotiate targets for this indicator in SY2021, negotiations are currently TBD. . *(RSA-TAC-18-01, January 19, 2018)*

[12] Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; however, it is typically utilized as a threshold for quality performance.

[13] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.

[14] Benchmarks are established based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future year beginning with SY 2023. *(RSA-TAC-18-01, January 19, 2018) This* performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.

[15] Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.

[16] Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.

[17] Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[18] Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. CDHH has hired a part time Communications and Outreach Coordination to increase awareness and make presentations throughout the state. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[19] Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. CDHH partnered with JFAC to procure funding for a full-time interpreter and partnered with the Sexual Abuse/Domestic Violence Coalition. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[20] The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[21] Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[22] Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[23] Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.

[24] Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.

FY 2021-2025
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.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
46	47	47	47		46

   Benchmark: 46 (by FY 2025)[1]

II. Percentage of Idaho's population within our signal coverage area.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
98.4%	99.47%	98.8%	98.8%		98.4%

   Benchmark: 98.4% (by FY 2025)[2]

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.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
26	47	40	49		40

   Benchmark: 40 (by FY 2025)[3]

Objective C: 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.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
97.6%	97.6%	99.9%	99.9%		100%

Benchmark: 100% (by FY 2025)[4]

Objective D: Provide access to IdahoPTV new media content to citizens, anywhere that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
1,901,477	1,981,837	1,584,947	2,263,398		1,750,000

Benchmark: 1,850,000 (by FY 2025)[5]

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
634,031	143,637*	128,877	230,522		100,000

Benchmark: 100,000 (by FY 2025)[6]
*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.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
11	11	11	11		12

Benchmark: 13 (by FY 2025)[7]

Objective E: 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.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
28,488	28,299	35,095	25,480		25,000

Benchmark: 25,000 (by FY 2025)[8]

ATTACHMENT 14

Objective F: Contribute to a well-informed citizenry.

Performance Measure:
Number of broadcast hours of news, public affairs and documentaries.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
12,702	11,372	12,624	11,755		13,000

Benchmark: 13,000 (by FY 2025)[9]

Objective G: Provide relevant Idaho-specific information.

Performance Measure:
Number of broadcast hours of Idaho-specific educational and informational programming.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
2,050	1,568	1,509	1,986		2,000

Benchmark: 2,000 (by FY 2025)[10]

Objective H: Provide high-quality, educational television programming and new media content.

Performance Measure:
Number of awards for IdahoPTV media and services.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
55	49	56	57		55

Benchmark: 55 (by FY 2025)[11]

Objective I: Operate an effective and efficient organization.

Performance Measures:
I. Total FTE in content delivery and distribution.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
20	17	22	21		<24

Benchmark: Less than 24 (by FY 2025)[12]

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes

Benchmark: Yes/Yes/Yes (by FY 2025)[13]

III. Work toward implementation of the Center for Internet Controls.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
*	*	Yes	Yes		Yes

Benchmark: Yes (by FY 2025)[14]

*New performance measure beginning FY18

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

Objective: Be a relevant, educational and informational resource to all citizens.

Performance Measures:
I. Number of educational outreach and training events for teachers, students and parents.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
*	*	*	*		100

Benchmark: 100 (by FY 2025)[15]
*New performance measure beginning FY20

II. Average number per month during the school year of local unique users utilizing PBS learning media.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 Benchmark
*	*	*	*		4,200

Benchmark: 5,000 (by FY 2025)[16]
*New performance measure beginning FY20

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

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

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 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. Unfortunately many of the 46 translators that serve smaller communities 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 areas of the state could lose over-the-air service.

Regulatory Changes – With 48% of Idaho Public Television funding coming from private contributions (in FY19), 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 24 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 an analysis of historical trends combined with desired level of achievement.
4. Benchmark is based on industry standard and the desire to reach underserved and disabled populations.
5. 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.
6. 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.
7. 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.
8. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
9. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
10. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
11. Benchmark is based on industry standard combined with desired level of achievement.
12. Benchmark is based on industry standard combined with analysis of workforce needs.
13. Benchmark is based on industry standard of best practices.
14. Benchmark is based on industry standard of best practices. Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.
15. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

16. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

	State Board of Education Goals				
Institution/Agency Goals and Objectives	*Goal 1:* EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2:* EDUCATIONAL READINESS	*Goal 3:* EDUCATIONAL ATTAINMENT	*Goal 4:* WORKFORCE READINESS	*Goal 5:*
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✔				
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✔				
Objective C: 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: Operate an effective and efficient organization.	✓				
GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities.					
Objective: Be a relevant, educational and informational resource to all citizens.		✓			
GOAL 3: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					
GOAL 4: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.					

SUBJECT
>   Legislative Ideas – 2021 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.
June 2019	Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.

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 2021 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, legislative ideas from the institutions and agencies must be submitted for the Board's consideration by the June Board meeting deadlines. No legislative ideas were received from the institutions or agencies this year. The following legislative ideas are a result of recommendations from the Governor's Our Kid's Idaho's Future Task Force recommendations adopted by the Board, work with the Governor's Office, and Board staff work with feedback from education stakeholders.

>   Legislative Ideas – Task Force Related
>   1. Amend Section 33-1001, Idaho Code – definitions related to the Career Ladder
>   2. Amend Section 33-1201A, Idaho Code – clarify compact reference, "compact state other than Idaho" for endorsements tied to the Career Ladder
>   3. Amend Section 33-512, Idaho Code – expand required administrator evaluation language to reference minimum metrics as part of evaluation: Grade 3 literacy, Grade 8 mathematics, and high school graduation rate
>   4. Add new section, setting training expectation for local boards of trustees
>   5. Literacy Intervention – amend existing literacy intervention statutory requirements to move to a single chapter of Idaho Code and update language based on Task Force recommendations
>   6. Funding Flexibility – Amendments would retaining line-item funding for college and career advisors, Advanced Opportunities, and literacy intervention line-items, with the aim of making important updates to improve their effectiveness

and accountability; and collapse some statutory line-items to provide more financial flexibility for local school districts and charter schools.

Other Legislative Ideas
7. Amend Section 33-201, Idaho Code – provide flexibility for parents and school to enroll students near the minimum school age definition when determined at the local level that the student is ready
8. Amend Section 33-515, Idaho Code – remove the requirement to receive a Professional Endorsement to be eligible for a continuing contract
9. Amend Section 33-1006, Idaho Code – amend transportation funding reimbursement and contracting to be able to respond in times of crisis long term

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 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

Legislative ideas are required to be submitted to DFM in July each year with final legislation required to be submitted in early to mid-August of each year. 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.

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 [Senate and House] 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 and July submittal deadline as necessary through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEGISLATIVE IDEAS

1. Definitions

Statement of Purpose
Section 33-1001, Idaho Code, includes a definition of "Salary Schedule." This definition includes a reference to a minimum amount on a local district salary schedule. This language has caused confusion due to the conflict with the language in Section 33-1004E, Idaho Code, regarding minimum salaries that must be paid for full time equivalent positions. The legislation would update the definition of salary schedule to align with the minimum compensation language.

Fiscal Impact
There would be no fiscal impact. Section 33-1004B, Idaho Code sets out how salary based apportionment for instructional staff and pupil service staff is calculated regardless of the amounts paid out at the local level. HB 523 (2020) clearly established minimum amounts that must be paid and the time frame those minimums take effect. These new minimums are tied to the amounts used in the calculation for the applicable years.

2. Career Ladder Endorsements

Statement of Purpose
Section 33-1201A, Idaho Code, was amended to provide for a streamlined process for instructional staff coming from out-of-state to be placed on the Career Ladder. This processes used existing language regarding individuals coming from a compact member state. This legislation would provide clarification that it would be coming from a compact member state other than Idaho.

