

**WORK SESSION  
OCTOBER 21, 2020**

---

**SUBJECT**

Public Education System - Performance Reporting

**REFERENCE**

October 2017	Board reviewed performance measures for the period from FY14 – FY17
December 2017	Board approved new Institution System-wide Performance Measures for use starting in FY19 and discussed full rewrite of K-20 Education Strategic Plan.
February 2018	Board approved re-write of K-20 Education Strategic Plan for FY19 – FY23.
April 2018	Board discussed institution and agencies FY19 - FY23 Strategic Plans.
June 2018	Board approved institution and agencies FY19 - FY23 Strategic Plans.
October 2018	Board reviewed K-20 Education System performance.
February 2019	Board approved updated FY20 – FY24 K-20 Strategic Plan
June 2019	Board approved updated FY20-FY24 Institution, Agency, and Special/Health program strategic plans.
October 2019	Board reviewed K-20 Education System performance during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs portions of the agenda

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.M.  
Sections 67-1901 through 1905, Idaho Code

**BACKGROUND/DISCUSSION**

Institution and agency performance measure data are presented annually to provide an overview of the progress the state public education system is making toward the Board's strategic plan goals and performance targets as well as the agencies' and institutions' strategic plan goals and performance targets. The purpose of the Work Session is to provide the Board with the opportunity to view and discuss these performance measures. The Board may also wish to focus on the K-12 side of the educational pipeline or the postsecondary side. The postsecondary system-wide measures selected by the Board provide the Board with the opportunity to look at key performance indicators reported consistently across the postsecondary institutions.

The postsecondary system-wide performance measures were last updated by the Board at its December 2017 meeting. The 2017 update maintained some of the original system-wide performance measures around enrollment, remediation, retention, and degree production while adding new measures regarding pathways

**WORK SESSION  
OCTOBER 21, 2020**

---

that more closely aligned to showing progress made by the initiatives in the Complete College Idaho plan adopted by the Board in 2012.

The Board approves the institution and agency individual performance measures and benchmarks through the approval of their strategic plans each June. Any amendments to the performance measures and benchmarks are made through the strategic plan review and approval process.

The annual performance review is a look back at the previous four years performance and is based on performance measures last approved by the Board at the June 2019 Regular Board meeting for the institutions and agencies and February of 2019 for the Board's K-20 Strategic Plan. The strategic plan performance measures approved by the Board in 2020 are scheduled to be reported to the Board at the October 2021 Regular Board meeting.

For October, Board President Critchfield has identified Goal 2: Educational Readiness from the Board's K-20 System strategic plan as an area she would like the Board to discuss in depth. Due to the relation between this Goal and the annual performance measure report, this discussion will be part of the Work Session.

**IMPACT**

The data included in this presentation will be used by the Board, institutions, and agencies to direct their future strategic planning efforts, and will provide the Board and the public with an update on progress Idaho's public educational system is making.

**ATTACHMENTS**

- Attachment 1 – FY 2020 K-20 Strategic Plan
- Attachment 2 – FY 2021 K-20 Strategic Plan
- Attachment 3 – FY 2020 K-20 Education Performance Measures

**FY 2020 Performance Measure Reports**

**System-wide Strategic Plan Performance Reports**

- Attachment 4 – Postsecondary System-wide Performance Measures
- Attachment 5 – K-20 STEM Education Strategic Plan Performance Measures
- Attachment 6 – K-20 American Indian Education Strategic Plan Performance Measures
- Attachment 7 – Higher Education Research Strategic Plan Performance Measures

**Agencies**

- Attachment 8 – Public Schools
- Attachment 9 – Idaho Division of Career Technical Education
- Attachment 10 – Idaho Division of Vocational Rehabilitation
- Attachment 11 – Idaho Public Television

**WORK SESSION  
OCTOBER 21, 2020**

---

**Institutions**

Attachment 12 – University of Idaho  
Attachment 13 – Boise State University  
Attachment 14 – Idaho State University  
Attachment 15 – Lewis-Clark State College

**Community Colleges**

Attachment 16 – College of Eastern Idaho  
Attachment 17 – College of Southern Idaho  
Attachment 18 – College of Western Idaho  
Attachment 19 – North Idaho College

**Special and Health Programs**

Attachment 20 – Agricultural Research and Extension Service  
Attachment 21 – Family Medical Residency (ISU)  
Attachment 22 – Boise Family Medical Residency  
Attachment 23 – Forest Utilization Research  
Attachment 24 – Idaho Dental Education Program  
Attachment 25 – Idaho Geological Survey  
Attachment 26 – Idaho Museum of Natural History  
Attachment 27 – Small Business Development Center  
Attachment 28 – TechHelp  
Attachment 29 – WIMU (WI) Veterinary Medicine  
Attachment 30 – WWAMI Medical Education

**STAFF COMMENTS AND RECOMMENDATIONS**

Institution and agency performance measures and benchmarks are approved by the Board when the Board approves the institutions' and agencies' strategic plans. In September of each year all state agencies, including the postsecondary institutions and agencies under the Board, are required to submit a performance measure report to show performance on the measures from their strategic plans. The institutions and agencies select performance measures from their strategic plans and submit them to the Division of Financial Management (DFM). Additionally, the postsecondary institutions include the postsecondary systemwide performance measures in their reports. DFM then makes the reports available to the Governor and the Legislature and posts them on the DFM website. In order to allow the institutions time to provide data based on the most recent completed school year, performance measure reporting to the Board was moved from the August Board meeting to the October Board meeting starting in 2008.

The attached Performance Measure Reports for the institutions, agencies and special programs are the reports submitted to DFM. The reports do not include all of the performance measures included in each of the institutions' and agencies' strategic plans only a subset of the measures. The Board is provided trend data for each of the performance measures included in the institutions' and agencies' strategic plans when they review the strategic plans at the April and June Board

**WORK SESSION  
OCTOBER 21, 2020**

---

meetings. This information will be available during the discussion at the Board meeting if there are specific performance measures that are not included in the attached reports that Board members would like to discuss. Attachment 6 includes all of the performance measures for the FY 2019-2024 K-20 Education Strategic Plan.

Unlike the strategic planning process, which is forward looking, the performance measure reporting is a backward look and is based on the performance measures included in the strategic plans approved by the Board in 2019 (for the 2019-2020 school year) and does not include any new measures approved by the Board in 2020 for the FY 2020 strategic plans. Attachment 2 and 3 include the FY 2020 Strategic Plan and FY2020 Performance Measures.

Due to the depth and breadth of the Board's responsibilities and Idaho's educational system, it is difficult to paint a full picture of our K-20 student population through any one performance measure. It often takes multiple measures to identify barriers and potential areas of focus to eliminate those barriers. Examples of this include measures based on full-time, first-time student rates. The student populations at our postsecondary institutions have growing numbers of part-time and transfer students, which makes it necessary to look at measures based on various populations groups. However, this does not diminish the value of those measures that look at our full-time first-time populations as well, as long as one has a general understanding of what part of the overall student population this represents. Full-time first-time students are students that are more likely to have financial aid (including scholarships) and take 30 credits or more. This more traditional population and performance measures associated with it are also the measures we can most often use when comparing an institution's performance to its peer institutions.

The October Work Session is also the time when the Board provides direction to staff and the agencies and institutions on any changes they would like to see in strategic plans, performance measures, and benchmarks/performance targets for the Board's consideration in 2021. The Board is scheduled to approve amendments to the K-20 Education System strategic plan at the February 2021 Regular Board meeting and the institutions and agencies plans at the April 2021 Regular Board meeting.

In addition to the performance measure discussion, the Board has historically reviewed the statewide reading assessment performance at the October Board meeting. In 2019, this review took place as a standalone item at the October Board meeting. Pursuant to Section 33-1616, Idaho Code, Literacy Intervention, the Board is required to promulgate rules implementing the provisions of the chapter and include "student trajectory growth to proficiency benchmarks and a timeline for reaching such benchmarks." The Board approved the current literacy growth targets at the August 2016 Regular Board meeting. Those targets are codified in IDAPA 08.02.01.802. The existing targets were set based on the legacy version

**WORK SESSION  
OCTOBER 21, 2020**

---

of the Idaho reading indicator (IRI). The October 2019 meeting discussion was intended to gather feedback from the Board on the direction they wanted to go in and start the processes for developing new targets that could be brought back to the Board for consideration. Due to the pandemic and suspension of the spring 2020 administration of the IRI, the necessary data are not available to propose new literacy growth targets at this time. The Board set the following statewide trajectory growth targets, based on the year over year spring administration of the statewide reading assessment (Idaho Reading Indicator) from 2016 and earlier trend data:

Statewide trajectory annual growth targets based on aggregated student performance on the spring administration of the statewide reading assessment. Statewide trajectory growth targets indicate the statewide goal for year over year increases in the percentage of students reading at or above grade level.

Year 1 (2017-2018) and 2 (2018-2019)

- Kindergarten 1%
- Grade 1 1%
- Grade 2 1%
- Grade 3 1%

Years 3 (2019-2020), 4 (2020-2021), and 5 (2021-2022)

- Kindergarten 1.8%
- Grade 1 2.0%
- Grade 2 1.6%
- Grade 3 1.2%

In addition to the requirement in Section 33-1616, Idaho Code, for the Board to set literacy growth targets through Administrative Code, Section 33-1615, Idaho Code, requires the assessment be delivered twice a year and:

“Reports shall be submitted by the school districts in such a manner that it is possible to determine for each school building with kindergarten through grade 3 in each school district the percentage of students who are achieving proficiency on the reading assessment. Results shall be maintained and compiled by the state department of education and shall be reported annually to the state board, legislature and governor and made available to the public in a consistent manner, by school and by district.”

Work on setting new literacy growth targets and amending the current targets in Administrative Code is scheduled to resume during the 2020-2021 school year, with amendment to the Administrative Code coming back to the Board in spring 2021.

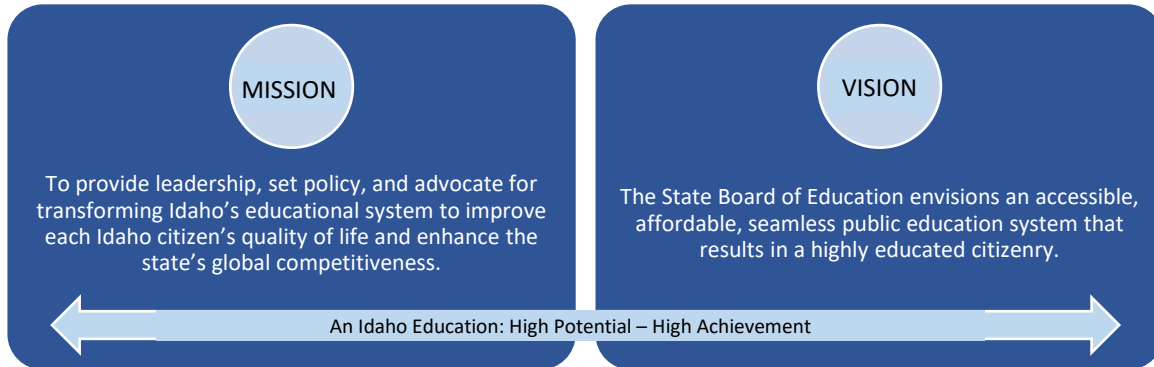
**BOARD ACTION**

This item is for informational purposes only.

WORK SESSION  
OCTOBER 21, 2020



Idaho K-20 Public Education - Strategic Plan



**GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –**

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

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

**GOAL 2: EDUCATIONAL READINESS –**

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

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

**GOAL 3: EDUCATIONAL ATTAINMENT –**

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

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

**GOAL 4: WORKFORCE READINESS –**

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

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



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

*An Idaho Education: High Potential – High Achievement*

**MISSION STATEMENT**

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

**VISION STATEMENT**

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

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

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

**Performance Measures:**

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

**Benchmark:** Completed by FY2020<sup>Error! Bookmark not defined.</sup>

**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%<sup>Error! Bookmark not defined.</sup> or more (by 2024)

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

**Benchmark:** 2 year – less than 55%<sup>3</sup> (by 2024)

**WORK SESSION  
OCTOBER 21, 2020**

---

4 year – less than 20%<sup>3</sup> (by 2024)

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

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

**Performance Measures:**

- I. **Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3).**  
**Benchmark:** TBD (New measure, benchmark will be set October 2019)
- II. **Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).**  
**Benchmark:** TBD (New measure, benchmark will be set October 2019)
- III. **High School Cohort Graduation rate.**  
**Benchmark:** 95%<sup>3</sup> or more (by 2024)
- IV. **Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**  
**Benchmark:** SAT – 60%<sup>1</sup> or more (by FY2024)  
ACT – 60%<sup>1</sup> or more (by FY2024)
- V. **Percent of high school graduates who participated in one or more advanced opportunities.**  
**Benchmark:** 80%<sup>1</sup> or more (by FY2024)
- VI. **Percent of dual credit students who graduate high school with an Associate's Degree.**  
**Benchmark:** 3%<sup>2</sup> or more (by FY2024)
- VII. **Percent of high school graduates who enroll in a postsecondary institution:**  
Within 12 months of high school graduation.  
**Benchmark:** 60%<sup>3</sup> or more (by FY2024)  
Within 36 months of high school graduation.  
**Benchmark:** 80%<sup>4</sup> or more (by FY2024)

**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.**



**WORK SESSION  
OCTOBER 21, 2020**

---

**Benchmark:** TBD (New measure, benchmark will be set October 2019)

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

**Benchmark:** TBD (New measure, benchmark will be set October 2019)

**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%<sup>5</sup> or more (by 2025)

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

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

**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%<sup>3</sup> or more (by 2020)

(4 year Institutions) 85%<sup>3</sup> or more (by 2020)

**IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**

**Benchmark:** 50%<sup>3</sup> or more (2yr/4yr) (by 2024)

**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 (by 2025)

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

**WORK SESSION  
OCTOBER 21, 2020**

---

**Benchmark:** 60% or more (by 2025)

**III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.**

**Benchmark:** Transfer Students: 69/138<sup>2</sup> or less (by 2020)

**Benchmark:** non-transfer students: 69/138<sup>2</sup> or less (by 2020)

**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<sup>6</sup> or more, \$16M<sup>7</sup> or more (by FY2024)

**II. Proportion of postsecondary graduates with student loan debt.**

**Benchmark:** 50% or less<sup>8</sup> (by FY2024)

**III. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**

**Benchmark:** 60% or more (by 2025)

**IV. Percent cost of attendance (to the student)**

**Benchmark:** 96%<sup>4</sup> or less of average cost of peer institutions (by FY2024)

**V. Average net cost to attend public institution.**

**Benchmark:** 4 year institutions - 90% or less of peers<sup>4</sup> (using IPEDS calculation) (by FY2024)

**VI. Expense per student FTE**

**Benchmark:** \$20,000<sup>4</sup> or less (by FY2024)

**VII. Number of degrees produced**

**Benchmark:** 15,000<sup>3</sup> or more (by FY2025)

**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%<sup>4</sup> or more (by 2024)

**WORK SESSION  
OCTOBER 21, 2020**

---

- II. Percentage of undergraduate students participating in undergraduate research.**  
**Benchmark:** Varies by institution<sup>4</sup> (by 2024)
- III. Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).  
**Benchmark:** 1:0.25<sup>2</sup> or more (by 2024)
- IV. Increase in postsecondary programs tied to workforce needs.**  
**Benchmark:** 10<sup>9</sup> or more (by 2024)

**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<sup>10</sup> graduates at any one time (annual – FY20)
- II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**  
**Benchmark:** 60%<sup>11</sup> or more (by 2024)
- III. Percentage of Family Medicine Residency graduates practicing in Idaho.**  
**Benchmark:** 60%<sup>11</sup> or more (by 2024)
- IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho.**  
**Benchmark:** 50%<sup>11</sup> or more (annual – FY20)
- V. Medical related postsecondary programs (other than nursing).**  
**Benchmark:** 100<sup>9</sup> or more (by 2024)

**RED TAPE REDUCTION ACT**

Board staff will review Administrative Code, chapters 08, 55, and 47 annually and identify any outdated or unnecessary regulations for consideration of removal through the annual negotiated rulemaking process.

During the 2019-2020 annual cycle, seven sections were identified as unnecessary and allowed to expire and one additional section was identified as needing a whole scale reduction and rewrite and was allowed to expire. Four of these sections were in Chapter 08, two in Chapter 47, and two in Chapter 55. Due to the moratorium on administrative rule promulgation during the 2020-2021 annual cycle only four proposed rules were promulgated, three were based on federal or state requirements, while the fourth rule repealed an entire chapter.

## **WORK SESSION OCTOBER 21, 2020**

---

### **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.

---

<sup>1</sup> Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

<sup>2</sup> Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

<sup>3</sup> 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.

<sup>4</sup> 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).

<sup>5</sup> Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.

**WORK SESSION  
OCTOBER 21, 2020**

---

<sup>6</sup> Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

<sup>7</sup> 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.

<sup>8</sup> 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.

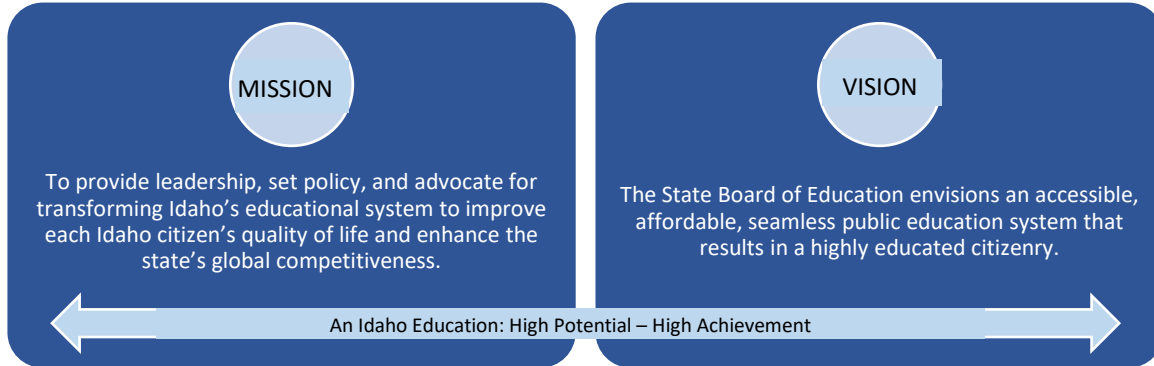
<sup>9</sup> New measure.

<sup>10</sup> Benchmark is set based on projected and currently available state resources.

<sup>11</sup> 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.



Idaho K-20 Public Education - Strategic Plan



**GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –**

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

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

**GOAL 2: EDUCATIONAL READINESS –**

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



**FY2024-2027**  
**Idaho K-20 Public Education - Strategic Plan**

*An Idaho Education: High Potential – High Achievement*

**MISSION STATEMENT**

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

**VISION STATEMENT**

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

**GUIDING VALUES**

- Access
- Innovation
- Preparedness
- Resilience

**GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness)** – 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

**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% 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%<sup>3</sup>

4 year – less than 20%<sup>3</sup>

**GOAL 2: EDUCATIONAL READINESS (student-centered)** – 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%<sup>3</sup> or more

- IV. **Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**



**Benchmark:** SAT – 60%<sup>1</sup> or more  
ACT – 60%<sup>1</sup> or more

- V. **Percent of high school graduates who participated in one or more advanced opportunities.**  
**Benchmark:** 80%<sup>1</sup> or more
- VI. **Percent of dual credit students who graduate high school with an Associates Degree.**  
**Benchmark:** 3%<sup>2</sup> or more
- VII. **Percent of high school graduates who enroll in a postsecondary institution:**  
Within 12 months of high school graduation.  
**Benchmark:** 60%<sup>3</sup> or more  
Within 36 months of high school graduation.  
**Benchmark:** 80%<sup>4</sup> 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 (opportunity)** – 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%<sup>5</sup> 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	Benchmark
Certificates of at least one year	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Associate degrees	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Baccalaureate degrees	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD

**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%<sup>3</sup> or more  
(4 year Institutions) 85%<sup>3</sup> or more

**IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**

**Benchmark:** 50%<sup>3</sup> 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<sup>2</sup> or less  
**Benchmark:** non-transfer students: 69/138<sup>2</sup> 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<sup>6</sup> or more, \$16M<sup>7</sup> or more
- II. **Proportion of postsecondary graduates with student loan debt.**  
**Benchmark:** 50% or less<sup>8</sup>
- 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%<sup>4</sup> 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<sup>4</sup> (using IPEDS calculation)
- VI. **Expense per student FTE**  
**Benchmark:** \$20,000<sup>4</sup> or less
- VII. **Number of degrees produced**  
**Benchmark:** 15,000<sup>3</sup> or more

**GOAL 4: WORKFORCE READINESS (opportunity)** – 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%<sup>4</sup> or more
- II. **Percentage of undergraduate students participating in undergraduate research.**  
**Benchmark:** Varies by institution<sup>4</sup>
- 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<sup>9</sup> 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<sup>10</sup> graduates at any one time
- II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**  
**Benchmark:** 60%<sup>11</sup> or more
- III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**  
**Benchmark:** 60%<sup>11</sup> or more
- IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**  
**Benchmark:** 50%<sup>11</sup> or more
- V. **Medical related postsecondary programs (other than nursing).**  
**Benchmark:** 100<sup>9</sup> 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.