Fiscal Impact
There would be no fiscal impact. This amendment would provide clarification in alignment with the original intent and will not change practice.

3. Administrator Evaluations

Statement of Purpose
Idaho Code requires administrator's evaluations to be conducted annually and that those evaluations be based in part on student performance and the school districts strategic plan. This legislation would amend Section 33-512, Idaho Code, to provide specificity around minimum student performance that should be evaluated. The three minimums that would be added include: Grade 3 literacy, Grade 8 mathematics, and high school graduation rate.

Fiscal Impact
There would be no fiscal impact. How an administrator's evaluation is used at the local level is determined by the local school board. This practice would remain the same.

4. Board of Trustees Training

Statement of Purpose
This legislation would add a new section of code requiring school board members to receive initial and biennial professional development/training. New board members would undergo training on the duties of a board member. Biennial training would focus on the fundamentals of board governance, issues of current concern in public education, and leading innovation and change in public education.

Fiscal Impact
There would be no fiscal impact. Section 33-320, Idaho Code, provides for existing funding for school board training, these funds are currently underutilized when evaluated statewide. School districts that are using this funding are, for the most part, already meeting the proposed training requirement.

5. Literacy Intervention

Statement of Purpose
The purpose of this legislation would be to consolidate the current statutory requirements for literacy intervention into a single chapter and to update provisions in alignment with the Task Force recommendation for focusing more on the importance of having every student reading at grade level by the end of grade 3.

Fiscal Impact
There would be no fiscal impact. Funding is currently appropriated for the purpose of increasing literacy intervention for students in kindergarten through grade 3.

6. Public School Funding

Statement of Purpose
The purpose of this legislation would reorganize existing public school funding in around uniformity, thoroughness, and operations. The end result would be to maintain salary based apportionment, state policy priority areas and areas of operations, while providing flexibility by consolidating some line item funding.

Fiscal Impact
Any fiscal impact would be at the discretion of the legislature. The proposed changes would maintain current funding methodologies for the career ladder and other state priority areas while consolidating existing funding in other areas.

7. School Age – Local/District Flexibility

Statement of Purpose
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 age 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 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 state voluntary kindergarten enrollment provisions.

8. Renewable Contracts – Professional Endorsement

Statement of Purpose
Section 33-515, Idaho Code, requires individuals to have a Professional Endorsement to be eligible for a Renewable Contract. The proposed legislation would remove this requirement. Existing language regarding years of service would remain in place.

Fiscal Impact
There would be no fiscal impact. This amendment impacts contracting at the local level. Salaries at the local level may already be set without consideration of the type of contract an individual holds.

9. Transportation Funding

Statement of Purpose
The purpose of this legislation would amend Section 33-1006, Idaho Code, to provide a mechanism for addressing issues around significant decreases or increases in a single year to reimbursable transportation costs. Due to the current multi-year methodology for funding student transportation costs school districts are facing significant challenges as a result of the building closures that were necessary due to the pandemic.

Fiscal Impact
The fiscal impact would be subject to legislative appropriation. Existing funding is based on the number of reimbursable miles. The proposed changes would add a mechanism for dealing with significant changes in those miles due to emergency situation that would be in addition to the current mileage reimbursement.

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT
Temporary and Proposed Rule Docket 47-0101-1901, Rules of the Idaho Division of Vocational Rehabilitation

REFERENCE

November 2017	Board approved pending rule amendments to IDAPA 47-0101-1701.
August 2019	Board approved temporary rule, IDAPA 47-0101-1901

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-3717 and 33-2303, Idaho Code

BACKGROUND/DISCUSSION
Idaho Administrative Code, IDAPA 47.01.01, was not extended by the legislature and expired June 30, 2019. At the Board's November 26, 2019 Special Board meeting the Board approved a temporary rule reestablishing the rules for vocational rehabilitation services provided by the Idaho Division of Vocational Rehabilitation. These services are tied to the federal rehabilitation programs and funding and must meet federal requirements for Idaho to remain eligible for the federal funding that supports these programs. The temporary rule approved by the Board in November 2019 expired at the end of the 2020 Legislative Session. During the break between codified administrative rules the Division has been able to administer the program based on the Federal Regulations, however, based on feedback from stakeholders and recommendations from the Deputy Attorney General supporting the Division they would like to move forward with promulgating an ongoing administrative rule to provide additional clarification for their consumers.

The Board approved a temporary rule in 2019 to provide the requested areas of clarification and provide the Division time to work with their stakeholders on a complete rewrite of the rules governing these programs. The Division has conducted informal rulemaking over the past year with their stakeholder groups that are impacted by the Vocational Rehabilitation program, and they are now ready to move forward with the formal negotiated rulemaking process. The Division is requesting the Board consider a concurrent temporary and proposed rule as they move through the formal process this year, culminating in a pending rule that can be forwarded to the 2021 Legislature for consideration.

IMPACT
The Division does not anticipate any fiscal impact from the approval of these temporary rules. The rules will provide general program requirements and service delivery guidance and expectations for individuals with disabilities who apply for

and are determined eligible for program services based on current practices and federal requirements.

ATTACHMENTS
Attachment 1 – Temporary and Proposed Rule Docket 47-0101-2001

STAFF COMMENTS AND RECOMMENDATIONS
The requirements within the temporary and proposed rule align with the requirements of the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), and provide additional clarification. Provisions contained within the rule include: formal and informal review processes, referral and application for services processes, and order of selection criteria.

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Final or pending rules are submitted to the legislature for consideration during the next legislative session. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria:

* provides protection of the public health, safety, or welfare; or
* is to come into compliance with deadlines in amendments to governing law or federal programs; or
* is conferring a benefit.

Temporary rules that are approved prior to the start of a legislative session expire at the end of that legislative session unless action is taken by the legislature to extend the rule. The legislature does not see temporary rules unless there is a request for an extension.

Staff recommends approval.

BOARD ACTION
I move to approve Temporary and Proposed Rule Docket No. 47-0101-2001 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 47
TITLE 01
CHAPTER 01
IDAPA 47 - DIVISION OF VOCATIONAL REHABILITATION

47.01.01 – RULES GOVERNING VOCATIONAL REHABILITATION SERVICES

000.   LEGAL AUTHORLITY.
Article IX, Section 2 of the Idaho Constitution, Section 33-2303, Idaho Code and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA).

001.   TITLE AND SCOPE.

    01.   Title. The title of this chapter is IDAPA 47.01.01, "Rules Governing Vocational Rehabilitation Services."

    02.   Scope. The provision of these rules is to establish the program requirements and to implement program changes necessitated by the Rehabilitation Act of 1973, as amended by WIOA.

002.   WRITTEN INTERPRETATIONS.
Written interpretations to these rules may be available from the Idaho Division of Vocational Rehabilitation. Other agency guidance documents, as well as agency policy statements of interpretations not rising to legal effect of a rule, if any, are available for inspection at the agency during regular business hours.

003.   ADMINISTRATIVE APPEALS.
Administrative appeals are governed by Section 100 of these rules in accordance with 34 CFR 361.57.

004.   INCORPORATION BY REFERENCE.

    01.   Documents Incorporated by Reference. No documents are incorporated by reference.

005.   OFFICE – OFFICE HOURS – MAILING ADDRESS AND STREET ADDRESS.
The principal place of business of the Idaho Division of Vocational Rehabilitation is in Boise, Idaho. The office is located at 650 W. State Street, Room 150, Boise, Idaho 83720. The hours of operation are 8 a.m. to 5 p.m., Mountain Time, Monday through Friday, except holidays designated by the State of Idaho. The telephone number is (208) 334-3390, the facsimile number is (208) 334-5305 and the internet website address is http://www.vr.idaho.gov.

006.   PUBLIC RECORDS ACT COMPLIANCE AND CONFIDENTIALITY OF RECORDS.
This rule is subject to and in compliance with the Public Records Act, Title 74, Chapter 1, Idaho Code.

    01.   Confidential Records. All personal information concerning the Divisions customers is confidential. The information is used only for purposes directly connected to the administration of Vocational Rehabilitation services, and may not be released without the informed, written consent of the customer, except as otherwise provided by law.

007. – 009.   (RESERVED)

010.   DEFINITIONS.

    01.   Authorization for Purchase. A purchase order issued on behalf of the Division.

    02.   Customer. Any individual who has applied for or is eligible for vocational rehabilitation services.

    03.   Division. The Idaho Division of Vocational Rehabilitation.
    04.   State Administrator.   The Chief Executive Officer of the Idaho Division of Vocational

Rehabilitation.

011.   ABBREVIATIONS.
   01.   AFP. Authorization for Purchase.

   02.   CAP. Client Assistance Program.

   03.   CFR. Code of Federal Regulations.

   04.   IPE. Individualized Plan for Employment.

   05.   VRC. Vocational Rehabilitation Counselor.

   06.   WIOA. Workforce Innovation and Opportunity Act.

012. – 099.   (RESERVED)

100.   CUSTOMER APPEALS.
In accordance with 34 CFR 361.57, the customer appeals process is governed by Section 101-103 of these rules.

101.   INFORMAL REVIEW PROCESS.
An informal review process is an option available to the customer as a method to resolve disagreements or dissatisfaction with the provision of services. An individual may request an informal review. The request must be in writing to the regional manager, describe the complaint, and be made within twenty-one (21) calendar days of the agency notice regarding the provision or denial of services that are in question. The regional manager will function as the administrative review officer in the informal review process. At the customer's request another regional manager may be substituted. The reviewer will be responsible for:

   01.   Advising the Customer. Advising the customer of his right to have a representative present and encouraging the customer to use the services of the Client Assistance Program (CAP).

   02.   Conducting the Review. Conducting the review within twenty-one (21) calendar days following receipt of a written request for such a review, unless both parties agree upon an extension.

   03.   Documented Effort. Extending the time allowed for conducting an information review accordingly, when the customer makes a documented effort to utilize CAP or another advocate to resolve the dissatisfaction.
   04.   Review Location. Holding the review at a time and place convenient to the customer, generally at the local Division branch office.

   05.   Communication Method. Provide communication using appropriate methods for those customers who have a sensory impairment. Providing an interpreter for those customers who cannot communicate in English.

   06.   Transportation.   Provide   transportation   to   and   from   the   review   site,   if   needed.

   07.   Informal Review Decision. The regional manager will provide a written decision after conducting the informal review. The customer may request mediation or fair hearing within twenty-one (21) calendar days of the informal review written decision.

102.   MEDIATION.
Mediation is an alternate dispute resolution method available to applicants and eligible customers who have initiated the formal appeals process.

   01.   Timeline. A customer may request mediation. The request must be made within twenty-one (21) calendar days of the original decision or twenty-one (21) calendar days following the written decision from the informal review. Mediation is available to a customer when an informal review has not resolved the dispute to the

satisfaction of the customer.

02.   Written Request. Requests for mediation must be made in writing to the field services chief and clearly state the reason for dissatisfaction with the decision or results of the informal review. The field services chief will represent the Division or assign a member of the administrative or supervisory staff who has not participated in the agency action that created the customer's dissatisfaction.

03.   Participation. Participation in the mediation process is voluntary on the part of the customer and on the part of the Division. Either party may reject mediation as an alternate dispute resolution method. Once mediation has been accepted as an alternate dispute resolution method, either party may terminate the mediation process.

04.   Right to Fair Hearing. Mediation may not be used to deny or delay the customer's right to pursue a fair hearing. Should the customer and/or designated representative select mediation in lieu of a fair hearing the option for a fair hearing will be extended to allow the results of the mediation to be established. Once the final results of the mediation are determined, the customer retains the right to request a fair hearing.

05.   Mediator. All mediation is conducted by a qualified and impartial mediator who is selected randomly from a list of mediators maintained by the Division.

06.   Confidentiality. Mediation discussions are confidential and may not be used as evidence in a fair hearing. Both parties at the beginning of the mediation process will sign a confidentiality agreement.

07.   Mediation Agreement. The mediator will develop a written mediation agreement if an agreement between the parties is reached. The agreement must be signed by the customer, the mediator, and the Division designated   representative.

08.   Cost. Cost of mediation is paid by the Division. The Division does not pay for any cost related to the representation of a customer.

103.   FAIR HEARING PROCESS.
The fair hearing process is an option available to any customer who is dissatisfied with any determination made by personnel of the Division that affects the provision of vocational rehabilitation services. A customer may request a fair hearing immediately without having to go through any other appeal steps. A customer may request, or if appropriate may request through the customer's representative, a timely review of the determination. Such request must be made within twenty-one (21) calendar days of the Division's decision resulting in the initial disagreement or within twenty-one (21) calendar days of the conclusion of the informal review or mediation process, whichever is later. The fair hearing process will be conducted by a fair hearing officer.

01.   Procedure. A fair hearing is a procedure whereby a customer who is dissatisfied with any determination concerning the provision or denial of Division services or the findings of the informal review or mediation may seek a determination of agency action before a fair hearing officer.

02.   Written Request. Requests for a fair hearing must be sent in writing to the field services chief and clearly state the customer's dissatisfaction with the agency's decision.

03.   Timeline. The hearing will be conducted within sixty (60) calendar days of receipt of the individual's request for review, unless informal resolution is achieved prior to the 60th day, or both parties agree to a specific extension of time.

04.   Fair Hearing Officers. The Administrator of the Division and the State Rehabilitation Council will identify a list of fair hearing officers jointly. The Administrator and the customer will select the fair hearing officer from the list.

05.   Written Report. The fair hearing officer will issue a written report of the findings and decision of the hearing within thirty (30) calendar days of the completion of the hearing.

06. **Decision.** The decision of the fair hearing officer will be considered final by the Division.

07. **Dispute.** Any party who disagrees with the findings and decisions of a fair hearing officer will have the right to bring a civil action with respect to the matter in dispute. The action may be brought in any state court of competent jurisdiction or in a district court of the United States of competent jurisdiction without regard to the amount in controversy.

104. -- 199. **(RESERVED)**

200. **PROVISION OF SERVICES ON A STATEWIDE BASIS.**
Vocational Rehabilitation services are offered on a statewide basis to individuals with disabilities, subject to eligibility determination.

201. **REFERRAL AND APPLICATION FOR SERVICES.**
01. **Referral.** An agency, organization, individual (including self) or programs of the American Job Center Network may refer an individual for services. The Division will make a minimum of three (3) attempts to respond to the individual before closing the referral.

02. **Application for Services.** The application process includes the following; an individual must sign and date an application, or make a request for alternate application, provide necessary information to begin an assessment of eligibility, information gathered in the intake interview meets this criterion, and the customer is available and free of restrictions to complete the assessment process for determining eligibility for Division services.

i. **Residency Requirement.** There is no duration of residency to apply for Division services. Individuals must be living in the state of Idaho and legally able to work in the United States (i.e., non-U.S. citizens must show they are legally able to work within the United States).

ii. **Other Requirements.** Customers must be available to participate in the eligibility determination process and will be informed of their rights and responsibilities as a customer of the program.