---

<sup>1</sup> Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

<sup>2</sup> Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

<sup>3</sup> 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.

<sup>4</sup> 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).

<sup>5</sup> Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.

<sup>6</sup> Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

<sup>7</sup> 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.

<sup>8</sup> 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.

<sup>9</sup> New measure.

<sup>10</sup> Benchmark is set based on projected and currently available state resources.

<sup>11</sup> 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.

## K-20 Education System Performance Measures

	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
<b>Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</b>						
<b>Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.</b>						
Development of a single K-20 data dashboard and timeline for implementation (original benchmark 2018)						FY2021
<b>Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.</b>						
Percent of graduates from four-year institutions who transferred from Idaho community college <sup>1</sup>	15%	15%	16%	17%	16%	25% or more
Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts <sup>1</sup>	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	
Two-year institutions						Less than 55%
Math	50.5%	49.4%	45.6%	41.5%	39.1%	
English	23.9%	25.1%	19.0%	15.0%	15.3%	
Four-year institutions						Less than 20%
Math	35.6%	37.1%	35.8%	33.1%	29.9%	
English	14.7%	15.2%	18.3%	18.1%	14.5%	
<b>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.</b>						
<b>Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.</b>						
Percentage of students scoring at grade level on the statewide reading assessment (Benchmark setting moved out an additional year due to pandemic)	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	
Kindergarten	NA	NA	NA	64.1%	NA	TBD
1st Grade	NA	NA	NA	67.5%	NA	TBD
2nd Grade	NA	NA	NA	75.9%	NA	TBD
3rd Grade	NA	NA	NA	73.7%	NA	TBD
Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test	2015-16	2016-17	2017-18	2018-19	2019-20	
Math						
5th Grade		42.3%	43.8%	45.5%	NA	58.59%
8th Grade		39.5%	42.1%	41.6%	NA	57.59%
High School		33.2%	34.2%	34.7%	NA	53.30%
ELA						
5th Grade		54.2%	55.8%	57.3%	NA	68.04%
8th Grade		52.9%	54.7%	54.4%	NA	67.64%
High School		60.3%	60.6%	60.3%	NA	73.60%

**WORK SESSION  
OCTOBER 21, 2020**

**ATTACHEMENT 3**

	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
Science						
5th Grade		66.5%	65.6%	64.8%	NA	FY21 New Assessment
High School		65.2%	67.3%	62.8%	NA	FY21 New Assessment
	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	
High School Cohort Graduation Rate	78.9%	79.7%	79.7%	80.6%	80.7%	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	
ACT	36%	33%	34%	35%	NA	At least 60%
English	77%	71%	72%	73%	NA	
Mathematics	54%	49%	49%	51%	NA	
Reading	59%	57%	57%	59%	NA	
Science	46%	44%	45%	47%	NA	
	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	
SAT	Test changed	34%	33%	32%	32%	At least 60%
Evidence-Based Reading and Writing (ERW)	Test changed	63%	60%	58%	57%	
Mathematics		36%	35%	34%	34%	
Percent of high school graduates who participated in one or more advanced opportunities <sup>2</sup>	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	Benchmark Met
Any Advanced Opportunities	87%	89%	90%	90%	87%	At least 80%
Specific Advanced Opportunities						
Advanced Placement	39%	38%	39%	39%	40%	
International Baccalaureate	7%	3%	2%	1%	1%	
Dual Credit	34%	42%	48%	52%	57%	
Technical Competency Credit	54%	62%	59%	56%	44%	
Industry Certification			2%	2%	3%	
Percent of dual credit students who graduate high school with an Associate's Degree <sup>1, 13</sup>	1%	2%	1%	1%	NA	At least 3%
	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
Percent of high school graduates who enroll in a postsecondary institution	53%	53%	53%	52%	NA	At least 60%
Within 12 months of high school graduation	2013 graduates	2014 graduates	2015 graduates	2016 graduates		
Within 36 months of high school graduation	NA	64%	64%	64%	NA	At least 80%
<b>Objective B: School Readiness - Explore opportunities to enhance school readiness.</b>						
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten. (Pending 3 yrs of data on new statewide reading assessment)	NA	NA	NA	45.0%	42.0%	TBD



**WORK SESSION  
OCTOBER 21, 2020**

**ATTACHEMENT 3**

	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
	2015-16	2016-17	2017-18	2018-19	2019-20	
Number of students participating in early readiness opportunities facilitated by the state.	NA	NA	NA	NA	NA <sup>9</sup>	TBD
<b>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.</b>						
<b>Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.</b>						
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study	42%	42%	42%	42%	NA	At least 60%
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution <sup>1</sup>	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	
Two-year institutions						
New student	52%	56%	55%	54%	58%	At least 75%
Transfer	58%	61%	65%	57%	63%	At least 75%
Four-year institutions						
New student	74%	74%	75%	74%	75%	At least 85%
Transfer	72%	76%	76%	75%	76%	At least 85%
Total number of certificates/degrees produced, by institution per year <sup>1</sup>	2015-16	2016-17	2017-18	2018-19	2019-20	
Certificates of at least one year	1,059	1,221	1,564	1,685	2,293	TBD
College of Eastern Idaho	102	109	110	108		
College of Southern Idaho	192	151	154	146	129	
College of Western Idaho	229	240	402	508	1264	
North Idaho College	306	473	610	636	646	
Boise State University	0	0	0	0	0	
Idaho State University	208	230	276	272	228	
Lewis-Clark State College	22	18	12	15	26	
University of Idaho	0	0	0	0	0	
Associate degrees	3,637	3,541	3,580	3,461	3,583	TBD
College of Eastern Idaho	118	121	93	147	164	
College of Southern Idaho	919	816	800	839	947	
College of Western Idaho	996	979	984	886	949	
North Idaho College	746	690	687	681	627	
Boise State University	145	116	119	133	111	
Idaho State University	362	405	472	428	420	
Lewis-Clark State College	351	414	425	347	365	
University of Idaho	0	0	0	0	0	

**WORK SESSION  
OCTOBER 21, 2020**

**ATTACHEMENT 3**

	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
Baccalaureate degrees	6,808	6,865	6,924	7,033	7,101	TBD
Boise State University	3,174	3,317	3,373	3,472	3,680	
Idaho State University	1,228	1,168	1,166	1,233	1,155	
Lewis-Clark State College	541	528	587	626	505	
University of Idaho	1,865	1,852	1,798	1,702	1,761	
Percent of full-time, first-time freshman graduating within 150% of time or less <sup>1</sup>						
	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	
Two-year institutions	20%	22%	25%	26%	28%	At least 50%
	2010-11 cohort	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	
Four-year institutions	41%	42%	46%	47%	49%	At least 50%
<b>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).</b>						
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting <sup>1</sup>	21%	21%	22%	23%	23%	50% or more
Two-year institutions	7%	7%	7%	8%	7%	
Four-year institutions	26%	27%	28%	30%	31%	
Percent of new degree-seeking freshmen completing a gateway math course within two years <sup>1</sup>	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	
	40%	44%	47%	48%	47%	60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program <sup>1</sup>						
Transfer students						
Associate - Two Year Institution	83	81	80	78	79	69
Associate - Four Year Institution	129	131	127	116	118	
Baccalaureate	145	145	145	146	143	138
Non-transfer students						Benchmark Met
Associate - Two Year Institution	74	73	71	69	69	69
Associate - Four Year Institution	112	106	106	106	101	
Baccalaureate	137	137	136	136	133	138

**WORK SESSION  
OCTOBER 21, 2020**

**ATTACHEMENT 3**

	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
<b>Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.</b>						
Annual number of state-funded scholarships awarded and total dollar amount <sup>4</sup>						<i>Benchmark Met</i>
Total Scholarships Awarded	1,774	3,487	3,795	4,403	4,988	At least 3,000
Armed Forces and Public Safety Officer Scholarship	10	10	11	13	12	
Opportunity Scholarship	1,764	3,461	3,739	4,254	4,767	
Opportunity Scholarship for Adult Learners	0	0	0	57	126	
Postsecondary Credit Scholarship	0	16	45	79	83	
						<i>Benchmark Met</i>
Total Dollar Amount of Scholarships Awarded <sup>4</sup>	\$5,300,248	\$10,074,212	\$11,822,718	\$14,641,323	\$16,263,535	At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$176,000	\$152,038	\$174,497	\$185,627	\$158,777	
Opportunity Scholarship	\$5,124,248	\$9,901,424	\$11,585,371	\$14,237,582	\$15,628,220	
Opportunity Scholarship for Adult Learners	\$0	\$0	\$0	\$104,564	\$357,088	
Postsecondary Credit Scholarship	\$0	\$20,750	\$62,850	\$113,550	\$119,450	
	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	<i>Benchmark Met</i>
Proportion of postsecondary graduates with student loan debt <sup>5</sup>	35%	36%	40%	41%	42%	Less than 50%
Two-year institutions	20%	22%	25%	26%	28%	Less than 50%
Four-year institutions	41%	42%	46%	47%	49%	Less than 50%
Percent of students who complete the Free Application for Federal Student Aid (FAFSA) <sup>6</sup>			2017-18 seniors	2018-19 seniors		
	NA	NA	47%	44%	43%	60% or more
Percent change in price of attendance (to the student)	FY2015	FY2016	FY2017	FY2018	FY2019	
Two-year institutions						
Students living off campus	5%	-3%	13%	-10%	NA	Less than 4%
Four-year institutions						
Students living on campus	3%	-2%	-2%	4%	NA	Less than 4%
Students living off campus	7%	0%	-3%	-8%	NA	Less than 4%
Average net price to attend public institution.	FY2015	FY2016	FY2017	FY2018	FY2019	<i>Benchmark Met</i>
Four-year institutions	101%	93%	94%	90%	NA	90% of peers
	FY2015	FY2016	FY2017	FY2018		
Expense per student FTE	\$22,140	\$23,758	\$24,512	\$25,111	NA	Less than \$20,000
Two-year institutions	\$13,883	\$15,168	\$15,432	\$15,196	NA	
Four-year institutions	\$25,118	\$26,691	\$27,701	\$28,766	NA	
Number of degrees produced <sup>1</sup>	12,498	12,490	12,769	12,699	13,076	At least 15,000

	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
<b>Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge</b>						
<b>Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.</b>						
Percentage of students participating in internships	5%	5%	8%	6%	6%	10% or more
Percentage of undergraduate students participating in undergraduate research. <sup>1</sup>						Benchmark Met
BSU	35%	37%	37%	43%	43%	Greater than 40%
ISU	43%	42%	41%	38%	36%	Greater than 50%
UI	64%	65%	61%	58%	60%	Greater than 60%
LCSC	10%	14%	16%	20%	12%	Greater than 20%
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields <sup>1</sup>						Benchmark Met
	1:0.24	1:0.25	1:0.25	1:0.24	1:0.26	1:0.25 or more
Increase in postsecondary programs tied to workforce needs	23	20	20	22	45	10
<b>Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.</b>						
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	NA	4	8	11	11	8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho <sup>3</sup>	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51%	WWAMI-51%	At least 60%
Percentage of Family Medicine Residency graduates practicing in Idaho						Benchmark Met
Boise	47%	56%	53%	73%	63%	At least 60%
ISU	43%	71%	29%	43%	43%	At least 60%
CDA	NA	50%	83%	72%	67%	At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	At least 50%
Medical related postsecondary programs (other than nursing) <sup>1</sup>						Benchmark Met
	79	84	91	102	111	100

**WORK SESSION  
OCTOBER 21, 2020**

**ATTACHEMENT 3**

	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
<p>Notes:</p> <p>(1) FY2019 performance measures for the postsecondary institutions are preliminary.</p> <p>(2) The Department of Education calculates these rates based on the procedures established for the accountability metrics. However, these are only calculated for graduates while the accountability metrics cover all students.</p> <p>(3) At this time, this only includes WWAMI graduates.</p> <p>(4) Not included are GEAR UP Scholarships as these scholarships are federally funded. The Idaho Promise Scholarship A is not included as there are no current awards. In FY2016, \$72,000 was spent on 24 awards. In FY2017, \$12,000 was spent on 4 awards.</p> <p>(5) Only federal loans are included in this estimate. Graduates from both four and two-year institutions are included.</p> <p>(6) FAFSA completion is calculated as of May of a student's senior year.</p> <p>(7) This data is released by College Board and ACT, Inc. in late October.</p> <p>(8) This data element cannot be computed until all PMAP data is loaded.</p> <p>(9) The process for calculating this metric has not yet been established.</p> <p>(10) This data is released by the Department of Education in mid-fall.</p> <p>(11) This metric is contingent on the IPEDS data release.</p> <p>(12) The Public Use Microdata Sample of the American Community Survey will be released November 14, 2019.</p> <p>(13) This metric only includes information from the public postsecondary institutions.</p>						

	Benchmark met or trending upward	Stagnant	Declining
Performance Measure Tracking Key			

<b>SYSTEMWIDE POSTSECONDARY PERFORMANCE MEASURES</b>					
	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20<sup>1</sup></b>	<b>Benchmark</b>
<b>I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting</b>					
<b>Systemwide</b>	<b>21%</b>	<b>22%</b>	<b>23%</b>	<b>23%</b>	<b>50% or more</b>
<b>Two-year institutions</b>	<b>7%</b>	<b>7%</b>	<b>8%</b>	<b>7%</b>	
College of Eastern Idaho	12%	8%	8%	6%	
College of Southern Idaho	9%	12%	12%	11%	
College of Western Idaho	3%	4%	5%	4%	
North Idaho College	8%	8%	9%	8%	
<b>Four-year institutions</b>	<b>27%</b>	<b>28%</b>	<b>30%</b>	<b>31%</b>	
Boise State University	24%	24%	27%	29%	
Idaho State University	24%	25%	25%	26%	
Lewis-Clark State College	25%	38%	31%	33%	
University of Idaho	38%	37%	44%	42%	
<b>II. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr)</b>					
<b>Systemwide</b>	<b>36%</b>	<b>40%</b>	<b>41%</b>	<b>42%</b>	<b>At least 50%</b>
<b>Two-year institutions</b>	<b>22%</b>	<b>25%</b>	<b>26%</b>	<b>28%</b>	
College of Eastern Idaho	53%	54%	58%	50%	
College of Southern Idaho	26%	27%	31%	34%	
College of Western Idaho	12%	20%	20%	23%	
North Idaho College	23%	27%	25%	24%	
<b>Four-year institutions</b>	<b>42%</b>	<b>46%</b>	<b>47%</b>	<b>49%</b>	
Boise State University	43%	46%	50%	54%	
Idaho State University	29%	32%	34%	33%	
Lewis-Clark State College	23%	33%	31%	32%	
University of Idaho	55%	59%	56%	59%	
<b>III. Total number of certificates/degrees produced</b>					
<b>Systemwide</b>	<b>11,627</b>	<b>12,068</b>	<b>12,179</b>	<b>13,087</b>	
<b>Certificates of at least one year</b>	<b>1,221</b>	<b>1,564</b>	<b>1,685</b>	<b>2,403</b>	
College of Eastern Idaho	109	110	108	110	
College of Southern Idaho	151	154	146	129	
College of Western Idaho	240	402	508	1,264	
North Idaho College	473	610	636	646	
Idaho State University	230	276	272	228	
Lewis-Clark State College	18	12	15	26	
<b>Associate's degree</b>	<b>3,541</b>	<b>3,580</b>	<b>3,461</b>	<b>3,583</b>	
College of Eastern Idaho	121	93	147	164	
College of Southern Idaho	816	800	839	947	
College of Western Idaho	979	984	886	949	
North Idaho College	690	687	681	627	
Boise State University	116	119	133	111	
Idaho State University	405	472	428	420	
Lewis-Clark State College	414	425	347	365	

<b>Bachelor's degree</b>	<b>6,865</b>	<b>6,924</b>	<b>7,033</b>	<b>7,101</b>
Boise State University	3,317	3,373	3,472	3,680
Idaho State University	1,168	1,166	1,233	1,155
Lewis-Clark State College	528	587	626	505
University of Idaho	1,852	1,798	1,702	1,761
<b>IV. Number of unduplicated graduates</b>				
<b>Systemwide</b>	<b>9,851</b>	<b>9,845</b>	<b>10,049</b>	<b>10,202</b>
<b>Associate's degree</b>	<b>3,392</b>	<b>3,375</b>	<b>3,331</b>	<b>3,407</b>
College of Eastern Idaho	121	92	142	161
College of Southern Idaho	774	736	795	861
College of Western Idaho	893	891	861	917
North Idaho College	674	656	650	591
Boise State University	114	118	131	109
Idaho State University	402	472	427	411
Lewis-Clark State College	414	410	325	357
<b>Bachelor's degree</b>	<b>6,459</b>	<b>6,470</b>	<b>6,718</b>	<b>6,795</b>
Boise State University	3,141	3,196	3,289	3,525
Idaho State University	1,139	1,131	1,174	1,104
Lewis-Clark State College	528	573	616	491
University of Idaho	1,651	1,570	1,639	1,675
<b>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</b>				
<b>English</b>	<b>57%</b>	<b>56%</b>	<b>59%</b>	<b>61%</b>
<b>Two-year institutions</b>	<b>62%</b>	<b>56%</b>	<b>59%</b>	<b>62%</b>
College of Eastern Idaho	69%	88%	69%	74%
College of Southern Idaho	79%	72%	78%	73%
College of Western Idaho	70%	67%	73%	74%
North Idaho College	31%	30%	23%	29%
<b>Four-year institutions</b>	<b>52%</b>	<b>56%</b>	<b>58%</b>	<b>61%</b>
Boise State University	83%	87%	87%	87%
Idaho State University	32%	27%	30%	28%
Lewis-Clark State College	43%	63%	72%	68%
University of Idaho	70%	70%	63%	74%
<b>Math</b>	<b>38%</b>	<b>42%</b>	<b>41%</b>	<b>42%</b>
<b>Two-year institutions</b>	<b>24%</b>	<b>29%</b>	<b>29%</b>	<b>30%</b>
College of Eastern Idaho	38%	26%	19%	22%
College of Southern Idaho	41%	48%	48%	43%
College of Western Idaho	17%	22%	23%	27%
North Idaho College	17%	25%	23%	25%
<b>Four-year institutions</b>	<b>57%</b>	<b>59%</b>	<b>59%</b>	<b>59%</b>
Boise State University	58%	57%	56%	57%
Idaho State University	96%	92%	94%	92%
Lewis-Clark State College	40%	47%	44%	42%
University of Idaho	47%	53%	53%	57%

<b>VI. Percent of new degree-seeking freshmen completing a gateway math course within two</b>				
<b>Systemwide</b>	<b>44%</b>	<b>47%</b>	<b>48%</b>	<b>47% 60% or more</b>
<b>Two-year institutions</b>	<b>24%</b>	<b>25%</b>	<b>28%</b>	<b>30%</b>
College of Eastern Idaho	29%	24%	15%	8%
College of Southern Idaho	29%	34%	41%	48%
College of Western Idaho	17%	18%	24%	27%
North Idaho College	28%	27%	29%	32%
<b>Four-year institutions</b>	<b>60%</b>	<b>64%</b>	<b>64%</b>	<b>61%</b>
Boise State University	77%	80%	82%	83%
Idaho State University	40%	42%	42%	37%
Lewis-Clark State College	48%	52%	49%	31%
University of Idaho	70%	71%	63%	56%
<b>VII. Percent of first-time, full-time, freshmen graduating within 100% of time</b>				
<b>Systemwide</b>	<b>23%</b>	<b>24%</b>	<b>25%</b>	<b>29%</b>
<b>Two-year institutions</b>	<b>14%</b>	<b>15%</b>	<b>19%</b>	<b>18%</b>
College of Eastern Idaho	46%	58%	50%	32%
College of Southern Idaho	15%	15%	20%	21%
College of Western Idaho	9%	11%	12%	14%
North Idaho College	17%	16%	18%	16%
<b>Four-year institutions</b>	<b>26%</b>	<b>27%</b>	<b>28%</b>	<b>33%</b>
Boise State University	26%	29%	31%	36%
Idaho State University	16%	16%	20%	19%
Lewis-Clark State College	18%	21%	18%	30%
University of Idaho	35%	37%	34%	39%
Notes:				
(1) FY2019 performance measures for the postsecondary institutions are preliminary.				



**WORK SESSION  
OCTOBER 21, 2020**

**ATTACHMENT 5**

INDIAN EDUCATION STRATEGIC PLAN PERFORMANCE MEASURES							
Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019	FY2020
<b>Goal 1: American Indian Academic Excellence</b>							
<u>Goal 1, Objective A: Access.</u>	Percentage increase of American Indian students who applied for the Opportunity Scholarship <sup>1</sup>	5% per year	NA	46	77	50	
	Number of American Indian students who receive the Opportunity Scholarship <sup>1</sup>	20 students	NA	11	17	16	
	Percentage of American Indian students who complete the FAFSA by the priority deadline	100% of students	NA	NA	NA	NA	
	Number of American Indian students who participated in Advanced Opportunities <sup>2</sup>		141	181	135	172	166
	AP		37	38	32	51	47
	IB		7	<5	<5	6	<5
	DualCredit	125 students per year	91	102	75	102	106
	TechPrep	10% by year	104	142	104	115	96
	IndustryCert					<5	5
	AP Exam (three or higher) <sup>3</sup>	10% by year	20 - 39%	40 - 59%	30 - 39%	30 - 39%	40 - 44%
<u>Goal 1, Objective B: Higher Level of Educational Attainment</u>	Number of American Indian students enrolled in postsecondary institutions after Idaho high school graduation <sup>4</sup>	400	59 (166 in class)	NA	NA	NA	NA
	Number of American Indian students scoring proficient or higher on spring IRI <sup>2</sup>	10% each year	NA	NA	NA	48.1%	NA
	Number of American Indian students scoring proficient or higher on math ISAT <sup>2</sup>	10% each year	NA	21%	21%	22%	NA
	Number of American Indian students scoring proficient or higher on ELA ISAT <sup>2</sup>	10% each year	NA	30%	32%	32%	NA
	Percentage of American Indian students that articulate to postsecondary education	60%	36%	18%	36%	28%	NA
	Time to completion for American Indian students	5 Years	NA	NA	NA	NA	
	Graduating rates for American Indian students	26% each year	21%	23%	33%	26%	31%
	Percentage of American Indian students earning a postsecondary degree (after 5 years) <sup>2</sup> (Note: counts reported)						
	Associate	48	45	49	51	60	53
	Baccalaureate	75	78	90	95	68	89
	Master	16	18	25	17	23	26
	Doctorate	5	4	8	6	10	4

INDIAN EDUCATION STRATEGIC PLAN PERFORMANCE MEASURES							
Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019	FY2020
<u>Goal 1, Objective C: Quality of Instruction</u>	Percentage of highly qualified teachers in targeted schools	100%		NA	NA	NA	NA
	Inclusion of a culturally relevant pedagogy in the teacher preparation standards	3 Credits		NA	NA	NA	NA
	Credits required in Idaho tribal history for certification	3 Credits	Not required	NA	NA	NA	NA
	Number of certified American Indian educators in the state <sup>3</sup>						
	Teachers	TBA	53	51	54	51	
	Administrators	TBA	3	4	5	4	
	Counselors	TBA	2	2	3	4	
<b>Goal 2: Culturally Relevant Pedagogy</b>							
<u>Goal 2, Objective A: Integration into the Professional Practice</u>	Number of education professional development credits in culturally responsive teaching	TBA		NA	NA	NA	NA
<u>Goal 2, Objective B: Knowledge of Federal Policies and Idaho's Indian Tribes</u>	Include Idaho's tribal culture, history, and government in the K-12 content standards	Completed by 2018		NA	NA	NA	NA
	Include tribal federal policies and Idaho tribal government in colleges of education teacher, counselor, and administrator certification programs	3 Credits		NA	NA	NA	
Note: 1 - American Indian students as identified by answering "Yes" to the question "Are you an enrolled member of an Idaho tribe?"							
2 - American Indian students as identified by indicating they were American Indian and not indicating they were any other							
3 - This measure was updated to only include those certified educators who were active. An individual will only be counted in one category.							
4 - The way race was calculated changed between FY15 and FY16. In FY15, students were identified as Native American if they chose Native American regardless of other race/ethnicity chosen. Starting in FY16, students were identified as Native American if they only chose Native American.							
* This data was current as of September 1, 2019.							
Note: IRI and ISAT test scores may not match up with those reported on the Report Card. These measures are taken at a point of time and may change as the SDE receives more information.							

STEM EDUCATION STRATEGIC PLAN PERFORMANCE MEASURES						
Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019 FY2020
<u>Goal 1, Objective A: Awareness</u>			F: 6,713	F: 6,505	F: 6,227	F: 5,369
	Number of students majoring in STEM CIP codes (by gender)		M: 11,786	M: 11,057	M: 10,276	M: 9,621
<u>Goal 1, Objective C: Scaling up</u>						
	Number of students taking classes identified as STEM classes		48,588	49,760	50,808	50,759
	Number of sections of STEM-related courses		12,539	12,332	12,908	13,064
<u>Goal 1, Objective D: Preparedness</u>						
	Percentage of students meeting science benchmark on ACT	60%	46%	44%	45%	47%
	Percentage of students meeting math benchmark on SAT	60%	NA	36%	35%	34%
	Percentage of students meeting math benchmark on ACT	60%	54%	49%	49%	51%
<u>Goal 1, Objective E: Employment</u>						
	STEM graduates employed in Idaho 1 year after graduation	NA	NA	NA	NA	NA
	STEM graduates employed in Idaho 3 years after graduation	NA	NA	NA	NA	NA
	STEM graduates employed in Idaho 5 years after graduation	NA	NA	NA	NA	NA
<b>Goal 2: STEM in Curriculum and Instruction</b>						
<u>Goal 2, Objective A: Professional Development</u>						
	Number of courses of STEM professional development offered		134	NA	NA	NA
	Enrollment in STEM professional development courses		1,954	NA	NA	NA
<u>Goal 2, Objective B: Effective</u>	Number of education graduates teaching STEM courses by Boise State University Idaho State University Lewis-Clark State College University of Idaho	NA	NA	NA	NA	NA
<u>Goal 2, Objective C: STEM Outreach</u>						
	Number of STEM outreach activities by institution					
	Boise State University		NA	415	NA	NA
	Idaho State University		NA	72	61	NA
	Lewis-Clark State College		NA	NA	NA	NA
	University of Idaho		NA	NA	NA	NA
<u>Goal 2, Objective D: STEM teacher supply</u>						
	Pass rates of K-12 educators on mathematics subtest of certification exam	Middle School: 60% High School: 45%	Middle School: 58% High School: 46%	Middle School: 68% High School: 52%	NA	NA

STEM EDUCATION STRATEGIC PLAN PERFORMANCE MEASURES							
Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019	FY2020
<u>Goal 2, Objective E: Innovative instruction</u>	Percentage of students meeting science benchmark on ACT	60%	46%	44%	45%	47%	NA
	Percentage of students meeting math benchmark on SAT	60%	NA	36%	35%	34%	34%
	Percentage of students meeting math benchmark on ACT	60%	54%	49%	49%	51%	NA
	Math remediation rates in postsecondary education		17%	NA	NA	NA	NA
<b>Goal 3: State Awareness</b>							
<u>Goal 3, Objective A: Communication</u>	Number of STEM outreach activities by institution						
	Boise State University		NA	415	NA	NA	NA
	Idaho State University		NA	72	61	NA	NA
	Lewis-Clark State College		NA	NA	NA	NA	NA
	University of Idaho		NA	NA	NA	NA	NA
<b>Goal 3, Objective B: STEM showcase</b>							
Should be  Objective B: Identify and showcase STEM events statewide. Performance Measure: Number of STEM outreach activities by institution	Number of STEM outreach activities by institution						
	Boise State University		NA	415	NA	NA	NA
	Idaho State University		NA	72	61	NA	NA
	Lewis-Clark State College		NA	NA	NA	NA	NA
	University of Idaho		NA	NA	NA	NA	NA
<b>Goal 4: Develop STEM Talent Base</b>							
<u>Goal 4, Objective A: Alignment</u>	Number of secondary schools with a STEM-centric charter <sup>1</sup>		5	5	5	5	6
<u>Goal 4, Objective B: Degree production</u>	Number of degrees awarded in STEM CIP codes <sup>2</sup>		1,427	1,482	1,504	1,528	1,528
	Ratio of STEM degrees to non-STEM degrees <sup>2</sup>	1:0.25	1:0.24	1:0.25	1:0.25	1:0.25	1:0.26
<b>Goal 4, Objective C: Business engagement</b>							
	Number of students participating in STEM internships		624	NA	NA	NA	NA
	Number of students participating in STEM undergraduate research		4,180	963	NA	NA	NA
	Number of secondary schools with a STEM-centric charter		5	5	5	5	6

<b>RESEARCH STRATEGIC PLAN PERFORMANCE MEASURES</b>						
<b>Goal 1: Increased research at, and collaboration among, Idaho universities and colleges to advance research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact.</b>						
<b>Objective 1.A: Ensure growth and sustainability of public university research efforts.</b>						
<b>Performance Measure</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>Benchmark</b>
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	\$154,989,123	\$163,093,485	\$171,052,983	\$166,564,099	Not yet available	10% annual increase
<b>Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).</b>						
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	\$8,561,218	\$9,489,612	\$11,022,015	\$11,724,216	Not yet available	10% annual increase
<b>Objective 1.C: Expand joint research ventures among the state universities.</b>						
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	92	119	100	82	94	50% annual increase
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	58	70	76	69	50	30% annual increase
Establish/fund at least one HERC-directed research project per year which collaborates with one other Idaho university that directly addresses issues of particular importance to the State of Idaho.	NA	NA	NA	1		1 per year
<b>Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.</b>						
<b>Objective 2.A: Increase the number of sponsored projects involving the private sector.</b>						
<b>Performance Measure</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>Benchmark</b>
Number of new sponsored projects involving the private sector.	165	163	172	202	206	50% annual increase

<b>Goal 3: Contribute to the economic development of the State of Idaho.</b>						
<b>Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.</b>						
<b>Performance Measure</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>Benchmark</b>
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	44	33	29	29	28	15% annual increase
Number of invention disclosures (including biomic varieties)	40	38	45	46	58	1 for every \$2M of research expenditures
Amount of licensing revenues.	\$724,316	\$1,271,819	\$ 1,869,718	\$ 2,607,055	\$ 3,450,773	10% annual increase
Number of startup companies.	8	1	1	1	0	10% annual increase
<b>Goal 4: Enhance learning and professional development through research and scholarly activity.</b>						
<b>Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.</b>						
<b>Performance Measure</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>Benchmark</b>
Number of undergraduate students paid from sponsored projects.	1,683	1,811	2,100	1,926	1,993	20% annual increase
Number of graduate students paid from sponsored projects.	636	716	656	592	536	20% annual increase
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.	UI: 60.4%, BSU: N/A, ISU: 13%	UI: 66.0%, BSU: N/A, ISU: 12.1%	UI: 62.7%, BSU: N/A, ISU: 19.6%	UI: 64.4%, BSU: N/A, ISU: 12.7%	UI: 58.1%, BSU: N/A, ISU: 19.1%	20% annual increase
Number of faculty and staff paid from sponsored projects.	2,272	2,383	2,418	2,446	2,484	20% annual increase
<b>K-20 Statewide Stratgic Plan Performance Measures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>Benchmark</b>
Percentage of students participating in undergraduate research.	UI: 64%, BSU: 35%, ISU: 43%, LCSC: 10%	UI: 65%, BSU: 37%, ISU: 42%, LCSC: 14%	UI: 61%, BSU: 37%, ISU: 41%, LCSC: 16%	UI: 58%, BSU: 43%, ISU: 38%, LCSC: 20%	UI: 60%, BSU: 43%, ISU: 36%, LCSC: 12%	30%
Percentage of students participating in internships	5%	5%	8%	6%	6%	10%

**Public Schools**

**Performance Report**

***Part I – Agency Profile***

**Agency Overview**

The Idaho State Department of Education (SDE) is a government agency supporting schools and students. We are responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators, and providing accountability data. We deliver leadership, expertise, research, and technical assistance to school districts and schools to promote the academic success of students.

**The vision of the State Department of Education is to support schools and students to achieve by ensuring:**

- **All Idaho students persevere in life and are ready for college and careers.**

The strategy to attaining this goal is to consistently remind students that they are going to experience misfortunes and falls, but that's certainly not the end of the path to their college and career readiness; it's how quickly you get up, and that you persevere through the path, that really matters. The Department's mission is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

**Core Functions/Idaho Code**

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the state board of education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017<sup>1</sup></b>	<b>FY 2018<sup>2</sup></b>	<b>FY 2019<sup>3</sup></b>	<b>FY 2020<sup>4</sup></b>
General Fund	1,584,669,400	1,685,262,200	1,785,265,900	1,898,399,000
Federal Grant	229,207,500	230,722,600	264,338,500	264,338,500
Dedicated Fund	<u>77,387,000</u>	<u>91,638,500</u>	<u>91,010,700</u>	<u>105,062,300</u>
<b>Total</b>	<b>1,891,263,900</b>	<b>2,007,623,300</b>	<b>2,140,615,100</b>	<b>2,267,799,800</b>
<b>Expenditure</b>	<b>FY 2017<sup>5</sup></b>	<b>FY 2018<sup>6</sup></b>	<b>FY 2019<sup>7</sup></b>	<b>FY 2020<sup>8</sup></b>
Personnel Costs	0	0	0	0
Operating Expenditures	12,593,300	12,725,900	12,971,800	12,667,600
Capital Outlay	1,300	1,200	0	0
Trustee/Benefit Payments	12,047,500	11,800,300	728,800	0
Lump Sum	<u>1,866,621,800</u>	<u>1,983,095,900</u>	<u>2,086,915,700</u>	<u>2,255,132,200</u>
<b>Total</b>	<b>1,891,263,900</b>	<b>2,007,623,300</b>	<b>2,100,616,300</b>	<b>2,267,799,800</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Number of School Districts Supported <sup>9</sup>	115 Districts 50 Charters 1 COSSA	115 Districts 52 Charters 1 COSSA	115 Districts 57 Charters 1 COSSA	115 Districts 61 Charters 1 COSSA
Number of Public School District (K12) Students <sup>10</sup>	295,738	299,225	303,787	308,285
Teacher FTE	16,067 <sup>11</sup>	16,451 <sup>12</sup>	16,572 <sup>13</sup>	17,252 <sup>14</sup>

<b>Public Schools</b>	<b>Performance Report</b>
-----------------------	---------------------------

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
FTE Student Teacher Ratio	18.41	18.19	18.33	17.87

Cases Managed and/or Key Services Provided		FY 2017	FY 2018	FY 2019	FY 2020
Number of schools participating in the Idaho Mastery Education Network	Cohort 1	32	32	32	32
	Cohort 2	--	--	30	30
	Cohort 3	--	--	--	--

## Part II – Performance Measures

Performance Measure	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 1</b>					
<i>All Idaho students persevere in life and are ready for college and careers.</i>					
<b>Objective A</b>					
<i>Fully Implement the Idaho Content Standards</i>					
<b>I. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3.</b>  <small>*New assessment administered in 2018/19 School Year. Benchmarks to be determined after 2 years of data is available.</small>		<b>2016-17 School Yr.</b>	<b>2017-18 School Yr.</b>	<b>2018-19 School Yr.</b>	<b>2019-20 School Yr.</b>
	Actual	73.0%	72.4%	<b>70.4%</b>	NA
	Benchmark	NA	NA	NA*	TBD

<b>II. Percentage of students meeting proficient or advanced placement on the Idaho Standards Achievement Test</b>		<b>2016-17 School Yr.</b>	<b>2017-18 School Yr.</b>	<b>2018-19 School Yr.</b>	<b>2019-20 School Yr.</b>	<b>2020-21 School Yr.</b>
	3 <sup>rd</sup> Grade ELA <sup>15</sup> Actual	<b>47.7%</b>	<b>50.5%</b>	<b>50.7%</b>	NA	
	3 <sup>rd</sup> Grade ELA <sup>16</sup> Benchmark	55.6%	58.2%	60.8%	63.4%	66.1%
	3 <sup>rd</sup> Grade Math <sup>15</sup> Actual	<b>50.9%</b>	<b>52.9%</b>	<b>53.3%</b>	NA	
	3 <sup>rd</sup> Grade Math <sup>16</sup> Benchmark	44.8%	48.1%	51.3%	54.6%	57.8%
	8 <sup>th</sup> Grade ELA Actual	<b>52.9%</b>	<b>54.7%</b>	<b>54.4%</b>	NA	
	8 <sup>th</sup> Grade ELA Benchmark	55.6%	58.2%	60.8%	63.4%	66.1%
	8 <sup>th</sup> Grade Math Actual	<b>39.5%</b>	<b>42.1%</b>	<b>41.5%</b>	NA	
	8 <sup>th</sup> Grade Math Benchmark	44.8%	48.1%	51.3%	54.6%	57.8%
	High School ELA Actual	<b>60.3%</b>	<b>60.6%</b>	<b>60.4%</b>	NA	
	High School ELA Benchmark	55.6%	58.2%	60.8%	63.4%	66.1%
	High School Math Actual	<b>33.2%</b>	<b>34.2%</b>	<b>34.7%</b>	NA	
	High School Math Benchmark	44.8%	48.1%	51.3%	54.6%	57.8%



**Public Schools**

**Performance Report**

<b>Goal 1</b> <i>All Idaho students persevere in life and are ready for college and careers.</i> <b>Objective B</b> <i>Provide pathways to success post high school</i>						
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.		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.
		<b>Actual</b>	71.0%	64.0%	64.0%	65%
		<b>Benchmark</b>	80%	80%	80%	80%
II.	Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks		Class of 2017	Class of 2018	Class of 2019	Class of 2020
		SAT	34% <sup>17</sup>	33% <sup>18</sup>	32% <sup>19</sup>	NA
		SAT Benchmark	60%	60%	60%	60%
III.	High School Cohort Graduation Rate		Class of 2017	Class of 2018	Class of 2019	Class of 2020
		Graduation Rate Actual <sup>21</sup>	79.7%	80.6%	80.7% <sup>22</sup>	-----
		Graduation Rate Benchmark	82.2%	84.8%	87.3%	89.9%

<b>Goal 1</b> <i>All Idaho students persevere in life and are ready for college and careers.</i> <b>Objective C</b> <i>Expand participation in the Idaho Mastery Education Network (IMEN).</i>						
I.	Percentage of students in IMEN that meet their 3-year growth target in ELA and Math <sup>^</sup>		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.
		<b>IMEN Cohort 1 ELA Actual</b>	60.1%	62.0%	62.1%	NA
		<b>ELA Benchmark</b>	60.9%	64.4%	65.4%	NA
		<b>IMEN Math Cohort 1 Actual</b>	45.3%	45.5%	46.4%	NA
		<b>Math Benchmark</b>	51.0%	53.8%	54.2%	NA

<sup>^</sup>Growth metric can only be calculated for 20 schools in Cohort 1 due to grades served.