202. **ELIGIBILITY REQUIREMENTS**. Eligibility for vocational rehabilitation services provided by the Division is based upon the following criteria:

01. The customer has a physical or mental impairment documented by a qualified professional;

02. The customer's physical or mental impairment constitutes a substantial impediment to employment as determined by a qualified Vocational Rehabilitation Counselor (VRC);

03. A determination by a qualified VRC employed by the Division that the customer requires vocational rehabilitation services to prepare for, secure, retain, advance in, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. A qualified VRC is an individual who meets the Division's Comprehensive System of Personnel Development policy.

203. **PRESUMPTIVE ELIGIBILITY.**
Individuals eligible for Social Security benefits under Title II or Title XVI of the Social Security Act, based upon their disability, are presumed to meet the eligibility requirements for vocational rehabilitation services, unless the VRC questions the individual's ability to benefit from vocational rehabilitation services because of the severity of the individual's disability.

204. **TRIAL WORK EXPERIENCE**.
In cases where a VRC questions a customer's ability to benefit from vocational rehabilitation services, due to the severity of their disability, the VRC must obtain clear and convincing evidence that the individual cannot benefit from services, prior to closing the individual's case. A trial work plan should only include those services which will assess an individual's ability to work in competitive integrated employment.

205.   SEVERITY OF DISABILITY.

At the time a customer is determined eligible for vocational rehabilitation services, a determination of the significance of disability, as it relates to employment, will also be determined. A priority category assignment will be determined for all eligible individuals, in one of the following categories:

> **01.   Priority Category 1 - Eligible Individuals with the Most Significant Disabilities (MSD).**

> **a.**   Meets criteria established for a customer with a significant disability; and

> **b.**   Experiences a severe physical and/or mental impairment that seriously limits three or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and

> **c.**   Requires multiple primary Individualized Plan for Employment (IPE) services for six (6) months or longer.

> **02.   Priority Category 2 - Eligible Individuals with Significant Disabilities (SD).**

> **a.**   Meets the criteria for a customer with no significant disability; and

> **b.**   Experiences a severe physical and/or mental impairment that seriously limits two functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and

> **c.**   Requires multiple primary IPE services for six (6) months or longer.

> **03.   Priority Category 3 - All other Eligible Individuals with Disabilities (D).**

> **a.**   Has a physical or mental impairment; and

> **b.**   Impairment constitutes or results in a substantial impediment to employment; and

> **c.**   Requires vocational rehabilitation services to prepare for, secure, retain, regain or advance in employment consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

206.   COMPREHENSIVE ASSESSMENT OF REHABILITATION NEEDS.

A comprehensive assessment of rehabilitation needs is a process utilized to identify the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice as it relates to identifying and selecting a vocational goal. The assessment will be conducted in the most integrated setting possible, consistent with the informed choice of the customer.

207.   INDIVIDUALIZED PLAN FOR EMPLOYMENT (IPE).

> **01.   IPE Requirements.** An eligible customer, or their representative, may develop all or part of their IPE, with or without assistance from the Division, however the IPE must be agreed to by a qualified Division staff member. The Division will not pay for IPE development services from other providers. The customer is given a copy of the signed IPE and any subsequent IPEs. There will be only one active IPE at any given time. The Division supports vocational goals in competitive integrated employment, including supported employment and self-employment.

> **02.   IPE Content.** The IPE will contain the following elements, per federal requirements, including;

> **a.**   Identification of a specific employment outcome;

> **b.**   Necessary rehabilitation services to achieve the employment outcome;

    c.   Timelines for achieving the employment outcome and for the initiation of services;

    d.   Identification of service providers;

    e.   Criteria used to evaluate progress;

    f.   Terms and conditions including customer rights and responsibilities;

    g.   Customer's financial participation, if appropriate;

    h.   Identification of comparable benefits as appropriate; and

    i.   The expected need for post-employment services.

    03.   **Annual IPE Review.** IPEs will be reviewed on an annual basis.

208.   **CASE CLOSURE.**
The Division may close a customer's case at any time in the vocational rehabilitation process for various reasons, in compliance with federal regulations and reporting guidelines. General reasons for case closure may occur when the VRC determines that a customer is either not eligible or no longer eligible for vocational rehabilitation services; is unavailable to participate in the VR program; declines to participate in the VR program; or the customer achieves an employment outcome. Regardless of when in the process the record of service is closed, the VRC must make reasonable attempts to contact the individual, or as appropriate their representative, prior to case closure to discuss the pending case closure. A closure letter or appropriate form of communication is also sent to all individuals whose case is being closed.

209.   **ORDER OF SELECTION.**

    01.   **Order of Selection.** When the Division cannot provide the full range of vocational rehabilitation services to all eligible customers because of fiscal or personnel capacity constraints, the agency will enter an order of selection.   The order of selection will be based on the following requirements:

    a.   Students with disabilities, as defined by 34 CFR 361.5(c)(51), who received pre-employment transition services prior to eligibility determination and assignment to a disability priority category will continue to receive such services.

    b.   All customers who have an Individualized Plan for Employment will continue to be served.

    02.   **Priority Status**. Priority will be given to eligible individuals with the most significant disabilities, followed by those eligible individuals with significant disabilities, and finally those eligible individuals with disabilities. All eligible customers will be assigned to one (1) of the priority categories as outlined in Section 205 above.

    03.   **When Unable to Serve Eligible Individuals.** If the Idaho Division of Vocational Rehabilitation (IDVR) cannot serve all eligible individuals within a given priority category, individuals will be released from the statewide waitlist based on disability priority category and date of application.

210. -- 299.   **(RESERVED)**

300.   **FINANCIAL PARTICIPATION REQUIREMENTS**.
The Idaho Division of Vocational Rehabilitation will consider the financial need of an eligible customer for the purposes of determining the extent of their participation in the costs of vocational rehabilitation services. Financial participation will not be a consideration in the determination of eligibility for vocational rehabilitation services but will be a consideration in allocating the cost of vocational rehabilitation services, with some exceptions.
    01.   **Financial Participation Assessment**. Financial participation will be assessed after eligibility, during plan development, while exploring comparable benefits, prior to a plan amendment, and on an annual basis or if a

customer's financial circumstances change significantly, whichever occurs sooner.

    02.   **Services Exempt from Financial Participation.** Services exempt from financial participation include:

    a.   Assessment for determining eligibility and vocational rehabilitation needs.

    b.   Vocational rehabilitation counseling and guidance and referral services.

    c.   Auxiliary aid or services (e.g., interpreter services or reader services) that an individual with a disability requires in order to participate in the vocational rehabilitation program.

    d.   Personal assistance services.

    e.   Job related services, including; job readiness training, job search assistance and placement assistance, SE job coaching, job supports – short term, and youth extended services.

    f.   Pre-employment Transition Services.

    03.   **Financial Participation Criteria.** Several factors are considered in determining a customer's level of financial participation, including the household income, family size, estimated annual plan costs, exclusions such as disability impairment related work expenses, and available financial resources which exceed the Department of Health and Human Services (HHS) Federal Poverty Guidelines. Individuals who receive Social Security benefits, because of their disability, are exempt for contributing towards plan costs, except for those costs exceeding Division limits. The Division has limits for services and uses a low bid, when possible. Exceptions to financial participation may be granted with appropriate approval when adherence to financial participation could seriously jeopardize the customer's opportunity to achieve the IPE objectives and employment outcome.

301.   **COMPARABLE BENEFITS.**
Eligible customers will identify and use all comparable benefits that may be available during the development of the IPE, including, but not limited to, accommodations and auxiliary aids and services, which may meet, in whole or in part, the cost of vocational rehabilitation services. Comparable benefits and services must be utilized before agency funds are used.

    01.   **Exempt Services.** Services exempt from the requirement to utilize comparable services and benefits include; medical, psychological or other examinations to determine eligibility, vocational counseling and guidance, information and referral, job related services to include job search, job supports, job placement and retention services, evaluation of vocational rehabilitation potential, and rehabilitation technology (not including personally prescribed devices).

    02.   **Availability of Comparable Benefits.** If comparable services or benefits are not available at the time needed to ensure progress toward achieving the employment outcome, the Division may provide such services until comparable services and benefits become available.

302. -- 399.   **(RESERVED)**

400.   **PURCHASING REQUIREMENTS.**
All services and purchases will follow federal, state, and Division purchasing guidelines. Purchases require written authorization prior to the initiation of the purchased service. Authorizations are issued on or before the beginning date of service. If services are provided without a Division approved authorization, the Division reserves the right to deny the vendor's invoice. The method of procurement is determined in partnership with the customer; however the Division prefers that an authorization for purchase be used over other methods, with an invoice from the vendor documenting the service provision. The Division will pay for pre-employment transition services and other services that contribute to the determination of eligibility or that are necessary to achieve an employment outcome.

401.   **PURCHASING STANDARDS.**

The Division pays usual, customary, and reasonable charges for services. The Division has established hierarchical levels of purchasing authority to balance process efficiency with the Division's internal controls. The majority of service negotiation is at the counselor level. When necessary, varying levels of exceptions to purchasing authority are available by appropriate management staff. Decisions on case expenditures are determined on an individualized basis. The customer may choose their preferred vendor, however, if the cost of a service exceeds a control threshold, the customer will be responsible for the excess amount, absent an exception. Services that will meet the customer's need at the least cost to the Division will be the service cost considered for planning purposes. Services available in the State of Idaho are preferred over more costly out-of-state options, where applicable.

402.   PROVISION OF COMMUNITY REHABILITATION PROGRAM (CRP) SERVICES.
Idaho Division of Vocational Rehabilitation will purchase vocational services from CRPs that are accredited by either the Commission on Accreditation of Rehabilitation Facilities (CARF) or the Rehabilitation Services Accreditation System (RSAS). In conjunction with the customer, the qualified professional Vocational Rehabilitation Counselor, will determine which CRP services, if any, are required for the customer to achieve an employment outcome. The Division will determine the method for establishing CRP service rates.

403. -- 999.   (RESERVED)

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT
Board Policy IV.E. Division of Career Technical Education Partial Waiver

REFERENCE

August 2019	Board approved first ready of proposed amendments to Board Policy IV.E. Division of Career Technical Education, establishing the Idaho Agricultural Education Quality Program Standards.
October 2019	Board approved second reading of amendments to Board Policy IV.E. Division of Career Technical establishing Secondary Program requirements.
March 30, 2020	Board approved a partial waiver of Board Policy IV.E. Division of Career Technical Education, providing flexibility in administering the workplace readiness assessments and technical skill assessments for the remainder of the 2019-2020 school due to the pandemic.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Organization Specific Policies and Procedures IV.E.10.
Idaho Agricultural Education Quality Program Standards, incorporated by reference into Board policy IV.E.10.
> 3.4 – regarding Business Safety Inspections
> 5.4 – regarding FFA Chapter participation
> 6.6 – regarding follow-up data

BACKGROUND/DISCUSSION
Board Policy IV.E.10. requires the use of the Idaho Agricultural Education Quality Program Standards to evaluate the quality of Agricultural, Food and Natural Resource education programs. These standards were developed by Idaho Career Technical Educators and recommended to the Board for use in evaluating programs for eligibility of the grant program established in IDAPA 55.01.04 -- Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants.

Due to the 2019 Novel Coronavirus (COVID-19) pandemic and the subsequent closure of school buildings and social distancing requirements, a number of the Idaho Agricultural Education Quality Program Standards are not able to be met. At this time the Division is requesting a waiver of the following standards, quality indicators contained in the incorporated by reference document:

- 3.4 – Business Safety Inspection: Idaho Building Safety Inspection (IBSI) has been conducted on the facility, equipment and tools with all defective items removed, repaired, or replaced
- 5.4 – FFA Chapter Participation: Students who are FFA members show evidence of continuous improvement by achieving advanced degrees based on the SAE program and FFA participation.
- 6.6 – Follow-up Data: Follow-up data is collected and maintained on all agriculture program graduates.

IMPACT

Waiver of these requirements will allow programs not able to meet these standards to still be eligible for the grant program.

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1629, Idaho Code, established the Idaho Quality Program Standards Incentive Grants program and Agricultural Education Program Start-Up Grants program. The Idaho Agricultural Education Quality Program Standards establishes seven standards that eligible programs are evaluated against. Based on the availability of funding, eligible programs are rated against the standards and may be awarded an applicable grant.

Staff recommends approval.

BOARD ACTION

I move to waive the Idaho Agricultural Education Quality Program Standards indicators 3.4, 5.4, and 6.6 for the FY2021 grant award cycle.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy IV.E. Division of Career Technical Education Partial Waiver

REFERENCE

August 2019	Board approved first ready of proposed amendments to Board Policy IV.E. Division of Career Technical Education.
October 2019	Board approved second reading of amendments to Board Policy IV.E. Division of Career establishing Secondary Program requirements.
March 30, 2020	Board approved a partial waiver of Board Policy IV.E. 7. for students in career technical education cluster and pathway programs to take a technical skills assessment or workplace readiness assessment for the remainder of the 2019-2020 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Organization Specific Policies and Procedures IV.7.
IDAPA 55.01.03. Career Technical Schools

BACKGROUND/DISCUSSION

Due to the closures of secondary school buildings, in response to the Novel 2019 Coronavirus (COVID-19) pandemic the Division of Career Technical Education requested and the Board approved a waiver of Board Policy IV.E.7 requiring secondary programs to administer the workplace readiness assessments and technical skill assessments for career technical programs for the remainder of the 2019-2020 school year.

IDAPA 55.01.03 establishes the distribution of appropriated added cost funds for eligible career technical schools. The available added cost funds are determined each year by legislative appropriation. The formula established in Administrative Code outlines how the limited funds appropriated are distributed between the eligible schools. The current funding distribution is based on: (1) the number of students enrolled in a capstone course during the previous academic year; (2) the aggregate total of the students who completed the technical skill assessment for the program the student was enrolled in; and (3) the total credit hours reported by each school for intermediate, capstone, and work-based learning courses. The Division is asking at this time for a waiver of the requirement to use students enrolled in a capstone course during the previous academic year requirement to allow flexibility in the year the data is pulled from due to the impact the coronavirus has had on enrollment and completion of students. This flexibility would allow the Division to use the FY2019 enrollments for distributing funds in FY2021.

IMPACT

The requested flexibility would allow the Division to work with the Career Technical Schools for determining which data years is used for determining an equitable distribution of the limited funds.

ATTACHMENTS

Attachment 1 – Funding Distribution Model 1
Attachment 2 – Funding Distribution Model 2

STAFF COMMENTS AND RECOMMENDATIONS

The Division has worked with the career technical schools' administrators to work through various models of distributing the added cost funds. Attachments 1 and 2 identify two models the groups focused on. The first model, Model 1, looked at the distribution of funding through eliminating the technical skills assessment component of the distribution model. The second model, Model 2, maintains the existing three components and percentages but uses the FY2019 data (two years prior rather than the previous year). There was consensus from the group that they would recommend using model 2 for the distribution of the funds for FY2021. The proposed waiver would provide the flexibility needed for the Division to distribute the funds based on model 2.