<b>Goal 3</b> <i>Recruit and retain effective teachers</i> <b>Objective A</b> <i>Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.</i>						
II.	Teacher Retention Rate		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.
		<b>Actual</b>	88.35%	89.02%	88.23%	89.29%
		<b>Benchmark</b>	92.0%	92.0%	92.0%	92.0%

Public Schools

Performance Report

Notes

NA: Data not available due to the disruptions caused by COVID-19. The Idaho Standards Achievements Tests summative assessments were canceled for the 2019-2020 school year. The spring 2020 SAT and ACT administrations were canceled/postponed and the Idaho State Board of Education waived the College Entrance Exam graduation requirement for the class of 2020.

Values in bold are the accountability calculations restricted to students continuously enrolled in Idaho in the listed year. Non-bold values are for all students.

For More Information Contact

Karlynn Laraway  
State Department of Education  
650 W. state Street  
PO Box 83720  
Boise, ID 83720-0055  
Phone : (208) 332-6976  
E-mail : [klaraway@sde.idaho.gov](mailto:klaraway@sde.idaho.gov)  
Website : [www.sde.idaho.gov](http://www.sde.idaho.gov)

<sup>1</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2017>, page 1-3, FY2016 Actual by Fund Source

<sup>2</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018>, page 1-3, FY2017 Actual by Fund Source

<sup>3</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2018 Actual by Fund Source

<sup>4</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2019 Total Appr by Fund Source

<sup>5</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2017>, page 1-3, FY2016 Actual by Expenditure Classification

<sup>6</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018>, page 1-3, FY2017 Actual by Expenditure Classification

<sup>7</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2018 Actual by Expenditure Classification

<sup>8</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2020>, page 1-3, FY2020 Total Appr Expenditure Classification

<sup>9</sup> <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Charter-School-Historical-Enrollment-by-Year.xls>, Historical Fall Enrollment of Charter Schools by Grade by Year

<sup>10</sup> <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>, Historical Fall Enrollment/Membership by Grade for Idaho Public Schools

<sup>11</sup> <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2016-2017/2016-2017-Statewide-Certificated-Staff-Salary-Summary.xlsx>, 2016-2017 Statewide Certificated Staff Salary Report

<sup>12</sup> <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2017-2018/2017-2018-Statewide-Certificated-Staff-Salary-Summary.xlsx>, 2017-2018 Statewide Certificated Staff Salary Report

<sup>13</sup> <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2018-2019/2018-2019-Statewide-Certificated-Staff-Salary-Report.xlsx>, 2018-2019 Statewide Certificated Staff Salary Report

<sup>14</sup> <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2019-2020/2019-2020-Statewide-Certificated-Staff-Salary-Report.xlsx>, 2019-2020 Statewide Certificated Staff Salary Report

<sup>15</sup> Results reflect accountability results, which are restricted to students continuously enrolled in Idaho schools during the listed school year and available at <https://idahoschools.org/>.

<sup>16</sup> <https://www.sde.idaho.gov/assessment/accountability/files/state-goals/ESSA-State-Plan-Long-Term-and-Interim-Progress-Goals.docx> Goals are not set at specific grades but derived using the same methodology.

<sup>17</sup> <https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf>, 2017 Idaho College Board SAT Suite of Assessments Annual Report

<sup>18</sup> <https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf>, 2018 Idaho College Board SAT Suite of Assessments Annual Report

<sup>19</sup> <https://reports.collegeboard.org/pdf/2019-idaho-sat-suite-assessments-annual-report.pdf>, 2019 Idaho College Board SAT Suite of Assessments Annual Report

Public Schools

Performance Report

---

<sup>20</sup> The ACT Profile Report – State, Graduating Class 2019 Public High School Students Idaho, Page 7 - Table 1.1 – Five Year Trends Percent of Students Who Met College Readiness Benchmarks – Met All Four. Figures may change slightly over time due to updated data.

<sup>21</sup> <https://idahoschools.org/state/ID/graduation>, Four-Year Graduation Rate

<sup>22</sup> <https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2019-4-Year-Grad-Rate-Master.xlsx>

## ***Part I – Agency Profile***

### **Agency Overview**

The mission of Idaho Division of Career Technical Education (ICTE) is to prepare Idaho youth and adults for high-skill, in-demand careers.

Idaho Code §33-2202 defines in section (2) “career technical education” as “secondary, postsecondary and adult courses, programs, training and services administered by the division of career technical education for occupations or careers that require other than a baccalaureate, master’s or doctoral degree.” As approved by the board, this term may also apply to specific courses or programs offered in grades 7 and 8 or offered by any approved public charter school that are delivered through traditional or virtual online instructional methods. This term may also apply to virtual, blended, or other career technical education programs. Section (3) states “the courses, programs, training, and services include, but are not limited to, career, technical and applied technology education. They are delivered through the career technical delivery system of public secondary schools, including public charter schools, irrespective of the delivery method, and postsecondary schools and colleges.”

ICTE is the administrative arm of the State Board for Career Technical Education that provides leadership and technical assistance for career technical education in Idaho, from secondary students through adults. This includes responsibilities for adult education, G.E.D., Workforce Training Centers, Centers for New Directions, and motorcycle safety training.

ICTE is responsible for preparing and submitting an annual budget for career technical education to the State Board of Education (SBOE), Governor, and Legislature. Appropriations to ICTE include state general funds, federal funds, and miscellaneous revenue funds.

Career technical education programs are integrated into the Idaho public education system through school districts, colleges, and universities. ICTE provides the focus for career technical education programs and training within existing schools and institutions by using a statewide system approach with an emphasis on student learning, program quality, and industry engagement.

Secondary career technical education programs and services are provided via junior high/middle schools, comprehensive high schools, career technical schools, and through cooperative programs with the Idaho Technical College System.

Postsecondary career technical education programs and services are delivered through Idaho’s six technical colleges. Four technical colleges are located on the campuses of community colleges: College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College. Two technical colleges are on the campus of four-year institutions: Idaho State University and Lewis-Clark State College. The Idaho Technical College System delivers certificate and A.A.S. degree occupational programs on a full- or part-time basis; workforce/short-term training; adult education; displaced homemaker services; and fire service training.

ICTE was appropriated 41.0 full-time positions (FTP) for agency staff in fiscal year 2020 of which 32.5 were funded with state general funds and 8.5 with federal grants. The appropriation also included 540.26 FTP for career technical education staff within the six technical colleges.

### **Core Functions/Idaho Code**

Statutory authority for ICTE is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §33-1002G allows school districts to establish career technical schools and §39-5009 established the displaced homemaker account for appropriation to the State Board. The role of ICTE (IDAPA 55) is to coordinate career technical education in Idaho. Specifically, ICTE:

- Provides statewide leadership and coordination for career technical education;
- Assists local educational agencies in program planning, development, and evaluation;

**Idaho Division of Career Technical Education**

**Performance Report**

- Promotes the availability and accessibility of career technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to SBOE, Governor, and the Legislature;
- Provides a state finance and accountability system for career technical education;
- Evaluates career technical education programs;
- Initiates research, curriculum development, and professional development activities;
- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates career technical education related activities with other agencies, officials, and organizations.

**Revenue and Expenditures\***

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
0001 General Fund	\$59,418,396	\$62,906,675	63,806,862	\$66,967,076
0218 Displaced Homemaker	137,671	138,071	145,880	136,287
0274 Haz-Mat Waste Training	67,800	67,800	67,800	67,800
0319 Motorcycle Safety	4,469	8,292	10,374	11,102
0348 Federal Grants	8,970,939	9,232,510	9,148,240	8,841,768
0349 Miscellaneous Revenue	330,562	177,888	159,631	169,386
0401 Seminars and Publications	69,350	0	0	0
<b>Total</b>	<b>\$68,999,187</b>	<b>\$72,531,236</b>	<b>\$73,338,787</b>	<b>\$76,193,419</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
4000 Personnel Costs	\$ 3,341,078	\$ 3,167,081	\$ 3,306,576	\$ 3,349,802
5000 Operating Expenditures	1,121,787	1,106,864	1,100,955	1,008,203
6000 Capital Outlay	11,859	30,413	148,270	181,419
7000 Trustee/Benefit Payments	67,634,620	71,324,248	72,264,278	72,503,422
<b>Total</b>	<b>\$72,109,344</b>	<b>\$75,628,606</b>	<b>\$76,820,079</b>	<b>\$77,042,847</b>

\*All values are for budgeted fiscal years (BFY) to eliminate timing issues from encumbrances. Federal grants are two-year funding sources based on reimbursements within the period. BFY 2018 was first year without re-appropriation authority for general funds and thus T/B payments were higher from utilization of prior appropriation.

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Number of Students Enrolled in High School CTE Programs (headcount)	86,737	93,850*	95,767	99,079
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	5,754	5,597	5,234	5,426
Number of Technical College FTE enrollments	3,505	3,400	3,321	3,302
Number of Workforce Training Network (WTN) enrollments (headcount)	44,801	50,797	54,032**	39,898***
Number of WTN enrollments for Fire and Emergency Services Training (headcount)	4,709	4,276	5,098	3,182***
Number of clients served in the Adult Education program (headcount)	5,224	5,549	5,141	Reported in October
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	551	360	389	453

<b>Idaho Division of Career Technical Education</b>	<b>Performance Report</b>
---	---------------------------

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of Students Enrolled in Digital CTE Courses (Idaho Digital Learning Alliance)	871	1,311	1,694	1,425
Number of SkillStack® Badges Awarded (Secondary)	1,583	6,706	5,372	10,006
Number of SkillStack® Badges Awarded (Postsecondary)	706	1,102	733	1,154

\*Starting in FY 2018, enrollments come from the Idaho State Department of Education's longitudinal data system.

\*\*After submission of our FY 2019 Performance Measurement Report, updated numbers were provided.

\*\*\*Nearly four months of training events were canceled in FY 2020 due to the pandemic.

\*\*\*\*Badges have increased with new assessment badges, increased teacher activity and more aligned programs.

### Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019	As of July 1, 2020
Number of Chapters	N/A	N/A
Number of Words	N/A	N/A
Number of Restrictions	N/A	N/A

## Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Board Goal 1						
EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.						
CTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements. Performance Measures I – III, V (see pages 3 – 4)						
Board 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.						
CTE Objective: 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 – III (see pages 4 – 5)						
1. Secondary student pass rate for Technical Skill Assessment (TSA)	actual	56.3	67.8	67.2	n/a	-----
	benchmark	67.0	67.0	67.0	n/a	n/a
2. Positive placement rate of secondary concentrators	actual	95.8	94.4	95.0	96.3	-----
	benchmark	94.2	94.3	94.3	n/a	n/a

**Idaho Division of Career Technical Education**

**Performance Report**

3. <i>Number of program standards and outcomes that align with industry standards</i>	actual	37	46	52	52	-----
	benchmark	n/a	n/a	48	52	n/a
4. <i>Placement rate of postsecondary program completers in jobs related to their training.</i>	actual	60.1	55.8	62.3	69.7	-----
	benchmark	65	65	65	65	n/a
5. <i>Positive placement rate of postsecondary program completers</i>	actual	96.4	94.6	94.7	94.9	-----
	benchmark	95.6	95.6	95.6	n/a	n/a
6. <i>The percent of secondary CTE concentrators who transition to postsecondary education</i>	actual	65.9	67.4	64.1	61.8	-----
	benchmark	70	70	70	70	n/a

**Performance Measure Explanatory Notes**

**Performance Measure 1):**

As of FY 2017, only approved vendors are included in assessment results as part of our program alignment efforts. Past reports included assessments that were transitioning to the approved vendor. The updated numbers are reflected in our FY 2021 – FY 2025 Strategic Plan. In FY 2020, assessment data was not required due to the pandemic.

The Strategic Plan for FY 2020 – FY 2024 has some measures with FY 2019 benchmarks. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020 and since then the Office of Career, Technical, and Adult Education approved our state plan and benchmarks (6/12/2020).

**Performance Measure 2):**

A secondary CTE concentrator is a junior or senior student enrolled in a capstone course during the school year. A capstone course is the final course in a state approved pathway. Positive placement represents the percent of secondary concentrators who attain employment, join the military, or continue their education.

The Strategic Plan for FY 2020 – FY 2024 has some measures with FY 2019 benchmarks. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020 and since then the Office of Career, Technical, and Adult Education approved our state plan and benchmarks (6/12/2020).

**Performance Measure 3):**

Due to the pandemic, alignment efforts were stalled.

**Performance Measures 4, 5, and 6):**

A technical college CTE completer is a postsecondary student who has completed all the requirements for a certificate or an A.A.S. degree in a state approved career technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. Positive placement represents the percent of technical college completers who attain employment, join the military, or continue their education within six months of completing.

Historical trends for positive placement show that job related training employment declines when additional education increases. (Measure 4).

After submitting the Strategic Plan for FY 2019, updated numbers were available (Measure 5).

The Strategic Plan for FY 2020 – FY 2024 has some measures with FY 2019 benchmarks. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020 and since then the Office of Career, Technical, and Adult Education approved our state plan and benchmarks (6/12/2020, Measure 5).

**For More Information Contact**

Clay Long, Administrator  
650 W State Ste 324  
Boise, ID 83702-5936  
Phone: (208) 429-5500  
Email: [clay.long@cte.idaho.gov](mailto:clay.long@cte.idaho.gov)



## ***Part I – Agency Profile***

### **Agency Overview**

The Idaho Division of Vocational Rehabilitation (IDVR) is an agency under the oversight of the Office of the State Board of Education. Jane Donnellan is the Administrator for the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, Extended Employment Services (EES) and the fiscal management of the Council for the Deaf and Hard of Hearing (CDHH). It should be noted that nationally, under the Federal Vocational Rehabilitation Program, each state has the ability to choose to have a combined or separate agency to serve the blind and visually impaired. In Idaho, a separate state agency (the Idaho Commission for the Blind and Visually Impaired) provides vocational rehabilitation services for those who have a primary disability of blind and visually impaired.

The public Vocational Rehabilitation program is one of the oldest and most successful Federal/State programs in the United States. The Governor recognized the 100<sup>th</sup> anniversary of the Vocational Rehabilitation program with the passage of a proclamation celebrating this momentous event on June 2, 2020. Vocational Rehabilitation serves individuals with severe disabilities that impose significant barriers to their employment. In FY 2020, the average time needed for a person to complete a rehabilitation plan and become employed was 21 months. Furthermore, employment of individuals with disabilities resulted in a 472% increase in customer weekly earnings and significantly decreases the need for public support.

The structure of IDVR includes a Field Services unit as well as a Planning and Evaluation, Fiscal and Extended Employment Services units. Under the Field Services unit, there are eight (8) regional managers who supervise field staff in the following regions: Coeur d'Alene, Lewiston, Treasure Valley East, Treasure Valley Central, Treasure Valley West, Twin Falls, Pocatello, and Idaho Falls.

The VR program is comprised of 144 employees, of which 135 are full-time positions serving in twenty-nine (29) offices throughout the state. Offices are located throughout the state including Boise, Meridian, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Moscow, Twin Falls, Burley, Pocatello, Blackfoot, Preston, Idaho Falls, Salmon, Rexburg, Caldwell, and Nampa. There is one (1) Central Office, eight (8) regions within seven (7) offices, nine (9) general Sub-Offices, four (4) Mental Health Sub-Offices, four (4) School-Work Sub-Offices, and four (4) Corrections Sub-Offices.

### **Core Functions/Idaho Code**

**Legal Authority for the Idaho Division of Vocational Rehabilitation** is Idaho Code, 33-2301 and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128 and is augmented by regulations promulgated and set forth in 34 CFR § 361, 363, and 397.

Services that may be available include evaluation of rehabilitation potential, vocational guidance and counseling, physical and mental restoration, vocational, academic and other training, job placement and other services, which can reasonably be expected to benefit the individual in terms of employment.

The EES program is a State of Idaho appropriations program that provides needed long-term employment supports to individuals with disabilities in a competitive integrated employment setting or provides training services to individuals in a nonintegrated employment setting. The program contracts with providers to deliver the services on an individual basis.

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 Council's vision is 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 (Idaho Code, Title 67, Chapter 73, Idaho State Council for the Deaf and Hard of Hearing 67-7301 – 67-7308).

**Vocational Rehabilitation, Idaho Division of**

**Performance Report**

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Fund	\$8,265,536	\$7,840,641	\$8,648,300	\$7,550,130
Rehab Rev & Refunds	\$836,137	\$611,564	\$1,137,838	\$891,200
Federal Grant	\$15,743,762	\$15,402,420	\$14,431,087	\$15,153,542
Miscellaneous Revenue	\$641,677	\$703,883	\$686,992	\$681,692
<b>Total</b>	<b>\$25,478,112</b>	<b>\$24,558,508</b>	<b>\$24,904,217</b>	<b>\$24,276,564</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs	\$9,654,556	\$10,074,804	\$10,328,411	\$10,319,069
Operating Expenditures	\$1,747,556	\$1,530,745	\$1,558,712	\$2,155,746
Capital Outlay	\$75,972	\$447,493	\$107,304	\$96,148
Trustee/Benefit Payments	\$13,340,909	\$13,063,469	\$11,811,060	\$10,392,458
<b>Total</b>	<b>\$24,818,993</b>	<b>\$25,116,511</b>	<b>\$23,805,487</b>	<b>\$22,963,421</b>

*For FY 2017 and FY 2018 IDVR used the federal fiscal year as the period for reporting financial data. For FY 2019 and subsequent years, IDVR is using the state fiscal year as the period for reporting financial data.*

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2017</b>	<b>FY 2019</b>	<b>FY 2020</b>
The Number of Individuals Served by Vocational Rehabilitation	12,283	11,209	9,368	*5,878
The Number of Individuals Who Went to Work After Receiving VR Services	2,253	1,835	1,281	**808

*Under WIOA, VR program performance reporting shifted from federal fiscal year reporting (October 1 – September 30) to program/state year reporting (July 1-June 30). Data for FY 2019 is based on the state fiscal year, previous performance data is based on federal fiscal year timeframe.*

*\*The definition of 'individuals served' changed to match the federal definition of 'participants served': Individuals who received at least one service under an Individualized Plan for Employment (IPE).*

*\*\*There is a correlation of the impact of COVID-19 and IDVR's decreased performance with the number of individuals who went to work after receiving VR services, explicitly in 4<sup>th</sup> quarter data.*

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>	<b>As of July 1, 2020</b>
Number of Chapters	N/A	N/A
Number of Words	N/A	N/A
Number of Restrictions	N/A	N/A

Not applicable. All changes to Administrative Code are done through the authority of the State Board of Education and reported through the State Board of Education's strategic plan and performance measure report.

**FY 2020 Performance Highlights**

The Division continues to transition with the changes required by the Workforce Innovation and Opportunity Act (WIOA), including the transition to the Common Performance Measures. The Division is collecting baseline data for four of the five performance measures and negotiated performance targets with Rehabilitation Services Administration (RSA) for one measure; measurable skill gains. The negotiated targets change year over year based upon prior year performance and application of the Statistical Adjustment Module, used by the U.S. Departments of Labor and Education.

Three of performance measures are lagging indicators such as median earnings 2nd quarter after exit. Targets for these performance indicators will be negotiated June 2022 for the following performance year.

## **Part II – Performance Measures**

<b>Performance Measures</b>		<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>Goal 1</b>						
<i>Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.</i>						
1. Number of students receiving Pre-employment Transition Services (Pre-ETS). Goal 1 Objective 1	actual	301	1180	947	*1027	-----
	target	N/A	≥ 301	≥ 1,180	≥ 947	≥ 1027
<b>Goal 2</b>						
<i>Improve VR program efficiency through continuous quality improvement activities.</i>						
2. Common Performance Measure: Median Earnings 2 <sup>nd</sup> Quarter after Exit*	actual	N/A	\$3870	**\$4063	**\$3463	-----
	target	N/A	≥ \$4680	≥ \$4680	≥ \$4680	≥ \$4680
3. Customer satisfaction rate (as demonstrated by “agree” and “strongly agree” responses). Goal 2 Objective 2.2	actual	89.1%	88.45%	81.3%	81.4%	-----
	target	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
4. Of those cases using CRP employment services, the percentage which contributed to successful case closure. Goal 2 Objective 2.4	actual	N/A	43%	42%	43.5%	-----
	target	N/A	N/A	≥ 30%	≥ 30%	≥ 30%

### **New Performance Measure Explanatory Notes**

Under WIOA, VR program performance reporting changed from a federal fiscal year (October 1-September 30) to a program/state year (July 1-June 30). Performance data for FY 2017 and FY 2018 is reported on a complete federal fiscal year. FY 2019 data and later is reported for the program/state year.