Staff recommends approval.

BOARD ACTION

I move to waive the requirement in IDAPA 55.01.03.104 providing flexibility in the enrollment year used in determining the distribution of the career technical school added cost funds through fiscal year FY2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CTS Added-Cost Funding — FY 2021
(Based on 2018/2019 ISEE/CTECS Data)

Dist #	CTS Name	Enrolled Capstone Students (75%)			Total Credits Earned (25%)			FY 2021 Base
		Count	% of Total	Amount	Count	% of Total	Amount	
001	Dehryl A. Dennis Center	312	10.6%	$ 385,405	3,069	11.5%	$ 138,945	$ 524,350
002	West Ada Professional Tech	623	21.3%	769,573	6,204	23.3%	280,876	1,050,449
003	Kuna	94	3.2%	116,116	1,630	6.1%	73,796	189,912
025	Gateway	296	10.1%	365,641	1,781	6.7%	80,632	446,273
091	Career & Technical Ed Cntr	268	9.1%	331,053	2,078	7.8%	94,078	425,131
093	Technical Careers High	200	6.8%	247,055	2,192	8.2%	99,240	346,295
131	Idaho Center for Adv Tech	379	12.9%	468,168	3,484	13.1%	157,733	625,901
151	Cassia Regional Tech Cntr	109	3.7%	134,645	1,059	4.0%	47,945	182,590
340	Lewiston (DeAtley Ctr)	35	1.2%	43,235	35	0.1%	1,585	44,820
371	Treasure Valley Tech (TVT)	28	1.0%	34,588	108	0.4%	4,890	39,478
411	Magic Valley	70	2.4%	86,469	421	1.6%	19,060	105,529
555	COSSA Regional Tech Ed	68	2.3%	83,999	764	2.9%	34,589	118,588
641	Kootenai Tech Ed (KTEC)	201	6.9%	248,290	1,607	6.0%	72,755	321,045
751	SE Idaho Tech Ed Charter	52	1.8%	64,234	119	0.4%	5,388	69,622
768	Meridian Tech Chrtr High	90	3.1%	111,175	1,049	3.9%	47,492	158,667
785	Meridian Med Arts Chrtr	70	2.4%	86,469	520	2.0%	23,542	110,011
794	Payette Reg Tech Acdmy	35	1.2%	43,235	528	2.0%	23,904	67,139
	Statewide Totals	2,930	100.0%	$ 3,619,350	26,648	100.0%	$ 1,206,450	$ 4,825,800

CTS Added-Cost Funding — FY 2021
(Based on 2018/2019 ISEE/CTECS Data)

				Hold Harmless Adjustment (90% of FY 2020)			
Dist #	CTS Name	FY 2020 Total	90% of FY 2020	(Under) Threshold	Total Adjustment	FY 2021 Adjusted	Percentage of FY 2020
001	Dehryl A. Dennis Center	$ 495,491	$ 445,942	$ 0	$ (3,744)	$ 520,606	105.1%
002	West Ada Professional Tech	1,158,772	1,042,895	0	(7,501)	1,042,948	90.0%
003	Kuna	0	0	0	(1,356)	188,556	
025	Gateway	453,973	408,576	0	(3,187)	443,086	97.6%
091	Career & Technical Ed Cntr	414,810	373,329	0	(3,036)	422,095	101.8%
093	Technical Careers High	323,581	291,223	0	(2,473)	343,822	106.3%
131	Idaho Center for Adv Tech	649,059	584,153	0	(4,469)	621,432	95.7%
151	Cassia Regional Tech Cntr	194,308	174,877	0	(1,304)	181,286	93.3%
340	Lewiston (DeAtley Ctr)	42,091	37,882	0	(320)	44,500	105.7%
371	Treasure Valley Tech (TVT)	47,099	42,389	(2,911)	0	42,389	90.0%
411	Magic Valley	108,440	97,596	0	(754)	104,775	96.6%
555	COSSA Regional Tech Ed	139,606	125,645	(7,057)	0	125,645	90.0%
641	Kootenai Tech Ed (KTEC)	330,149	297,134	0	(2,292)	318,753	96.5%
751	SE Idaho Tech Ed Charter	73,331	65,998	0	(497)	69,125	94.3%
768	Meridian Tech Chrtr High	173,704	156,334	0	(1,133)	157,534	90.7%
785	Meridian Med Arts Chrtr	131,423	118,281	(8,270)	0	118,281	90.0%
794	Payette Reg Tech Acdmy	89,963	80,967	(13,828)	0	80,967	90.0%
	Statewide Totals	$ 4,825,800	$ 4,343,221	$ (32,066)	$ (32,066)	$ 4,825,800	100.0%

CTS Added-Cost Funding — FY 2021
(Based on 2018/2019 ISEE/CTECS Data)

Dist #	CTS Name	Budget Reduction (5.0%)	
		FY 2021 w/Reduction	Percentage of FY 2020
001	Dehryl A. Dennis Center	$ 494,575	99.8%
002	West Ada Professional Tech	990,799	85.5%
003	Kuna	179,128	
025	Gateway	420,931	92.7%
091	Career & Technical Ed Cntr	400,989	96.7%
093	Technical Careers High	326,630	100.9%
131	Idaho Center for Adv Tech	590,359	91.0%
151	Cassia Regional Tech Cntr	172,221	88.6%
340	Lewiston (DeAtley Ctr)	42,275	100.4%
371	Treasure Valley Tech (TVT)	40,269	85.5%
411	Magic Valley	99,536	91.8%
555	COSSA Regional Tech Ed	119,362	85.5%
641	Kootenai Tech Ed (KTEC)	302,815	91.7%
751	SE Idaho Tech Ed Charter	65,669	89.6%
768	Meridian Tech Chrtr High	149,657	86.2%
785	Meridian Med Arts Chrtr	112,367	85.5%
794	Payette Reg Tech Acdmy	76,918	85.5%
	Statewide Totals	$ 4,584,500	95.0%

CTS Added-Cost Funding — FY 2021
(Based on 2018/2019 ISEE/CTECS Data)