VR Common Performance Measures are new federal performance measures. Benchmarks are preliminary until formally negotiated with Rehabilitation Services Administration (RSA) in June 2022.

\*Includes services purchased from vendors and services provided by VR counselors.

\*\*Median Earnings for the 2<sup>nd</sup> quarter after program exit for FY 2019 are updated and reflect complete data. Data for FY 2020 are preliminary (incomplete). Complete data for FY 2020 will be available and published in the FY 2021 performance report.

**For More Information Contact**

Jane Donnellan, Administrator  
Idaho Division of Vocational Rehabilitation  
650 W State St., Rm. 150  
PO Box 83720  
Boise, ID 83720-0096  
Phone: (208) 287-6466  
E-mail: [jane.donnellan@vr.idaho.gov](mailto:jane.donnellan@vr.idaho.gov)

## Part I – Agency Profile

### Agency Overview

Idaho Public Television (IdahoPTV) is an entity of the Idaho State Board of Education and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission. IdahoPTV is a statewide, non-commercial broadcast telecommunication system and media provider with the network operations center located in Boise and additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over 55 years, IdahoPTV expanded its reach to include over-the-air broadcast television service to more than 98% of Idaho's population and portions of six adjoining states and Canada through an efficient system of five digital transmitters and 46 translators (41 translators and 5 relays). IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based distribution system. IdahoPTV's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources. IdahoPTV has been impacted by the congressionally mandated FCC spectrum repacking initiative requiring numerous transmitters and translators to change channel frequencies. This initiative has impacted several communities throughout the state.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated network television station in Idaho.

IdahoPTV received an original appropriation for FY 2020 of \$9,601,100 in the following allocations: Dedicated Funding – 65%, State General Funding – 34%, and Federal Funding – 1%. The dedicated funds are primarily via Friends of Idaho Public Television, Inc., which typically receives more than \$4 million annually in donations from over 21,000 individuals, foundations, and organizations. Other dedicated funds come from the Corporation for Public Broadcasting, private grants, and services. IdahoPTV's comprehensive audit is conducted annually by the Legislative Auditor, Legislative Services Office.

IdahoPTV has developed a reputation for producing award-winning, quality television and other electronic media. IdahoPTV provides significant local public service to its viewers and users.

IdahoPTV produces a number of ongoing series, specials and services, including:

Outdoor Idaho	Idaho Reports (coverage of the Idaho Legislature and statewide public affairs topics)
Dialogue (arts, humanities and public affairs program)	Science Trek (educational science program for grade school students)
The Idaho Debates (primary and statewide election coverage)	Idaho In Session (gavel-to-gavel live coverage of the Idaho House, Senate, JFAC, Idaho Supreme Court, and special meetings)
Governor's State of the State/State of the Budget Address (live)	Idaho Science Journal
Scout/PBS Learning Media (online educational resources)	Idaho Experience (documentaries on Idaho history)

Also produced are other special programs including:

Idaho: State of Wonder	Into Africa: The Idaho-Gorongosa Connection
Idaho Geology, A Convergence of Wonders	My Excellent Adventure
Capitol of Light: The People's House	State of Our Parks
The Color of Conscience	Idaho Headwaters
Education 2020	Journey to Education
Resilient Idaho: Hope After Trauma	Journey to College
Classroom Idaho: Learn @ Home	Journey to Opportunity

Outdoor Idaho continues to air on stations in Oregon, Washington and Utah.

**Idaho Public Television**

**Performance Report**

IdahoPTV's community education services range from locally-produced events and workshops to children's events, such as literacy and STEM workshops, program screenings and discussions, science camps, a literacy contest, educator workshops, parent workshops, online book clubs, and online educational resources. IdahoPTV is engaged in a major effort to train teachers in utilizing digital media and technology in the classroom. It also has a major initiative to connect high school graduates with middle-skills careers. IdahoPTV is also engaged in a major project to help parents prepare their children to enter school with the resources to be successful, including mothers incarcerated in Idaho prisons. During FY 2020, IdahoPTV produced Classroom Idaho: Learn @ Home to connect all students with certified Idaho teachers to finish learning for the balance of the school year.

The staff is led by Ron Pisaneschi, general manager; Dave Taylor, director of finance; Jeff Tucker, director of content services; Craig Koster, interim director of technology; Jenifer Johnson, director of development; Sandy McBride, director of communications; and Bruce Reichert, executive producer.

**Core Functions/Idaho Code**

Idaho Public Television is not referenced in Idaho Code. It was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education.

IdahoPTV's 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.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Fund	\$2,672,900	\$2,836,500	\$2,985,300	\$3,263,300
Dedicated Fund	\$5,441,400	\$5,400,400	\$5,377,900	\$5,771,600
Federal	\$0	\$34,300	\$166,400	\$19,800
<b>Total</b>	<b>\$8,114,300</b>	<b>\$8,271,200</b>	<b>\$8,529,600</b>	<b>\$9,054,700*</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs	\$4,510,000	\$4,551,400	\$4,568,100	\$4,813,100
Operating Exp.	\$3,041,200	\$3,002,500	\$3,088,700	\$3,348,600
Capital Outlay	\$563,100	\$717,300	\$872,800	\$893,000
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$8,114,300</b>	<b>\$8,271,200</b>	<b>\$8,529,600</b>	<b>\$9,054,700</b>

\*revised from original appropriation

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Channel Hours for Children (under the age of 12)	14,252	15,214*	12,386**	12,666
Channel Hours for Ethnic Minorities	5,319	5,573	5,261	5,240
Channel Hours for Learners	14,047	16,231	13,094	12,187
Number of Visitors to idahopty.org	1,981,837	1,584,947	2,263,398	1,635,238***
Channel Hours of News, Public Affairs and Documentaries	11,372	12,624	11,755	11,947

\*The FY 2018 reported number double counted a portion of the new 24/7 Idaho PBS Kids channel hours. That value was subtracted and the correct number is reported.

\*\*The FY 2019 number of channel hours for children is less than prior years due to 1,474 hours of children's programming being removed from the Plus Channel.

\*\*\*Content resources are available in many more outlets, such as PBS app, Roku, Apple TV, etc. There is less need to go to IdahoPTV's own website.

**Idaho Public Television**

**Performance Report**

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2020</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2020 Performance Highlights (Optional)**

- 5 technology training events attended by a total of 125 teachers and 100 students throughout the state.
- 24 presentations attended by a total of 2,645 teachers, parents and general public throughout the state regarding educational resources available through IdahoPTV and PBS.
- 72 literacy and STEM presentations attended by a total of 16,609 participants throughout the state.
- 80,331 children watched our broadcasts each week.
- Idaho In Session was viewed over 248,299 times online.
- 66,915 users utilized online Learning Media local and national resources (July 2019 – May 2020).
- 4,359,279 page views on the Idaho Public Television website by 1,635,238 visitors.
- 43,920 hours of programming broadcast 24 hours a day across 5 free over-the-air digital channels from transmitters and repeaters statewide.
- IdahoPTV is regularly among the most-watched PBS stations in the US, per capita, with more than 500,000 weekly viewers.
- 1,043 people volunteered a total of 5,097 hours of their time and support throughout the year.

**Part II – Performance Measures**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 1: A WELL-EDUCATED CITIZENRY</b>						
<i>Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.</i>						
1. Number of DTV translators. Goal 1 Objective A	actual	47 of 47	47 of 47	47	46	-----
	target	48	48	47	47	46
2. Percentage of Idaho's population within our signal coverage area. Goal 1 Objective A	actual	99.47%	98.8%	98.8%	98.8%	-----
	target	98.4%	98.4%	98.4%	98.4%	98.4%
3. Number of partnerships with other Idaho state entities and educational institutions. Goal 1 Objective B	actual	43	40	49	41	-----
	target	21	30	32	34	40
4. Number of broadcast hours of educational programming. Goal 1 Objective E	actual	28,299	35,095	25,480	24,853	-----
	target	28,000	36,760	37,260	37,760	25,000
5. Number of broadcast hours of Idaho-specific educational and informational programming. Goal 1 Objective G	actual	1,568	1,509	1,986	1,393	-----
	target	2,000	2,000	2,000	2,000	2,000



**Idaho Public Television**

**Performance Report**

<b>Performance Measure</b>		<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
6. Number of awards for IdahoPTV media and services. Goal 1 Objective H	<i>actual</i>	49	56	57	68	-----
	<i>target</i>	40	45	50	50	55
7. Average number per month during the school year of local unique users utilizing PBS learning media.* Goal 1 Objective I	<i>actual</i>				7,137	-----
	<i>target</i>	NA	NA	NA	4,200	4,200
8. Total FTE in content delivery and distribution. Goal 1 Objective J	<i>actual</i>	17	22	21	18	-----
	<i>target</i>	<29	<25	<25	<24	<24
9. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines. Goal 1 Objective J	<i>actual</i>	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	-----
	<i>target</i>	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes
10. Work toward implementation of the Center for Internet Controls. Goal 1 Objective J	<i>actual</i>		Yes	Yes	Yes	-----
	<i>target</i>	NA	Yes	Yes	Yes	Yes

\*new performance measure beginning FY 2020

**Performance Measure Explanatory Notes *(Optional)***

**For More Information Contact**

Ron Pisaneschi, General Manager  
Idaho Public Television  
1455 N Orchard St  
Boise, ID 83706  
Phone: (208) 373-7220  
E-mail: [ron.pisaneschi@idahoptv.org](mailto:ron.pisaneschi@idahoptv.org)



## ***Part I – Agency Profile***

### **Agency Overview**

As designated by the Carnegie Foundation, the University of Idaho is a doctoral granting higher research activity institution and the state's land-grant university committed to undergraduate- and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education. The University of Idaho has a primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences; some of which also provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and nation as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

### **Core Functions/Idaho Code**

Recognizing that education was vital to the development of Idaho, the Idaho territorial legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of the University of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15<sup>th</sup> and last territorial legislature. That act, commonly known as the university's' charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

### **Revenue and Expenditures<sup>1</sup>**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Approp: General Funds	\$131,875,900	\$134,373,900	\$137,438,200	Available in Fall
Approp: Federal Stimulus	0	0	0	
Approp: Endowment Funds	10,095,200	10,099,200	10,498,800	
Approp: Student Fees	70,204,905	78,892,885	75,547,865	
Institutional Student Fees <sup>2</sup>	16,135,952	16,901,117	23,883,906	
Federal Grants & Contracts	81,241,306	81,031,511	80,515,260	
State Grants & Contracts <sup>2</sup>	10,733,003	7,689,506	7,561,658	
Private Gifts, Grants & Contracts	4,605,116	4,550,353	4,929,896	
Sales & Serv of Educ Act	10,987,292	11,152,508	9,557,950	
Sales & Serv of Aux Ent	31,093,409	20,697,095	23,284,674	
Indirect Costs/Other	<u>37,495,840</u>	<u>31,935,433</u>	<u>36,575,632</u>	
<b>Total</b>	<b>\$404,467,923</b>	<b>\$397,323,508</b>	<b>\$409,793,841</b>	

**University of Idaho**

**Performance Report**

<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Instruction	\$105,522,699	\$128,819,423	\$128,207,884	Available in Fall
Research	75,000,182	72,444,731	76,307,926	
Public Service	33,403,444	35,552,774	38,594,581	
Library	5,811,952	9,380,615	9,225,473	
Student Services	15,126,240	14,566,778	15,121,866	
Physical Plant	57,197,189	62,166,116	56,573,605	
Institutional Support	38,583,607	35,827,761	38,243,471	
Academic Support	14,373,667	14,915,021	20,571,712	
Athletics	10,864,232	11,210,364	14,166,188	
Auxiliary Enterprises	24,896,927	18,163,831	17,312,576	
Scholarships/Fellowships	17,236,685	15,341,924	14,802,044	
Other	0	0	0	
<b>Total</b>	<b>\$398,016,824</b>	<b>\$418,389,338</b>	<b>\$429,127,326</b>	

1. These amounts conform to our audited financial statements available in the Fall.
2. There was a State scholarship amount that had been incorrectly recorded prior to FY19 as a State grant and contract. The correction was made to reflect the FY18 and FY19 amounts related to this scholarship in institutional student fees rather than State grants and contracts.
3. FY19 amounts were compiled under the University's chart of accounts conversion effective July 1, 2018. In addition, there were corrections made by the University to some category assignments of certain expenditures. For consistency, FY18 amounts were restated to conform to the update category assignments of FY19. The University does not have the ability to restate years prior to FY18. Total expenses did not change as a result of these updated category assignments.

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Annual (unduplicated) Enrollment Headcount <sup>1</sup>				
- Undergraduate	8,461	8,358	8,134	7,805
- Graduate	1,986	2,039	2,107	2,141
- Professional	379	396	401	419
Total	10,826	10,793	10,642	10,365
Annual Credit Hours Taught <sup>1</sup>				
- Undergraduate	247,592	246,300	238,069	227,582
- Graduate	27,376	28,203	29,537	29,788
- Professional	12,560	13,210	13,866	14,390
Total	287,528	287,713	281,472	271,760
Annual Enrollment FTE <sup>2</sup>				
- Undergraduate	8,253	8,210	7,936	7,586
- Graduate	1,141	1,175	1,231	1,241
- Professional	392	415	422	439
Total	9,786	9,800	9,588	9,266
Degree Production: Unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE <sup>3</sup>				
- Academic Certificates	75%	61%	60%	64%
- Undergraduate	19%	19%	21%	22%
- Graduate	52%	48%	46%	49%
- Professional	28%	34%	32%	30%

**University of Idaho**

**Performance Report**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Undergraduate Cost per Credit: Cost of College Step 4 <sup>4</sup> / EWA weighted undergrad credits (all students calculated by cip code)	\$158,965,750 / 447,269 \$355.4	\$171,692,245 / 447,959.1 \$383.3	\$180,805,270 / 439,219.1 \$411.7	\$186,007,603 / 420,122.58 \$422.7
Graduates (UG) per \$100,000: unduplicated HC of UG degree + certificate graduates / Cost of College Step 4 <sup>4</sup>	(1754/1589) 1.10	(1658/1716) .97	(1739/1808) .96	(1796/1860) .97
Dual Credit hours taught <sup>5</sup> - Total Annual Credit Hours - Total Annual Student Headcount	10,170 2,251	12,004 2,755	11,606 2,450	11,504 2,371
Undergraduate students participating in Study Abroad and National Student Exchange programs <sup>6</sup> - Number - Percent	585 6.9%	625 7.5%	632 7.8%	683 8.8%
*Remediation <sup>7</sup> - Number of New Frosh from Idaho who need remediation in English/Reading - Percent	142/1,096 12%	148/1,082 14%	203/970 21%	220/1,005 22%
Percent of undergraduate students participating in research programs <sup>8</sup>	65%	61%	58%	60%
Number and Percent of UG degrees conferred in STEM fields <sup>9</sup> UI Number / Percent	615 / 1,733 36%	614 / 1,670 37%	636 / 1,702 37%	719 / 1,761 41%
Percent of students participating in service learning opportunities <sup>10</sup> - Number - Percent	1,612 19%	2,013 24%	2,073 25%	1,820 23%
Institution primary reserve ratio comparable to the advisable level of reserves <sup>11</sup>	43%	29%	23%	NA <sup>12</sup>
Number of Postdocs, and Non-faculty Research Staff with Doctorates. <sup>13</sup> (Goal 1: Objective A Measure II)	102	92	83	103
Research Expenditures (\$Million) (Goal 1: Objective A Measure I)	\$102,000M	\$109,000 M	\$111,590 M	\$113,107 M
NSSE Means Service Learning, Field Placement or Study Abroad <sup>14</sup> (Goal 2: Objective C Measure II)	52%	52%	52%	43.9% <sup>15</sup>
Faculty Collaboration with Communities (HERI) <sup>16</sup> (Goal 2: Objective B Measure I)	57%	57%	57%	57%
Enrollment (Fall Census) <sup>17</sup> (Goal 3: Objective A Measure I)	11,780	12,072	11,841	11,926
Retention <b>New Freshman</b> Retention Rate <sup>18</sup> Full-time Percent (Goal 3: Objective B Measure I)	77.4%	81.6%	80.8%	77.3%
Retention <b>New Transfer</b> Retention Rate Full-time Percent (Goal 3: Objective B Measure II)	83.4%	82.4%	81.3%	82.6%
Percent Multicultural Faculty & Staff <sup>19</sup> (Goal 4: Objective A Measure III)	19%/13%	22%/13%	20.6%/12.1 %	21.3%/13.2%
Multicultural Student Enrollment <sup>20</sup> (Goal 4 Objective A Measure I)	2,678	2,799	2,764	2,613
Proportion of postsecondary graduates with student loan debt - Bachelors degrees	1,019/1,651 61.7%	940/1,570 59.9%	995/1,639 60.7%	966/1,675 57.7%

**Footnotes for Profile of Cases Managed and/or Key Services Provided**

**University of Idaho**

**Performance Report**

<sup>1</sup> Summer, Fall and Spring, as reported to SBOE on the PSR-1 Annual Student Enrollment Report only includes UG and GR (no early college). FY15 had an incorrect total, it has been corrected.

<sup>2</sup> Based on SBOE Annual PSR-1. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.

<sup>3</sup> Rolling 3-year FTE calculated from UI data warehouse to derive Academic Certificate values.

<sup>4</sup> Cost of College Step 4 figures based on Audited Financial Statements for previous FY (from General Accounting office). Total weighted undergraduate credit hours from EWA divided by undergraduate dollars from Cost of College report.

<sup>5</sup> Only postsecondary credits taken by high school students are counted as dual credit.

<sup>6</sup> Study Abroad and National Student Exchange are coded in the course subject fields.

<sup>7</sup> Idaho high school graduates in the previous year requiring remedial education.

<sup>8</sup> From the UI web-based, Graduating Senior Survey.

<sup>9</sup> Bachelor's degrees only, as reported to IPEDS. STEM fields using CCA definitions.

<sup>10</sup> Number of participating students, as reported by UI Career Center/Service Learning Center, divided by degree seeking UG student headcount.

<sup>11</sup> As reported by UI Controller's Office, Benchmark based on NACUBO recommendations. Values represent calculations for prior fiscal year.

<sup>12</sup> Institution Primary Reserve Ratio is available with the audited financials in Fall.

<sup>13</sup> 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>).

<sup>14</sup> 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. Survey completed every three years.

<sup>15</sup> Using preliminary NSSE data.

<sup>16</sup> 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.

<sup>17</sup> This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of Fall census date. The data is updated annually.

<sup>18</sup> As reported to IPEDS. Each year's rates reflect the percentage returning the fall of the FY specified. In FY2013 the target for First-time Full-time Freshman was obtained from the SBOE Strategic Plan rather than the peer median.

<sup>19</sup> 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.

<sup>20</sup> The headcounts used for this metric are 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.

### **Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>	<b>As of July 1, 2020</b>
Number of Chapters	N/A	
Number of Words	N/A	
Number of Restrictions	N/A	

## **Part II – Performance Measures**

**University of Idaho**

**Performance Report**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Timely Degree Completion</b>						
I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting	actual	7,400 3,174 42.9%	7,284 3,089 42.4%	7,022 3,068 43.7%	6,641 2,787 42%	-----
	target		40%	40%	40%	40%
II. Percent of first-time, full-time, freshmen graduating within 150% of time	actual	54.8% 863 1,573 Cohort 2011-12	59.3% 937 1,578 Cohort 2012-13	59.4% 890 1,586 Cohort 2013-14	59.0% 916 1,552 Cohort 2014-15	-----
	target	60%	60%	60%	58%	58%
III. Total number of certificates/degrees produced, broken out by: Certificates less than 1 year Certificates 1 year or more <sup>1</sup> Associates <sup>1</sup> Bachelors Graduate (Masters, Specialists and Doctorates) Professional (M.S.A.T., J.D, Ed.D., and D.A.T.) Total <sup>2</sup>	actual	105 0 0 1,733 586  <u>122</u> 2,546	91 0 0 1,670 544  <u>143</u> 2,448	105 0 0 1,702 538  <u>134</u> 2,479	128 0 0 1,761 594  <u>132</u> 2,615	-----
	target	0 0 0 1,800 700 <u>130</u> 2,900	0 0 0 1,800 750 <u>130</u> 2,950	0 0 0 1,800 750 <u>130</u> 2,950	0 0 0 1,850 800 <u>150</u> 3,000	0 0 0 1,850 800 <u>150</u> 3,000
IV. Number of unduplicated graduates, broken out by: Certificates less than 1 year Certificates 1 year or more <sup>1</sup> Associates <sup>1</sup> Bachelors Graduate (Masters, Specialists and Doctorates) Professional (M.S.A.T., J.D, Ed.D., and D.A.T.) Total <sup>2</sup>	actual	103 0 0 1,651 584  <u>122</u> 2,460	88 0 0 1,570 543  <u>143</u> 2,344	100 0 0 1,639 538  <u>134</u> 2,479	121 0 0 1,675 592  <u>132</u> 2,520	-----
	target	Certificates less than 1 year Certificates 1 year or more <sup>1</sup> Associates <sup>1</sup> Bachelors				2,000

**University of Idaho**

**Performance Report**

Performance Measures		FY2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Reform Remediation</b>						
V. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course within a year with a "C" or higher	actual Math	47.3%	52.9%	53%	57%	-----
		246	239	215	177	
		520	452	407	309	
		70%	70%	63%	74%	
		156	164	148	147	
		224	234	234	198	
	target Math ENGL		56% 77%	56% 77%	56% 77%	56% 77%
<b>Math Pathways</b>						
VI. Percent of new degree-seeking freshmen completing a gateway math course within two years	actual	69.7%	70.8%	63.4%	55.7%	-----
		1,157	1,088	909	822	
		1,660	1,537	1,434	1,475	
	target		74%	74%	74%	74%
<b>Guided Pathways</b>						
VII. Percent of first-time, full-time freshmen graduating within 100% of time	actual	35.4%	36.2%	38.2%	38.6%	-----
		563	577	594	629	
		1,590	1,554	1,556	1,630	
		Cohort 2013-14	Cohort 2014-15	Cohort 2015-16	Cohort 2016-17	
	target		34%	34%	34%	34%

**Performance Measure Explanatory Notes**

<sup>1</sup>The University of Idaho does not currently offer associate degrees or certificates of one year or more.

<sup>2</sup>An error was found in how certificates were counted for FY2017, the Academic Certificates and Totals are updated to reflect the correct number reported to IPEDS.

**For More Information Contact:**

Torrey Lawrence, Interim Provost and Executive Vice President  
University of Idaho  
875 Perimeter Drive, MS 3152  
Moscow, ID 83844-3152  
Phone: (208) 885-7919  
E-mail: [provost@uidaho.edu](mailto:provost@uidaho.edu)  
Website: <https://www.uidaho.edu/provost/iea>



## ***Part I – Agency Profile***

### **Agency Overview**

Boise State University is a public, metropolitan research university that fosters student success in and after their college years, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the economy, the community, the state and the nation. Boise State is a Carnegie doctoral university with high research activity. We lead the way on Idaho's goal of ensuring that 60 percent of Idahoans have a college degree or certificate and produce more than 40 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs nearly 3,300 full and part-time employees, including approximately 1,800 full-time professional and classified staff and nearly 800 full-time instructional faculty members. The main campus of Boise State University is located at 1910 University Drive in Boise, Idaho. Classes also are offered at Twin Falls's CSI campus; Coeur d'Alene's North Idaho College, Micron Technology, downtown Boise (BoDo), and Boise State University at College of Western Idaho. Boise State University provides an impressive array of online courses and programs that are available across the state and nation.

Boise State University offers studies in nearly 200 fields of interest in 94 bachelor degree programs, 67 master's programs, 2 education specialist programs, and 13 doctoral programs. These are delivered through our College of Arts and Sciences, College of Business and Economics, College of Education, College of Engineering, College of Health Sciences, College of Innovation and Design, and School of Public Service.

Boise State University is governed by the Idaho State Board of Education, which is statutorily designated as the Board of Trustees for the institution. Dr. Marlene Tromp is President of Boise State University.

### **Core Functions/Idaho Code**

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of "an institution of higher education" and "for the purposes of giving instruction in college courses..." In addition, it provides the "standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states," and that the "courses offered and degrees granted at said university shall be determined by the board of trustees."

### **Revenue and Expenditures**

<b>Operating Revenue</b>	<b>FY 2017</b>	<b>FY 2018 restated<sup>1</sup></b>	<b>FY 2019</b>	<b>FY 2020</b>
Student tuition and fees (Gross)	158,654,927	168,637,987	182,232,202	Required audited financials avail. Dec 2020
Scholarship discounts and allowances	(23,096,700)	(25,946,000)	(27,628,700)	" "
Federal grants and contracts	31,612,679	36,120,893	37,525,093	" "
State and local grants and contracts	4,470,373	5,515,960	6,929,166	" "
Private grants and contracts	3,219,084	2,527,409	2,581,578	" "
Sales and services of educational activities	4,706,151	7,917,684	8,264,779	" "
Sales and services of auxiliary enterprises	59,129,973	59,876,126	64,037,202	" "
Other	5,393,728	1,705,898	1,099,336	" "
Total operating revenues	244,090,215	256,355,957	275,040,656	" "

**Boise State University**

**Performance Report**

<b>Operating Expenses</b>	<b>FY 2017</b>	<b>FY 2018- restated</b>	<b>FY 2019</b>	<b>FY 2020</b>
Instruction	121,871,550	130,615,578	132,585,914	" "
Research	27,974,879	30,675,466	33,105,475	" "
Public Service	17,420,979	17,160,269	19,480,045	" "
Libraries	5,807,270	6,003,980	5,896,359	" "
Student Services	18,220,175	19,852,758	20,198,874	" "
Operation & Maintenance of plant	23,996,064	21,516,192	21,641,435	" "
Institutional Support	29,978,119	30,958,162	32,412,902	" "
Academic Support	25,670,091	28,683,758	31,183,237	" "
Auxiliary Enterprises	68,069,452	71,257,115	75,270,328	" "
Scholarships and Fellowships	13,153,808	12,797,433	11,972,205	" "
Depreciation	25,805,716	26,468,896	26,359,987	" "
Total operating expenses	377,968,103	395,989,607	410,106,761	" "
Operating income/(loss)	(133,877,888)	(139,633,650)	(135,066,105)	" "
<b>Non-operating revenues/(expenses)</b>	<b>FY 2017</b>	<b>FY 2018- restated</b>	<b>FY 2019</b>	<b>FY 2020</b>
State appropriation - general	95,555,597	98,775,333	101,955,031	" "
State appropriation - maintenance	918,463	1,686,375	837,657	" "
Pell grants	22,615,664	23,600,874	22,702,825	" "
Gifts	28,738,784	28,482,810	32,141,995	" "
Net investment income	1,311,540	2,595,265	4,148,780	" "
Change in fair value of investments	(107,188)	(336,336)	884,188	" "
Interest	(9,979,021)	(7,571,626)	(7,030,946)	" "
Gain/loss on retirement of assets	(1,205,751)	(344,022)	(258,821)	" "
Loss on Perkins federal capital contribution	-	-	(8,209,463)	" "
Other non-operating revenue/(expense)	(131,598)	160,272	330,110	" "
Net non-operating revenues/(expenses)	137,716,490	147,048,945	147,501,356	" "
<b>Other revenue and expenses</b>	<b>FY 2017</b>	<b>FY 2018- restated</b>	<b>FY 2019</b>	<b>FY 2020</b>
Capital appropriations	3,299,517	1,858,258	666,061	" "
Capital gifts and grants	2,702,342	27,275,727	15,825,339	" "
Total other revenues and expenses	6,001,859	29,133,985	16,491,400	" "
	<b>FY 2017</b>	<b>FY 2018- restated</b>	<b>FY 2019</b>	<b>FY 2020</b>
Increase/decrease in net position	9,840,461	37,106,374	28,926,651	" "
Net position - beginning of year	387,521,718	397,362,179	434,468,553	" "
Net position - end of year	397,362,179	434,468,553	463,395,204	" "

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>1. Enrollments:</b>				
Fall Enrollment on Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students				
Total	23,886	24,154	25,540	26,272
Undergraduate	20,209	20,767	22,064	22,939
Graduate	3,677	3,387	3,476	3,333
Degree Seeking Student Enrollment on Fall Census Day (Oct. 15)				
Total	18,632	18,982	19,361	19,825



**Boise State University**

**Performance Report**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Undergraduate	16,053	16,270	16,537	16,898
Graduate	2,579	2,712	2,824	2,927
Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term; unduplicated count of students attending Su, Fa, and/or Spr)	30,262	31,053	32,545	33,274
Non-Degree Seeking (Graduate and Undergrad)	3,962	3,849	3,813	3,341
Early College	4,855	5,403	6,570	7,061
Undergraduate (degree seeking)	18,237	18,358	18,637	19,159
Graduate (degree seeking)	3,208	3,443	3,520	3,626
<b>2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr) (see Part II for Cost per credit hour delivered)</b>				
Annual SCH Attempted (End of Term) Total	486,130	496,274	514,178	537,586
Professional Technical	0	0	0	0
Undergraduate credits	434,067	440,207	456,168	477,921
Graduate credits	52,063	56,067	58,010	59,665
Annual SCH Earned (End of Term) Total	427,263	438,979	455,252	467,872
Undergraduate credits	379,190	387,088	402,014	413,308
Graduate credits	48,073	51,891	53,238	54,564
SCH earned as a % of Attempted Total	87.9%	88.5%	88.5%	87.0%
Undergraduate credits	87.4%	87.9%	88.1%	86.5%
Graduate credits	92.3%	92.6%	91.8%	91.5%
<b>3. Dual Enrollment<sup>2</sup> and Distance Education <sup>3</sup></b>				
Dual Enrollment Student Credit Hours – 12 month academic year	21,519	23,664	29,184	33,100
Dual Enrollment Distinct Students – 12 month academic year	4,857	5,408	6,570	7,062
Distance Education Student Credit Hours – 12 month academic year	91,342	108,315	125,318	143,714
Distance Education Distinct Students Enrolled – 12 month academic year	13,055	14,430	15,888	17,826
<b>4. Degrees and Certificates Awarded (see Part II for Number of Distinct Graduates)* <sup>4</sup></b>				
Professional Technical Degrees and Certificates	N/A	N/A	N/A	N/A
Associate Degrees (Academic)	116	119	133	111
Bachelor's Degree (Academic, first and second majors)	3,317	3,373	3,472	3,680
Certificate – Undergraduate	200	248	360	411
Certificate – Graduate	220	248	221	189
Master's Degree	776	917	861	954
Education Specialist Degree <sup>5</sup>	15	16	19	24
Doctoral Degree	36	32	45	53
Total awards (sum)	4,680	4,953	5,112	5,422

**Boise State University**

**Performance Report**

5. Sponsored Projects Proposals and Awards <sup>6</sup> (see Part II for Externally Funded Research Expenditures)				
Total # of Proposals Submitted	598	606	559	Not available at this time
Total # of Awards	361	368	378	411
Total Sponsored Projects Funding (dollars awarded)	\$50,137,881	\$56,013,792	\$53,510,343	\$58,239,503
Total Sponsored Project Expenditures	\$37.8M	\$44.8M	\$44.7M	\$47.9M
% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) <sup>7</sup>	13.5%	28.9%	17.9%	22.6%

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>	<b>As of July 1, 2020</b>
Number of Chapters	N/A	N/A
Number of Words	N/A	N/A
Number of Restrictions	N/A	N/A

**FY 2020 Performance Highlights**

- Boise State University continues to be highly successful in helping students graduate and succeed, which contributes to the educational attainment rate of Idahoans. In FY20, a record-high 3,525 students graduated from Boise State with baccalaureate degrees, once again exceeding the target that was established in August 2010 by the Idaho State Board of Education. Boise State has exceeded the SBOE targets in every year since those targets were established, cumulatively producing 1,996 more graduates than projected.
- Boise State not only impacts Idaho's college completion rate, for four consecutive years, we have seen increases in the numbers of graduates who are from specific underrepresented minority groups with 467 baccalaureate degree graduates in 2019-20. Additionally, Boise State graduated 463 students who were from rural counties in Idaho. The latter students are a special focus of the newly launched Community Impact Programs.
- The numbers of doctoral degree graduates reached a record high in FY20 at 53. This growth significantly contributes to our impact in the state and region, driving our clean knowledge economy.
- The retention rate for first year students maintained its positive trajectory after a substantial increase over the last decade. Between the Fall 2013 cohort and the Fall 2016 cohort, the retention rate increased by five percentage points and Boise State attained a record high of 79.9% retention for first-time, full-time freshmen in the Fall 2016 cohort. The improvements in retention have been maintained.
- The six-year graduation rate has continued to increase with Boise State exceeding a 50% graduation rate for the Fall 2013 cohort of first-time, full-time (FTFT) freshmen. We anticipate the six-year graduation rate to be over 53% for the Fall 2014 FTFT cohort. The graduation rate of Idaho resident, Pell eligible students also increased over the last five years and is expected to be over 42% for the Fall 2014 cohort. These increases demonstrate Boise State's fundamental transformation of support for student success through innovative changes, including a wholesale revision of remedial education, use of learning assistants, changes to advising, and use of analytics to enable early intervention for at-risk students.
- Dual Enrollment headcount continued its strong growth with over 7,000 students participating in Boise State's Dual Enrollment program in FY2020, a 45% increase in the three years since FY17. Dual enrollment students took 33,118 credits in FY20, which is a 54% increase over FY17.
- Boise State's total sponsored projects funding (dollars awarded) exceeded \$58M for FY20, which brings new revenue and new opportunities to the state and supports our state's economic engine.

**Part II – Performance Measures**

Productivity Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 2</b>						
<b>Facilitate the timely attainment of educational goals of our diverse student population.</b>						
1. Count of Distinct Graduates <sup>8</sup> (Objective A)*						
Associate Degree (Academic)	actual	114	118	131	109	-----
	target	150	150	150	150	150
Bachelor's Degree (Academic)	actual	3,141	3,196	3,289	3,525	-----
	target	3,250	3,300	3,450	3,500	3,559
Certificate – Graduate	actual	212	241	219	184	-----
	target	250	250	250	270	425
Master's Degrees	actual	776	917	862	954	-----
	target	740	785	825	950	950
Educational Specialist's Degree	actual	15	16	19	24	-----
	target	NA	20	20	23	25
Doctoral Degree	actual	36	32	45	53	-----
	target	32	35	38	40	50
Total distinct graduates	actual	4,173	4,393	4,455	4,760	-----
	target	Increase over prior year	Increase over prior year	Increase over prior year	Increase over prior year	Increase over prior year
2. First Year Retention Rate (Objective A)						
% of first-time, full-time freshmen retained <sup>9*</sup>	actual	F2016 cohort 79.9%	F2017 cohort 79.5%	F2018 cohort 79.5%	F2019 cohort 79.0% (prelim)	F2020 cohort
	target	78%	80%	81%	82%	82%
% of Idaho-resident Pell-eligible first-time full-time freshmen retained	actual	72.6%	70.8%	72.0%	69.8% (prelim)	-----
	target	NA	76%	77%	74%	74%
% of full-time transfers retained or graduated*	actual	73.8%	76.6%	74.7%	75.5% (prelim)	-----
	target	77%	78%	78%	79%	79%
3. Graduation Rates (Objective A)*						
4-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in four years or less <sup>10</sup>	actual	F2013 cohort 25.5%	F2014 cohort 28.7%	F2015 cohort 30.6%	F2016 cohort 35.9% (prelim)	F2017 cohort -----
	target	NA	NA	NA	33%	33%
6-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in six years or less <sup>11</sup>	actual	F2011 cohort 43.4%	F2012 cohort 45.8%	F2013 cohort 50.3%	F2014 cohort 53.8% (prelim)	F2015 cohort -----
	target	44%	45%	46%	48%	52%
6-yr: % of Idaho-resident, Pell-eligible first time, full-time freshman who graduated in six years or less	actual	30.4%	34.3%	38.0%	42.1% (prelim)	-----
	target	NA	37%	37%	38%	43%
6-yr: % of full-time transfers who graduated in six years or less	actual	58.3%	57.5%	58.5%	56.7% (prelim)	-----
	target	NA	55%	57%	58%	59%
4. Progression to Degree (Objective A)*						
	actual	23.9%	23.9%	26.5%	28.7%	-----

**Boise State University**

**Performance Report**

Productivity Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Progress in credits: % of undergraduate degree seeking students completing 30 or more credits per year <sup>12</sup>	target	NA	NA	30%	25%	28%
Gateway Math Completion: % of new degree-seeking freshmen completing a gateway math course within two years <sup>13</sup>	actual	77.1%	79.8%	82.1%	83.4%	-----
	target	NA	NA	83%	83%	83%
Remedial English: % of undergraduates completing credit-bearing course after remedial <sup>14</sup>	actual	83.0%	87.5%	87.3%	87.1%	-----
	target	NA	NA	90%	90%	90%
Remedial Math: % of undergraduates completing credit-bearing course after remedial <sup>15</sup>	actual	58.4%	57.4%	55.8%	56.7%	-----
	target	NA	NA	55%	55%	55%
<b>Goal 3</b> <b>Gain distinction as a doctoral research university.</b>						
5. Total Research & Development Expenditures <sup>16</sup> (Objective A)						
Expenditures as reported to the National Science Foundation	actual	\$34.9M	\$41.4M	\$39.8 M	Not available at this time	-----
	target	\$34M	\$36M	\$38M	\$44M	\$47M
<b>Goal 4</b> <b>Align university programs and activities with community needs.</b>						
6. Graduates with high impact on Idaho's labor force (Objectives A and B)						
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral) <sup>17</sup>	actual	676	696	696	715	-----
	target	675	725	725	760	760
STEM degree graduates as % of all degree graduates, bachelor's and above	actual	17.0%	16.7%	16.5%	15.7%	-----
	Target	NA	15%	15%	17%	17%
7. Number of graduates with high impact on Idaho's college completion rate (Objective C)						
Baccalaureate graduates from underrepresented groups: rural counties <sup>18</sup>	actual	483	500	532	463	-----
	Target	NA	NA	NA	500	525
Baccalaureate graduates from underrepresented groups: ethnic minorities <sup>19</sup>	actual	339	359	444	467	-----
	Target	360	400	430	500	500
Baccalaureate graduates who are Idaho residents	actual	2,268	2,263	2,200	2,208	-----
	Target	2,635	2,585	2,700	2,700	2,700
Baccalaureate graduates who are of non-traditional age (30 and up)	actual	867	847	845	847	-----
	Target	900	950	950	1,000	1,000
Baccalaureate graduates who began as transfers from Idaho community college <sup>20</sup>	actual	390	406	446	442	-----
	Target	500	600	650	700	700
8. Cost of Education (resident undergraduate with 15 credit load per semester; tuition & fees per year) (Objective A)						
Boise State	actual	\$7,080	\$7,326	\$7,694	\$8,068	-----

**Boise State University**

**Performance Report**

Productivity Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
	target	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg
Boise State as % of WICHE <sup>21</sup>	actual	88.7%	87.1%	89.2%	90.3%	-----
	target	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg
9. Expense per EWA-Weighted Student Credit Hour (SCH) <sup>22</sup> * (Objective A)						
\$ per Total Undergraduate SCH: in 2015 \$\$ (CPI-adjusted) <sup>23</sup>	actual	\$266.47	\$263.08	\$257.95	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate SCH: Unadjusted	actual	\$273.70	\$276.98	\$273.59	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate & Graduate SCH: in 2015 \$\$ (CPI-adjusted) <sup>24</sup>	actual	\$247.63	\$244.00	\$239.49	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate & Graduate SCH: Unadjusted	actual	\$254.35	\$256.89	\$254.01	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
10. Graduates per FTE (Objective A)						
Baccalaureate graduates per undergraduate FTE <sup>25</sup>	actual	21.7	21.8	21.6	22.1	-----
	target	NA	NA	NA	22.2	22.2
Baccalaureate graduates per junior/senior FTE <sup>26</sup>	actual	41.1	41.2	41.2	42.5	-----
	target	NA	NA	NA	42.5	42.5
Graduate degree graduates per graduate FTE <sup>27</sup>	actual	43.1	46.8	42.7	45.3	-----
	target	NA	NA	NA	44.0	44.0

**Performance Measure Explanatory Notes**

\*Measure required by SBOE

<sup>1</sup> Prior Period Adjustment – GASB Statement No. 75, “Accounting and Financial Reporting for Post-Employment Benefit Plans Other Than Pension Plans (OPEB).” The June 30, 2018 financial statements have been adjusted to properly reflect the University’s proportionate share of the SLIRF asset and activity. The opening balance of Net Position was adjusted to reflect the SLIRF in fiscal 2018.