Dist #	CTS Name	Enrolled Capstone Students (50%) Count	% of Total	Amount	Total Credits Earned (25%) Count	% of Total	Amount	Total TSAs Taken (25%) Count	% of Total	Amount	FY 2021 Base	% of Total
001	Dehryl A. Dennis Center	312	10.6%	$ 256,937	3,069	11.5%	$ 138,945	125	6.7%	$ 80,344	$ 476,226	9.9%
002	West Ada Professional Tech	623	21.3%	513,051	6,204	23.3%	280,876	495	26.4%	318,165	1,112,092	23.0%
003	Kuna	94	3.2%	77,410	1,630	6.1%	73,796	101	5.4%	64,918	216,124	4.5%
025	Gateway	296	10.1%	243,761	1,781	6.7%	80,632	175	9.3%	112,482	436,875	9.1%
091	Career & Technical Ed Cntr	268	9.1%	220,702	2,078	7.8%	94,078	131	7.0%	84,201	398,981	8.3%
093	Technical Careers High	200	6.8%	164,703	2,192	8.2%	99,240	73	3.9%	46,921	310,864	6.4%
131	Idaho Center for Adv Tech	379	12.9%	312,112	3,484	13.1%	157,733	239	12.7%	153,618	623,463	12.9%
151	Cassia Regional Tech Cntr	109	3.7%	89,763	1,059	4.0%	47,945	76	4.0%	48,849	186,557	3.9%
340	Lewiston (DeAtley Ctr)	35	1.2%	28,823	35	0.1%	1,585	16	0.9%	10,284	40,692	0.8%
371	Treasure Valley Tech (TVT)	28	1.0%	23,058	108	0.4%	4,890	27	1.4%	17,354	45,302	0.9%
411	Magic Valley	70	2.4%	57,646	421	1.6%	19,060	43	2.3%	27,638	104,344	2.2%
555	COSSA Regional Tech Ed	68	2.3%	55,999	764	2.9%	34,589	46	2.5%	29,567	120,155	2.5%
641	Kootenai Tech Ed (KTEC)	201	6.9%	165,527	1,607	6.0%	72,755	123	6.6%	79,059	317,341	6.6%
751	SE Idaho Tech Ed Charter	52	1.8%	42,823	119	0.4%	5,388	35	1.9%	22,496	70,707	1.5%
768	Meridian Tech Chrtr High	90	3.1%	74,116	1,049	3.9%	47,492	70	3.7%	44,993	166,601	3.5%
785	Meridian Med Arts Chrtr	70	2.4%	57,646	520	2.0%	23,542	70	3.7%	44,993	126,181	2.6%
794	Payette Reg Tech Acdmy	35	1.2%	28,823	528	2.0%	23,904	32	1.7%	20,568	73,295	1.5%
	Statewide Totals	2,930	100.0%	$ 2,412,900	26,648	100.0%	$ 1,206,450	1,877	100.0%	$ 1,206,450	$ 4,825,800	100.0%

CTS Added-Cost Funding — FY 2021
(Based on 2018/2019 ISEE/CTECS Data)

Dist #	CTS Name	FY 2020 Total	% of Total	4.4785% Reduction	FY 2021 Adjusted	Percentage of FY 2020
				Allocate Addition of Kuna (4.4785%)		
001	Dehryl A. Dennis Center	$ 495,491	9.8%	$ (21,239)	$ 474,252	95.7%
002	West Ada Professional Tech	1,158,772	23.0%	(49,674)	1,109,098	95.7%
003	Kuna	216,124	4.3%	(9,264)	206,860	95.7%
025	Gateway	453,973	9.0%	(19,460)	434,513	95.7%
091	Career & Technical Ed Cntr	414,810	8.2%	(17,781)	397,029	95.7%
093	Technical Careers High	323,581	6.4%	(13,870)	309,711	95.7%
131	Idaho Center for Adv Tech	649,059	12.9%	(27,822)	621,237	95.7%
151	Cassia Regional Tech Cntr	194,308	3.9%	(8,329)	185,979	95.7%
340	Lewiston (DeAtley Ctr)	42,091	0.8%	(1,804)	40,287	95.7%
371	Treasure Valley Tech (TVT)	47,099	0.9%	(2,019)	45,080	95.7%
411	Magic Valley	108,440	2.2%	(4,648)	103,792	95.7%
555	COSSA Regional Tech Ed	139,606	2.8%	(5,984)	133,622	95.7%
641	Kootenai Tech Ed (KTEC)	330,149	6.5%	(14,152)	315,997	95.7%
751	SE Idaho Tech Ed Charter	73,331	1.5%	(3,143)	70,188	95.7%
768	Meridian Tech Chrtr High	173,704	3.4%	(7,446)	166,258	95.7%
785	Meridian Med Arts Chrtr	131,423	2.6%	(5,633)	125,790	95.7%
794	Payette Reg Tech Acdmy	89,963	1.8%	(3,856)	86,107	95.7%
	Statewide Totals	$ 5,041,924	100.0%	$ (216,124)	$ 4,825,800	95.7%

CTS Added-Cost Funding — FY 2021
(Based on 2018/2019 ISEE/CTECS Data)

		Budget Reduction (5.0%)	
Dist #	CTS Name	FY 2021 w/Reduction	Percentage of FY 2020
001	Dehryl A. Dennis Center	$ 450,538	90.9%
002	West Ada Professional Tech	1,053,641	90.9%
003	Kuna	196,517	90.9%
025	Gateway	412,786	90.9%
091	Career & Technical Ed Cntr	377,177	90.9%
093	Technical Careers High	294,225	90.9%
131	Idaho Center for Adv Tech	590,174	90.9%
151	Cassia Regional Tech Cntr	176,680	90.9%
340	Lewiston (DeAtley Ctr)	38,273	90.9%
371	Treasure Valley Tech (TVT)	42,826	90.9%
411	Magic Valley	98,602	90.9%
555	COSSA Regional Tech Ed	126,941	90.9%
641	Kootenai Tech Ed (KTEC)	300,196	90.9%
751	SE Idaho Tech Ed Charter	66,678	90.9%
768	Meridian Tech Chrtr High	157,945	90.9%
785	Meridian Med Arts Chrtr	119,500	90.9%
794	Payette Reg Tech Acdmy	81,801	90.9%
	Statewide Totals	$ 4,584,500	90.9%

SUBJECT
    CARES Act Funding

REFERENCE

March – April 2020	The Board has received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 1, 2020	The Board approved a recommendation to the Governor on three areas of funding for the GEER Funds.

BACKGROUND/DISCUSSION

The CARES Act establishes multiple funds dedicated to addressing impacts to education due to the 2019 Novel Coronavirus (COVID-19) pandemic, two of these provide allocations at the state level, while a third fund, the Higher Education Relief Act is disrupted directly to the postsecondary institutions. The Elementary and Secondary School Emergency Relief (ESSER) Fund allocates funds to the state education agencies based on the same proportion as states receive funds under Part A of Title I of the Elementary and Secondary Education Act in fiscal year 2019. Idaho's share of this fund is $47,854,695. From this amount a minimum of $43,069,226 (90%) must be distributed to the local education agencies (LEA) based on the LEA's proportional share of the states Part A, Title I funds. These funds are distributed based on each LEA's propositional share of Part A, Title I funds received in 2019. Not all LEA's receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEA's share of eligible Title I students. Up to 10 percent (10%) of these funds, $4,785,470, may be reserved by the SEA "to be used for emergency needs as determined by the SEA to address issues responding to COVID-19."   States have one year from date of the federal award to award the funds. ESSER Funds may only be used for elementary and secondary education relief. The certification and agreement necessary for receiving these funds was submitted to the US Department of Education on May 15, 2020 and award notification was received on May 18, 2020.

The second education funds is distributed to governors, the Governor's Emergency Education Relief (GEER) Fund awards funds to the Governor's offices based on the states relative population of individuals aged 5 through 24 and the number of children counted under Section 1124(c) (below the poverty level) of the Elementary and Secondary Education Act of 1965 (ESEA). Idaho's share of these

funds is $15,676,340. These funds may be used to address the needs of public and nonpublic schools, postsecondary institutions, and other education-related organizations. The certification and agreement was submitted to the US Department of Education on May 29, 2020 and award notification was received on June 1, 2020.

In addition to the education specific emergency relief funds provided through the CARES Act, Idaho has also received approximately $1.25 billion for use by the state. These funds are being overseen by the Coronavirus Financial Advisory Committee (CFAC). To date the committee has recommended and the Governor has approved the disbursement of $460,066,960. Board member Keough serves on the committee as the Board's representative.

The Board has previously discussed looking at the use of ESSER funds and GEER funds in a way that could leverage both funding sources to benefit Idaho's students and educational system, K-20. With feedback received from the institutions, agencies, K-12 schools and other education stakeholders the Board has developed a list of potential funding initiatives. These are provided in Attachment 2. At the June 1, 2020 Special Board meeting the Board approved a recommendation to the Governor to fund three of these initiatives through the GEER funding and discussed submitting a request for funding through CFAC for those initiatives that are equally critical but could not be covered by the available funding dedicated to education.