<sup>2</sup> Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned. The credits and students align to the totals in the annual Dual Credit Report.

<sup>3</sup> Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the new Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education (DE) classes.

<sup>4</sup> The count of awards reflects data submitted to IPEDS. Bachelor's awards and others include first plus second major. These figures are greater than the total number of graduating students because some graduating students receive multiple awards. 2014-15 was the first year that Boise State transcribed all undergraduate certificates and, therefore, began reporting these to IPEDS in that year. Data presented for 2019-20 are preliminary as they have not yet been reported to IPEDS.

<sup>5</sup> Note that although the Education Specialist degree is a distinct degree type, it is categorized by IPEDS as a "post-master's certificate." Boise State awarded the first Ed.S. degrees in 2015-16.

<sup>6</sup> "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

<sup>7</sup> Reflects the percentage of research grants that have investigators from more than one department. Includes only initial awards in the Research-Basic and Research-Applied categories.

<sup>8</sup> The distinct (unduplicated) graduates reflects completers by award level as submitted to IPEDS. The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master's degree). Data presented for 2019-20 are preliminary as they have not yet been reported to IPEDS.

<sup>9</sup> Retention is a measure of entering cohorts returning to enroll one year later (e.g., the percent of the Fall 2018 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2019). Retention rate is calculated in a manner consistent with IPEDS. The four columns of data represent numbers from Fall 2016 through Fall 2019 cohorts, with the Fall 2019 cohort data being a preliminary estimate.

<sup>10</sup> Four-year graduation rate is a measure of entering cohorts graduating within a four-year time frame (e.g., the percent of the Fall 2015 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2019 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2013 through Fall 2016 cohorts, with the Fall 2016 cohort data being a preliminary estimate.

<sup>11</sup> Six-year graduation rate is a measure of entering cohorts graduating within a six-year time frame (e.g., the percent of the Fall 2013 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2019 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2011 through Fall 2014 cohorts, with the Fall 2014 cohort data being a preliminary estimate.

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

<sup>13</sup> 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 FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

<sup>14</sup> SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing, gateway, course within one year of completing the remedial course. Boise State uses a corequisite model for English, therefore, this measure is calculated as the number of students who took and completed English 101P in the given academic year. Note: the data and targets do match those previously reported as the methodology for this measure has been updated per guidance from OSBE. All years of data reported and the targets reflect the updated methodology.

<sup>15</sup> SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course (Math defined as Math 025 or 108) and completed (C- or above) a subsequent credit-bearing, gateway, course (Math 123, 143, 157, or 254) or higher within one year of completing the remedial course (e.g., students who took a remedial course in fall 2017 and completed a subsequent course by the end of fall 2018). 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.

<sup>16</sup> Total Research and Development Expenditures are submitted to NSF approximately in March for the previous fiscal year.

<sup>17</sup> STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both the NSF-defined list of STEM disciplines and Complete College America definition of STEM disciplines. We also include STEM secondary education graduates.

<sup>18</sup> Distinct number of graduates who began college as residents from a rural county in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years and targets for FY20 and FY 21 have been updated to reflect the new definition and goals.

<sup>19</sup> Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

<sup>20</sup> Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

<sup>21</sup> WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the values were as follows: FY15 \$7,558; FY16 \$7,826, FY17 \$7,980, FY18 \$8,407. A typical report can be found at [http://www.wiche.edu/info/publications/Tuition\\_and\\_Fees2012-13.pdf](http://www.wiche.edu/info/publications/Tuition_and_Fees2012-13.pdf)

<sup>22</sup> Expense information is from the Cost of College study, which is produced yearly by Boise State's Controller's 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. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division for residents and nonresidents. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels for residents and nonresidents.

<sup>23</sup> Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at <http://data.bls.gov/cgi-bin/cpicalc.pl>

<sup>24</sup> Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at <http://data.bls.gov/cgi-bin/cpicalc.pl>

<sup>25</sup> Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking student in calculating FTE.

<sup>26</sup> Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

<sup>27</sup> Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking student in calculating FTE.

**For More Information Contact**

Dr. Marlene Tromp  
President  
Boise State University  
1910 University Dr  
Boise, ID 83725-1000  
Phone: 208-426-1491  
E-mail: [president@boisestate.edu](mailto:president@boisestate.edu)



## ***Part I – Agency Profile***

### **Agency Overview**

Founded in 1901, Idaho State University (ISU) is a Carnegie classified Doctoral University: High Research Activity. Idaho State has evolved through distinct phases—the last occurring in 1963 with the change from Idaho State College to Idaho State University—reflecting a steady trajectory of growth and development. Today, Idaho State serves a student population of 12,847 (Fall 2019-end of term), and 14,870 unduplicated annual headcount (Fiscal Year 2020), representing 45 states and 54 countries. In addition, Idaho State taught over 8,000 students (FY 2020) in professional development, Workforce Training, and Continuing Education courses. Idaho State's mission and Idaho State Board of Education (the Board) mandated service region is the result of the institution's history and Idaho's unique geography.

Idaho State's geographic service region extends from the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, and the rural communities of the central mountains on the north. The University has campuses in four locations: Pocatello, Meridian, Idaho Falls, and Twin Falls. Idaho State offers more than 250-degree programs ranging from career technical education certificates to postgraduate doctoral degrees (PhDs). Idaho State's disciplinary breadth, combined with its unique degree mix, offers opportunity and access commensurate with the Board's mandate to serve its diverse, largely rural region, and to provide healthcare programming for the state. Idaho State hosts 13 men's and women's National Collegiate Athletic Association (NCAA) athletic teams and offers 135 student clubs and organizations for student participation.

Idaho State is organized into seven colleges. The colleges include the colleges of Arts and Letters, Business, Education, Science and Engineering, Technology, Pharmacy, and Health. In addition, Idaho State houses a Graduate School overseen by a graduate dean advised by graduate faculty.

Idaho State boasts many incredible facilities, including the Center for Advanced Energy Studies (CAES), the Idaho Accelerator Center, and the state-of-the-art Stephens Performing Arts Center, which brings music, theatre, and cultural performances to southeastern Idaho. The Idaho Museum of Natural History, located on the Pocatello campus, provides children, families, and adults an in-depth exploration of the natural history of Idaho.

### **Core Functions/Idaho Code**

Idaho State University is a publicly supported institution of higher education as created under the laws of the State of Idaho, Idaho Statute Title 33, Chapter 30 and is governed by the Board.

#### **ISU's 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 the 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.

Central to its mission is the emphasis on health sciences education. Idaho State offers high-quality degree programs in nearly all of the health professions, as well as postgraduate residency training in family medicine, dentistry, and pharmacy. Idaho State also serves southern Idaho by providing full-service, cost-effective medical care options at its 21 health clinics. Idaho State faculty and staff provided health services for more than 47,000 patient visits and over 66,000 prescriptions during the 2020 fiscal year. The ISU Bengal Pharmacy serves as an onsite classroom lab for students in the College of Pharmacy while providing pharmacy service options to the region. The Bengal Pharmacy/Telepharmacy Operation has four telehealth pharmacies in rural southern Idaho: Arco, Challis, Council, and Kendrick, plus the "home base" pharmacy in Pocatello. These partnerships were requested by city officials concerned that pharmacy services would no longer be available in their towns.

Idaho State's commitment to access to university-level learning and discovery extends into the K-12 system in Idaho. Idaho State's Early College program, which provides dual enrollment opportunities for Idaho high school

students at reduced tuition rates, continues to grow, enabling high school students to take college-level courses preparing them for their future college careers.

Idaho State is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU required that the institution identify core themes that individually manifest elements of its mission and collectively encompass its mission. Idaho State University's Core Themes were chosen through an inclusive process that included faculty, students, and staff.

**ISU's core themes:**



**Learning  
and  
Discovery**

**Core Theme One:**

Learning and Discovery. Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high-quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.



**Access  
and  
Opportunity**

**Core Theme Two:**

Access and Opportunity. Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.



**Leadership  
in  
Health Sciences**

**Core Theme Three:**

Leadership in the Health Sciences. Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.



**Community Engagement  
and  
Impact**

**Core Theme Four:**

Community Engagement and Impact. As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Operating revenues				Available fall 2020
Student tuition and fees (Gross)	107,743,545	105,380,000	104,794,000	0
Scholarship discounts and allowances	(27,912,077)	(30,218,000)	(30,516,000)	(0)
Federal grants and contracts	8,890,478	8,525,000	8,832,000	0
State and local grants and contracts	11,643,584	10,220,000	8,764,000	0
Private grants and contracts	6,495,621	5,922,000	5,791,000	0
Sales and services of education activities	6,153,003	4,976,000	6,030,000	0
Sales and services of auxiliary enterprises	13,195,581	14,015,000	14,679,000	0
Other	3,728,134	4,557,000	4,713,000	0
Total operating revenues	129,937,869	123,377,000	123,087,000	0
<b>Expenditure</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Operating expenses	247,447,738	249,231,000	252,645,000	0
Instruction	103,495,686	103,664,000	105,022,000	0
Research	17,515,982	16,371,000	14,878,000	0
Public Services	3,980,365	3,612,000	3,812,000	0
Academic Support	16,313,115	17,464,000	18,224,000	0
Libraries	3,738,191	3,718,000	3,776,000	0
Student Services	9,940,752	9,562,000	10,490,000	0
Institutional Support	24,107,401	25,855,000	25,874,000	0
Maintenance & Operations	18,606,282	20,241,000	18,666,000	0
Auxiliary Enterprises	24,196,157	22,477,000	25,243,000	0
Scholarships and Fellowships	13,395,827	14,103,000	13,993,000	0
Depreciation	12,157,980	12,163,000	12,667,000	0
Operating income/(loss)	(117,509,869)	(125,854,000)	(129,558,000)	(0)
Nonoperating revenues/(expenses)				
State appropriations:	99,808,227	96,604,000	100,023,000	0
State General Account	76,473,502	77,405,000	80,244,000	0
Endowment Income	3,609,600	3,610,000	3,739,000	0
Other State Appropriations	3,092,487	3,485,000	3,704,000	0
Professional Technical Education	12,400,573	12,104,000	12,336,000	0
State Department of Public Works	4,232,065	6,055,000	6,925,000	0
Title IV grants	15,792,869	16,682,000	16,221,000	0
Gifts	7,653,184	4,390,000	10,618,000	0
Net investment income	126,422	235,000	908,000	0
Amortization of bond financing costs	(4,566)	(3,000)	(2,000)	(0)
Bond issuance costs	0	0	0	0
Interest on capital asset-related debt	(1,312,674)	(1,208,000)	(1,115,000)	(0)
Net nonoperating revenues/(expenses)	122,063,462	122,755,000	133,578,000	0
<b>Other Revenue and Expenses</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Capital gifts and grants	0	2,730,000	48,000	0
Gain or (loss) on disposal of fixed assets	(98,718)	(196,000)	(149,000)	(0)
Net other revenues and expenses	(98,718)	2,534,000	(101,000)	(0)
Increase in net assets	4,454,875	(565,000)	3,919,000	0
Net assets - beginning of year (*-restated)	245,236,730	*248,744,000	248,179,000	0
Net assets – end of year (*-restated)	249,691,605	*248,179,000	252,098,000	0

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<sup>1</sup> Grand Total Number of Students	<b>23,384</b>	<b>24,001</b>	<b>23,210</b>	<b>23,197</b>
Total number of enrolled ISU students in a fiscal year	15,648	15,113	14,976	14,870
Total number of College of Education K-12 professional development students in a fiscal year	819	1,664	2,005	2,703
Total number of Workforce Training / Continuing Education students in a fiscal year	6,917	7,224	6,229	5,624
Percentage of undergraduates (based on fall term)				
- Full-time	57%	56%	57%	56%
- Part-time	43%	44%	43%	44%
Total annual full-time equivalency (FTE) enrollment <sup>2</sup>	<b>10,233</b>	<b>9,960</b>	<b>9,775</b>	<b>9,589</b>
- Career Technical	771	747	828	819
- Undergraduate	7,378	7,108	6,864	6,587
- Graduate	2,084	2,105	2,083	2,183
Total credit hours taught: <sup>3</sup>	<b>294,476</b>	<b>286,161</b>	<b>280,770</b>	<b>274,551</b>
- Career Technical credit hours	23,130	22,401	24,852	24,556
- Academic credit hours	271,346	263,760	255,918	249,995
o Undergraduate credit hours	221,328	213,250	205,928	197,601
o Graduate credit hours	50,018	50,510	49,990	52,394
Total degrees/certificates awarded <sup>4</sup>	<b>2,356</b>	<b>2,537</b>	<b>2,554</b>	<b>2,462</b>
- Technical certificates	200	238	231	183
- Undergraduate academic certificate	30	38	41	45
- Associate	405	472	428	420
- Bachelor	1,168	1,166	1,233	1,155
- Graduate academic certificate	4	10	13	24
- Master	389	459	441	472
- Doctorate	160	154	167	163
% awarded in Health Professions <sup>5</sup>	34%	34%	35%	33%
% awarded in STEM Disciplines <sup>6</sup>	18%	18%	18%	15%
Percentage of all degree-seeking undergraduates receiving a PELL grant	41%	43%	43%	43%

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Amount of ISU student scholarships/fellowships awarded	\$13,395,827	\$14,103,000	\$13,993,000	Available fall 2020
Total number of certificates and degrees awarded	<b>2,356</b>	<b>2,537</b>	<b>2,554</b>	<b>2,462</b>
- Undergraduate	1,803	1,914	1,933	1,803
- Graduate	553	623	621	659
Total new degree-seeking undergraduate students in FY <sup>7</sup>	<b>1,777</b>	<b>1,811</b>	<b>1,828</b>	<b>1,737</b>
- Idaho Resident	1,500	1,643	1,681	1,584
- Non-resident	143	110	116	123
- International	134	58	31	30
Percentage of students participating in course-based community engaged learning <sup>8</sup>	50%	50%	48%	45%
- Total Students Enrolled	7,829	7,534	7,143	6,719

1. Student headcounts are unduplicated in a fiscal year by category. If a student is enrolled in an ISU course, enrolled in a College of Education professional development course, and enrolled in a Workforce Training / Continuing Education in the same fiscal year, the student will be counted 3 times, once in each category. In FY 2018, students enrolled in a College of Education professional development courses could be counted twice during this fiscal year because a new data system was launched in January 2018. In FY 2018, if a student took a professional development course prior to January 2018 and then after January 2018, the student will be counted twice in this case.

2. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Career Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.

3. Total student credit hour production for the fiscal year.

4. Degrees are those awarded and posted as of August 3, 2020 for the fiscal year.

5. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, and Clinical Psychology degrees.

6. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the CIP codes, 01,03,04,11,14,15,26,27,29,40,41.

7. New students in the summer term enrolled in the subsequent fall term are counted as “new” in the fall term.

8. Community Engaged Learning describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. These undergraduate and graduate for-credit opportunities include, but are not limited to, internships, externships, job shadowing, service learning, community based research, public service courses, practicums, practical work (live work), and clinical rotations.

### **Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	<i>Not applicable</i>
Number of Words	<i>Not applicable</i>
Number of Restrictions	<i>Not applicable</i>

### **FY 2020 Performance Highlights *(Optional)***

#### ***College of Arts & Letters***

- ✦ The College of Arts and Letters has been expanding its online graduate program offerings, providing access to many who cannot come to the Pocatello campus to further their education and marketability. The initial projection for the new Masters of Arts (MA) in Spanish was five students to start the program. In just one year, there are now 56 students pursuing that degree. The Department of History started offering their MA program online, with a focus on serving high school teachers throughout Idaho. The first cohort of online MA in History students, all Idaho high school teachers, graduated in spring 2020. Other CAL programs, like the MA in Communication and the MA in English, are making good progress toward similar online graduate program availability.
- ✦ Two faculty in the Department of Psychology, Dr. Steven Lawyer and Dr. Sam Peer, received a 1.1 million dollar Health Services and Resources Administration (HRSA) Graduate Psychology Education grant. The grant is titled "Idaho Rural Interdisciplinary Health Collaborative (IRIHC)" and will address the need for mental health interventions for opioid addiction. The funding will provide important training opportunities for clinical graduate students in the program and much needed behavioral health services for communities in the region.

#### ***College of Business***

- ✦ ISU students Ashley French, Dalene Hunter, Sophia Perry, and Kathryn Rose and Assistant Professor Alex Bolinger wrote a history book of Pocatello during the WWII era. This book was recently optioned by PBS's American Experience to become a featured episode of the latest season. This has brought much critical acclaim to book, the students, and their professor.
- ✦ After a national search, the College of Business hired Shane Hunt as the new Dean of the college. Dean Hunt is the first dean to originate outside the college of business in over 40 years.

#### ***College of Education***

- ✦ The MA in Teaching (MAT) program has grown from five students in the initial year of operation (AY16-17) to more than 100 students in AY19-20. The MAT is an alternate route to the teacher certification program that results in initial teacher certification and a Master's degree.
- ✦ In AY19-20, the College of Education offered more than 275 different professional development courses to more than 2100 professional educators in 13 states through the Albion Center for Education Innovation. This effort generated more than \$325,000 in revenue for the College of Ed from educators seeking recertification and professional enhancement credits



### ***College of Science & Engineering***

- ✿ ISU's Disaster Response Complex (DRC) is a nearly \$1.1M project funded by the Higher Education Research Council (IGEM-HERC) to Dr. Mustafa Mashal of the Department of Civil and Environmental Engineering. The DRC is in collaboration with the Idaho National Laboratory (INL) and the Center for Advanced Energy Studies (CAES). The project will build facilities and curriculum for disaster response research and training for first responders in the Idaho National Guard, Idaho Office of Emergency Management, and local search and rescue/fire departments. Once completed, the DRC will be a unique facility in the Pacific Northwest.
- ✿ ISU Nuclear Engineering professor Mary Lou Dunzik-Gougar received an \$800,000 grant for materials science research from the U.S. Department of Energy to study submicroscopic materials to determine their suitability for the development of new nuclear fuels.

### ***College of Technology***

- ✿ The Energy Technology and Education Center purchased a nuclear reactor simulator from GSE Solutions. This software models a commercial nuclear-pressurized water reactor and has the capability of having instructor generated events inserted into the simulation. The simulator is particularly valuable to the nuclear operations technology program and will be used to give these technicians hands-on experience in running a nuclear reactor.
- ✿ Brock Gunter, program coordinator for the Automotive Technology program, developed a very specialized virtual training program to cover the live-work aspect of the capstone course for his graduating students. A dedicated effort was put forth to use any and all tools, assets, modalities, and help from industry to put together training that brought accolades from local television channels, Facebook, radio stations, and compliments from BMW on his training efforts.

### ***Kasiska Division of Health Sciences***

- ✿ The Pre-Health Office within the KDHS recently hired a new Advising and Recruitment Coordinator and restructured the Pre-Health Advising Office to meet better the needs of an expanding group of pre-health sciences students at the college and high school level. Working with community partners, a new Associate of Science in Health Sciences degree was proposed, and efforts have better coordinated across the KDHS to recruit and identify pre-health students and ensure that they receive the support they need as they seek entry into one of our dozens of health sciences programs.
- ✿ The KDHS was charged with consolidation and reorganization of the Division to two colleges: the College of Pharmacy and the College of Health. The College of Nursing becomes the School of Nursing, and the College of Rehabilitation and Communication Sciences becomes the School of Rehabilitation and Communication Sciences. The two schools will be housed within the College of Health. The proposed changes will help address overall budget constraints and address legislative concerns related to administrative seats within institutions of higher education. The proposed changes will eliminate two dean positions (revert to an associate dean model for the two schools) and eliminate an associate vice president position (replaced by an executive director). The proposed new structure for the Division will be effective June 29, 2020. SBOE and NWCCU will be informed of the proposed changes for their subsequent approval.