IMPACT

Board action would set the available uses of funds for the ESSER SEA reserve funds and direct Board staff to work with the Governor's office to submit a request for funding through CFAC.

STAFF COMMENTS AND RECOMMENDATIONS

Through multiple survey's and other avenues of feedback the school districts and charter schools (local education agencies) have indicated their highest priority are issues related to addressing the digital divide for their students and enhancing their capabilities for remote/on-line learning at the local level. Local education agencies (LEAs) have also identified the need for maximum flexibility in how this is addressed at the local level. Where some LEA's have identified devices for students as their top priority LEAs that have been moving toward one-to-one devices have identified connectivity and infrastructure or adaptive technology for serving their special needs student populations as their highest priority. A survey conducted through the K-12 Emergency Council received 111 responses (covering 115 LEAs). The survey asked for an estimate on the number of devices they needed by grade band, number of families/student and teachers that needed connectivity at home and the number of educators that needed professional development or training around delivery on-line instruction. LEAs indicated they had the most difficulty in quantifying the need for connectivity.

Devices		Connectivity		Professional Development	
Total Devices	112,664	Total Homes	19,081	Total Educators	15,513
Teachers	7,940	Teachers	1,439		
Students	104,724	Students	17,642		
K-3	32,154			K-3	8,101
4-6	23,957			4-6	2,601
7-12	48,613			7-12	4,811

The survey also asked about the use of learning management systems and the need for resources on providing social emotional or behavior health supports to students remotely. A majority of the LEAs indicated they used a LMS, however, when asked about the LMS used 41 reported they used either Google Classroom or Google Suite only and 49 reported they used a full learning management system or combination of tools and the Google classroom platform.

BOARD ACTION

I move to approve use of the ESSER 10% SEA reserve funds for grants to local education agencies and minimum amounts to each LEA and to forward a request to the Coronavirus Financial Advisory Committee as identified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

<div align="right">ATTACHMENT 1</div>

CARES Act Relief Funds

ESSER Funds Available	**$4,800,000**
GEER Funds Available	**$15,600,000**
CFAC Additional Request	**$34,000,000**

Board Approved GEER Funding Recommendation (June 1, 2020)

1) technology infrastructure and faculty professional development for remote instruction at the public colleges and universities;
2) IPTV and IDLA partnership to expand access to and delivery of remote K-6 curriculum, instruction and technical support; and
3) development or acquisition or curriculum and instructional support for virtual/online career technical education; faculty professional development focused on CTE virtual/online instructional practices; technology to capture student performance in labs; technology for adult education; and development of online workforce training modules.

Postsecondary Proposals

Distribution to public postsecondary institutions	**$7,453,900**

Distribution to public institutions based on student FTE for use in the following areas:

- Devices
- Connectivity
- Infrastructure (virtual classroom – cameras, mics, etc.)
- Professional development – faculty to provide online instruction
- Virtual Student Services

K-12 Proposals

Remote Instruction Partnership	**$3,898,528**
Idaho Public Television (IPTV)	$489,728
• K-3 Bootcamp and Continuation of 4-6	$248,240
• Fall Direct Lesson Plan Project K-6	$241,487
Idaho Digital Learning Academy (IDLA)	**$3,408,800**
• Reduce Course Fees	$2,100,000
• Eliminate Course Fees	*or $2,625,000*
• Elementary Offering (summer and fall)	$602,000
• Content Catalog	$181,800

Career Technical Education Proposals	**$3,387,000**
• Student Leadership	$150,000
• Professional Development	$377,000
• Alternative Ways to Capture Performance	$215,000
• Middle School	$45,000
• Adult Education/Workforce Training	$2,600,000

<div align="right">**ATTACHMENT 1**</div>

Potential K-12 Proposals for ESSER Funds ($4,800,000 available):

Social Emotional/Behavioral Health Support Remote Services   ~~TBD~~$1,000,000
Professional Develop to provide social emotional and behavioral health services to
students virtually.

Grants to School Districts   **$2,251,173**
Grants to individual LEAs to address the digital divide:
- Devices - students
- Connectivity - students
- Infrastructure - staff
- Adaptive Technology (SPED)
- Learning Management System (LMS)
- Professional development for providing virtual/remote instruction to students
  or use of LMS

~~Minimal Distribution to LEA's~~   ~~**$2,548,827** (estimate)*~~
~~Increase formula distribution to LEAs so all LEAs (Title I and non-Title I schools) receive~~
~~no less than a set amount for used toward expenses incurred as part of response to~~
~~pandemic.~~

Governor's Coronavirus Financial Advisory Committee (CFAC):

K-12
Additional funding for addressing the digital divide (devices, connectivity, etc.)
      $30,000,000
Postsecondary
System-wide Digital Campus   **$4,000,000**

Additional GEER Fund Recomendation

Funding towards statewide strategic technology priorities aligned with K-12 Statewide Blended Learning
Model.

~~*The State Department of Education received approval for $1,000,000 from CFAC to "Provide distribution~~
~~to Non-Title I schools not eligible for ESSER funds. This includes 6 school districts and 8 charter schools."~~
~~At the time of agenda production the planned distribution methodology for these funds was unknown. If the~~
~~funds were distributed equally between the 14 LEAs it would result in approximately $71,428 per LEA. The~~

~~amount estimated for this funding proposal is based on a minimum of $71,428 per LEA, inclusive of the amount of ESSER funds already identified for distribution based on the Title I methodology.~~

CARES ACT FUNDING DIAGRAM

The diagram below outlines three areas of CARES Act funding for Board consideration and action:
- Funding distribution for the ESSER SEA Reserve funds;
- Request to the Governor's Coronavirus Financial Advisory Council (CFAC); and
- Additional recommendation for use of GEER funding, in light of work being done by the Board and Department.

Utilization of ESSER SEA Reserve ($4.8M)

Statewide Blended Learning Model - K-12 Technology Grants to LEAs to support LEA Blended Learning Strategies to assure equity in instruction – **$3.8M**
- Devices – students
- Connectivity – students
- Infrastructure – staff
- Adaptive Technology (SPED)
- LMS
- PD remote instruction/LMS use

Statewide Blended Learning Model - Professional Develop for Providing Social Emotional/ Behavioral Health Supports Remotely - **$1M**

CFAC Funding Request

Statewide Blended Learning Model - Address Digital Divide (tied to ESSER Grants to support blended learning strategies to assure equity in instruction) - **$30M**
- Devices – students
- Connectivity – students
- Infrastructure – staff
- Adaptive Technology (SPED)
- LMS
- PD remote instruction/LMS use

Higher Ed – Digital Campus - **$4M**

Statewide Blended Learning Model - Last Mile Connectivity - **$100M** request from Broadband Subcommittee

Funding for non-Title I schools (SDE request - distributed as minimum to LEAs $34,367) - **$1M**

GEER Funding Recommendation ($15.6M)

Statewide Blended Learning Model - Statewide Strategic Technology Priorities K-12

SBOE GEER Recommendation (Board Action June 1, 2020)
- Higher Ed
- **Statewide Blended Learning Model -** IPTV/IDLA Partnership
- **Statewide Blended Learning Model -** Career Technical Education

KEY:
- Blue boxes indicate Board decision points
- Orange boxes indicated approved funding requests
- Gray box indicated previous Board action
- Purple border indicates response to LEA need for devices and connectivity

PPGA

TAB 7 Page 1