### ***College of Health Professions***

- 🐾 Submission and approval for three new Master's degree offerings in high demand: an online Master's of Science in Health Informatics in the Department of Community and Public Health; a Master's of Counseling for the Clinical Rehabilitation Counseling Program in the Department of Counseling; and admission and initiation of the beginning class of Master's of Science in Nutrition for both the combined Dietetic Internship and stand-alone MS in Nutrition.
- 🐾 Submission, approval, and initiation of the new and high-demand Digital Sonography Certificate in the Radiographic Sciences Program. Students in the program have already been hired!

### ***College of Pharmacy***

- 🐾 Clinical Psychopharmacology Program finished their first year of instruction and graduated the first PharmD class at Anchorage, Alaska campus.
- 🐾 Established a pharmaceutical and translational core facility and became one of the first universities in the nation to secure a 3D bio-printer to support cancer research.

### ***College of Nursing***

- 🐾 Successful 10-year accreditation on-site visit
- 🐾 Developed and now have approved through ISU, NWCCU, and Idaho Board of Nursing (IBON) Post Masters Graduate Certificate Program in Psychiatric Mental Health, meeting the needs in part of our community of interest. Will admit the first cohort fall of 2021.

### ***College of Rehabilitation and Communication Sciences***

- 🐾 Enrolled second class of Doctor of Physical Therapy students in Meridian
- 🐾 Enrolled the first group of 5 students in the new Ph.D. in Rehabilitation and Communication Sciences



**Part II – Performance Measures**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 1: Grow Enrollment –</b>						
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students, 2,702) over the next five years.*						
* full-time certificate and undergraduate and full and part-time graduate degree-seeking students						
1. Increase full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 19-23 by 20% (450).	actual	2,249	2,282	2,327	2,319	-----
	target	2,315	2,320	2,401	2,485	2,499
<b>Goal 2: Strengthen Retention –</b>						
Objective: Improve undergraduate student retention rates by 5% by 2022.						
2. Fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate FYs 18-22. <b>Benchmark Definition:</b> A 5% (74%) 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%).	actual	68%	64%	63%	64%	-----
	Total	1,419	1,152	1,186	1,174	
	Retained	968	737	750	752	
	Not Retained	451	415	436	422	
	target	69%	70%	71%	72%	72%
<b>Goal 3: Promote ISU's Identity –</b>						
Objective: Over the next five years, promote ISU's unique identity by 50% (5.750b) as Idaho's only institution delivering technical certificates through undergraduate, graduate, and professional degrees.						
3.2 Promote the public's knowledge of ISU through owned and earned media captures FY 18-22. (FY 2022 = 5.750 billion) <sup>1</sup>	actual	431.5 m	1,171 b	779.2 m	Available fall 2020	-----
	target	18.375b	18.559b	18.837b	18.837b	5.117b
<b>Idaho State Board Of Education System-Wide Strategic Plan Measures</b>						
1. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years. (FY 2025 = 40%) (SBOE system-wide Strategic Plan Measure)	actual	40%	42%	42%	37%	-----
	Total	2,280	1,937	1,823	1,836	
	Completed Math	903	821	764	682	
	Did Not Complete Math	1,377	1,116	1,059	1,154	
	target	35%	34%	37%	37%	38%

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
2. Reform Remediation 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. (FY 2025 = 45%) <sup>2</sup> (SBOE system-wide Strategic Plan Measure)	Math - actual	32%	27%	30%	28%	-----
	Math - Total	532	493	513	381	
	Completed Math	171	133	156	107	
	Did Not Complete Math	361	360	357	274	
	English -actual	96%	92%	94%	92%	-----
	English - Total	277	275	359	289	
	Completed English	265	252	336	267	
	Did Not Complete English	12	23	23	22	
	target	30%	34%	37%	38%	40%
3. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (FY 2025 = 50%) <sup>1</sup> (SBOE system-wide Strategic Plan Measure)	actual	24%	25%	25%	26%	-----
	Total	9,665	9,263	8,454	8,154	
	Completed 30+ hours	2,367	2,292	2,112	2,088	
	Did Not Complete 30+ hours	7,298	6,971	6,342	6,066	
	target	27%	28%	29%	29%	30%
4. Timely Degree II - Percent of first-time, full-time, freshmen graduating within 150% of time. (FY 2025 = 40%) <sup>3</sup> (SBOE system-wide Strategic Plan Measure)	actual	29%	32%	34%	33%	-----
	Total	1,227	1,171	1,070	1,360	
	Graduated Within 150%	354	372	369	444	
	Did Not Graduate Within 150%	873	799	701	916	
	target	33%	34%	35%	35%	36%
5. Timely Degree III - Total number of certificates/degrees produced (FY 2025 = 2,058) <sup>4</sup> (SBOE system-wide Strategic Plan Measure)	actual	1,803	1,914	1,933	1,803	-----
	Certificate	230	276	272	228	
	Associate	405	472	428	420	
	Bachelor	1,168	1,166	1,233	1,155	
	target	+22	+22	+22	+22	+22
6. Guided Pathways VII - Percent of first-time, full-time freshmen graduating within 100% of time. (FY 2025 = 20%) <sup>3</sup> (SBOE system-wide Strategic Plan Measure)	actual	16%	16%	20%	19%	-----
	Total	1,071	1,361	1,169	1,141	
	Graduated Within 100%	171	222	229	220	
	Did Not Graduate Within 100%	900	1,139	940	921	
	target	16%	17%	18%	19%	20%

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
7. Timely Degree IV - Number of unduplicated graduates. (FY 2025 = 1,998) (SBOE system-wide Strategic Plan Measure) 5	actual	1,750	1,858	1,864	1,735	-----
	Certificate	209	255	263	220	
	Associate	402	472	427	411	
	Bachelor	1,139	1,131	1,174	1,104	
	target	1,772	1,887	1,896	1,905	1,915

**Performance Measure Explanatory Notes (Optional)**

1. The methodology for calculating the public's knowledge of ISU through owned and earned media was revised in ISU's 2020 Strategic Plan because the previous methodology was greatly influenced by unexpected media events.
2. The methodology for this metric was revised in 2020 for all years. Remedial Math includes courses numbered below a 100 level, Math 1108 – Intermediate Algebra, MATH 1123P and 1153P are a co-requisite model. Remedial English courses were replaced with a co-requisite model in 2015. ENGL 1101P is a variation of ENGL 1101 in which students not placing into ENGL 1101 receive intensive supplemental instruction in reading, analyzing, and writing expository essays. Data in FY 2016 includes student enrolled in a remedial English course or ENGL 1101P. After FY 2016, data represents students enrolled in only ENGL 1101P.
3. The data reported in the FY 2020 column for the percent of first-time, full-time, freshmen graduating within 150% of time and 100% are tentative and may be revised after degrees awarded in Summer 2020 are posted.
4. Total number of certificates/degrees produced, broken out by: undergraduate certificates of one academic year or more, associate degrees, and baccalaureate degrees.
5. Number of unduplicated graduates, broken out by: undergraduate certificates of one academic year or more, associate degrees, and baccalaureate degrees. Leverage IPEDS methodology: Students are counted once per award level, regardless of double majors. So if a student earned an associate's and a bachelor's in the same year, they would be counted once under each level (twice overall), but if they received two bachelors, they would be counted once.

**For More Information Contact**

Kevin Satterlee, President  
Idaho State University, Stop 8310  
Pocatello, ID 83209-8310  
Phone: (208) 282-2566  
E-mail: [sattkevi@isu.edu](mailto:sattkevi@isu.edu)

## Part I – Agency Profile

### Agency Overview

Lewis-Clark State College (LCSC) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LCSC is one of Idaho's four public 4-year higher education institutions. LCSC's Carnegie classification is *Baccalaureate College—Diverse Fields*, with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is "small four-year, primarily non-residential."

LCSC's credit and non-credit programs fall within three primary mission areas: academic programs, career & technical education programs, and professional programs. In addition to its traditional 4-year baccalaureate programs, the College has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education. The College emphasizes undergraduate teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LCSC does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for the success of LCSC's traditional and non-traditional students.

LCSC's campus is located in Lewiston, ID. The College also delivers instructional programs at the LCSC Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho), and operates outreach centers in Grangeville and Orofino. LCSC's chief executive officer, Dr. Cynthia Pemberton, assumed her duties as the College's 16<sup>th</sup> president July 1, 2018. LCSC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

### Core Functions/Idaho Code

The statutory basis for LCSC is located in the Idaho Code, Title 33 (Education), Chapter 31, which directs the College to offer instruction in *"four year college courses in science, arts, literature, and such courses or programs as are usually included in liberal arts colleges..."*, and further specifies that the board of trustees *"may also establish educational, professional-technical and other courses or programs of less than four years, as it may deem necessary, and such courses or programs that may be given or conducted on or off campus, or in night school, summer schools, or by extension courses."*

#### Mission:

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

#### Core Theme One: Opportunity

Expand access to higher education and lifelong learning.

#### Core Theme Two: Success

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

#### Core Theme Three: Partnerships

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

*LCSC's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.*

**Lewis-Clark State College**

**Performance Report**

**Revenues and Expenditures (includes Career & Technical Education)**

<b>Revenue</b>	<b>FY 2017<sup>1</sup></b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020<sup>1</sup></b>
State Appropriations	\$24,488,704	\$24,759,707	\$24,687,632	
Student Fees	\$12,800,649	\$12,275,296	\$12,553,544	
Federal Grants & Contracts	\$7,138,250	\$7,629,716	\$7,286,855	
State Grants & Contracts	\$2,534,164	\$2,671,345	\$2,825,307	
Private Gifts, Grants & Contracts	\$2,154,015	\$1,873,069	\$1,857,096	
Sales & Services of Education Act	\$1,447,892	\$1,409,868	\$1,326,814	
Sales & Services of Aux Ent	\$2,124,481	\$2,382,034	\$2,177,835	
Other	\$430,188	\$490,752	\$695,616	
<b>Total</b>	<b>\$53,118,343</b>	<b>\$53,491,787</b>	<b>\$53,410,699</b>	
<b>Expenditures</b>	<b>FY 2017<sup>1</sup></b>	<b>FY 2018</b>	<b>FY 2019<sup>1</sup></b>	
Instruction	\$22,496,272	\$23,435,037	\$23,045,531	
Research	\$412,464	\$435,193	\$410,944	
Public Service	\$795,561	\$964,570	\$917,740	
Library	\$1,354,538	\$1,213,477	\$1,209,530	
Student Services	\$4,644,993	\$5,504,906	\$5,539,887	
Physical Operations	\$5,126,823	\$6,075,117	\$6,298,617	
Institutional Support	\$5,633,240	\$5,619,949	\$5,719,060	
Academic Support	\$3,499,162	\$3,732,461	\$4,038,924	
Auxiliary Enterprises	\$5,774,873	\$5,626,370	\$1,136,513	
Scholarships/Fellowships	\$1,960,293	\$1,511,937	\$5,731,987	
Other	\$38,557	\$6,894	\$0	
<b>Total</b>	<b>\$51,736,776</b>	<b>\$54,125,911</b>	<b>\$54,048,733</b>	

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Annual (unduplicated) enrollment headcount (EOT)	4,883	4,919	4,912	5,291
- Academic	4,439	4,528	4,496	4,833
- Career & Technical	444	391	416	458
Annual Enrollment FTE	2,769	2,765	2,687	2,711
- Academic	2,441	2,418	2,334	2,364
- Career & Technical	328	347	353	346
Annual student credit hour production	83,064	82,937	80,600	81,318
- Academic	73,221	72,524	70,024	70,926
- Career & Technical	9,843	10,413	10,576	10,392
Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course. Goal 2, Objective B, Measure II - <b>English<sup>6</sup></b>	43%	63%	73%	68% <sup>3</sup>
Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course. Goal 2, Objective B, Measure II - <b>Mathematics<sup>6</sup></b>	40%	47%	44%	42% <sup>3</sup>
Percent of new degree-seeking freshmen completing a gateway math course within two years. Goal 2, Objective B, Measure III	50%	48%	53% <sup>5</sup>	31% <sup>3</sup>

## Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

## FY 2020 Performance Highlights (Optional)

- **GRADUATE LEVEL COURSEWORK** – March 11, 2020, was a historic moment for Lewis-Clark State College and the Idaho State Board of Education as Idaho Gov. Brad Little signed House Bill 395, officially amending Idaho Code and allowing LC State to offer graduate level coursework. The bill came about after requests by Kootenai Health in Coeur d'Alene for the need of graduate-level coursework for nurses.
- **SCHWEITZER CTE CENTER** – LC State will open a new Career & Technical Education facility in the Lewiston Orchards in time for the 2021 spring semester. The new facility will be adjacent to the new Lewiston High School and will serve as a regional CTE center for area high schools. The college has raised more than \$7.4 million to help with the new CTE Center.
- **HELPING 420 IDAHO TEACHERS**– The LC Teacher Education Division set up for-credit workshops for 420 Idaho K-12 teachers to help them with remote and online delivery of classes during the COVID-19 pandemic. The college created 17 sections of ED-491 to help teachers earn professional development credits while teaching how to deliver remote and online instruction to students.
- **INCREASE IN NEW STUDENTS** – LC State's overall headcount was on the rise in fall 2019. With 3,748 students enrolled in the fall of 2019, LC State was up 1.7 percent from the 2018 fall total of 3,684. The increase was paced by a 27.5 percent increase in new students. It was the highest headcount the four-year institution had seen since 3,924 students attended in fall 2016.
- **IDAHO FIRST** – Idaho residents accounted for 80 percent of LC's total student head count. A total of 738 Idaho students made the honor roll in fall 2019, which represented 80.5 percent of the honor roll. In 2019-20, LC State had students from 42 of Idaho's 44 counties.
- **DEGREES FOR IDAHO** – 66 percent of LC State graduates stay and work in Idaho. Over 23,000 individuals in Nez Perce and Asotin Counties alone have received some form of educational training at LC State, according to a recent economic impact study.
- **FIRST GENERATION FRIENDLY** – 76 percent of LC State's student body are first generation college students and 65 percent of first-generation students made up the Fall 2019 honor roll.
- **TUITION FREEZE** – Along with its sister institutions, LC State froze tuition in 2019-20. The college continues to have the lowest tuition among Idaho's public four-year institutions. LC students have an average debt of \$18,379, far below the state average of \$26,675.
- **AFFORDABILITY MATTERS** – 87 percent of LC State's student receive financial aid and nearly half are low-income (receive Pell Grant), the highest total among Idaho's public four-year institutions.
- **HIGH PLACEMENT RATES** – 97% of academic program graduates and 92% of career-technical graduates are successfully placed in careers, graduate programs, or the military.
- **SOCIAL WORK SUPPORT LINE** – To counter the anxiety and stress caused by the COVID-19, the coronavirus pandemic, LC State seniors in the Social Work program staffed an emotional support phone line to help fellow students and the Lewis-Clark Valley during the spring. The support line also allowed the



seniors to complete their social work internship credits for the final semester and their graduation requirements, while also providing emotional support to callers.

- **HVAC ACCREDITATION** – The Heating, Ventilation, Air Conditioning and Refrigeration Technology program was granted accreditation by HVAC Excellence. The LC State program is now just one of two HVAC Excellence accredited programs in Idaho, Washington, Oregon, Montana, Alaska, Wyoming and Utah.
- **ELEMENTARY ED HONORED** – The college's Elementary Education bachelor's program was one of only 15 programs nationwide to earn an A-plus grade for its early reading standards coursework from the National Council on Teacher Quality, a non-partisan, nonprofit research and policy organization.
- **MILITARY FRIENDLY CAMPUS** – LC State was designated as a Military Friendly School by Military Friendly. The rank for LC State means the college is in good standing with veterans or active military personnel who are seeking post-secondary opportunities.
- **913 STUDENTS EARN SPRING HONORS** – Despite challenges related to the COVID-19 pandemic including a transition to remote learning midway through the semester, a total of 913 students at LC State earned honor roll distinction in spring 2020. Among the honorees, 518 made the President's List (3.75 or higher GPA) and 395 (3.25-3.749 GPA) were on the Dean's List.
- **STUDENTS GRADUATE VIRTUALLY** – LC State had its fourth largest graduating class (806) in school history when the college held its virtual commencement ceremony on May 15. The virtual commencement consisted of a video which included pictures and degrees earned of each graduate.
- **IDAHO GEM AWARDS** – Kacey Diemert, an associate professor of mathematics, and John Morrison, an assistant professor in physics and astronomy, were recognized for their outstanding teaching in the inaugural Idaho GEM Innovative Educator Awards, presented by the Idaho State Board of Education's General Education Committee and Capital Educators Credit Union (CECU).
- **TREE CAMPUS USA** – The college became the first higher education institution in Idaho to earn both Tree Campus USA and Arbnet Accreditation honors. Tree Campus USA program recognizes colleges and universities throughout the United States that effectively manage their campus trees, connect with the community to foster healthy urban forests, and strive to engage students in learning opportunities with forestry efforts.
- **SBDC GRANT HELPS SMALL BUSINESSES** – The North Central Idaho Small Business Development Center at LC State received a \$100,000 Portable Assistance Award from the U.S. Small Business Administration in late December to focus on growth and retention for small businesses in north central Idaho.
- **NAIA CHARACTER AWARD** – The college earned a silver honor from the National Association of Intercollegiate Athletics (NAIA) in the organization's yearly ranking of Champions of Character Five-Star Award. The award honors institutions that demonstrate a commitment to the NAIA's Champions of Character program.
- **MEN'S CROSS COUNTRY FINISHES THIRD** – The LC State men's cross country program had its best finish ever at nationals by finishing third as three runners finished in the Top 15 to earn NAIA All-America honors.
- **MEN'S BASKETBALL GOES 29-3** – The LC State men's basketball team won both the Frontier Conference regular season and tournament titles and was ranked No. 6 in the country when the season came to an end because of the COVID-19 pandemic.

## Part II – Performance Measures

**Lewis-Clark State College**

**Performance Report**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020 <sup>4</sup>	
<b>Goal 1</b>						
<i>Sustain and enhance excellence in teaching and learning.</i>						
1. Number of online and evening weekend programs. Objective A, Measure 1	actual			36	40	-----
	Target	n/a	n/a	n/a	n/a	37
2. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the reporting institution. Goal 2, Objective B, Measure I	actual	25%	38%	31%	33%	-----
	target	n/a	n/a	n/a	n/a	20
<b>Goal 2</b>						
<i>Optimize student enrollment and promote student success</i>						
3. Percent of full-time, first-time, baccalaureate-seeking students graduating with a baccalaureate degree within 150% of time or less. Goal 2, Objective A, Measure IV	actual	23%	33%	32%	34% <sup>2</sup>	-----
	target	n/a	n/a	n/a	n/a	35
4. Total number of degrees/certificates produced. Goal 2, Objective C, Measure XI	actual	960	1033	988	896	-----
	Certificate	actual	18	21	15	26
Associate	target	n/a	n/a	n/a	n/a	20
	actual	414	425	347	365	
Bachelor	target	n/a	n/a	n/a	430	430
	actual	528	587	626	505	
5. Number of <u>unduplicated</u> awards Goal 2, Objective B, Measure II	target	n/a	n/a	n/a	594	540
	actual	842	1003	956	873	-----
Certificate	actual	14	20	15	25	
	target	n/a	n/a	n/a	20	15
Associate	actual	300	410	325	357	
	target	n/a	n/a	n/a	n/a	330
Bachelor	actual	528	573	616	491	
	target	n/a	n/a	n/a	n/a	535
6. Percent of first time, full-time freshmen graduating within 100% of time. Objective B, Measure IX	actual	18%	21%	23%	30% <sup>2</sup>	-----
	target	n/a	n/a	n/a	n/a	35

**Performance Measure Explanatory Notes (Optional)**

1. Audited financials available after November 1, 2020.
2. Preliminary percentage – IPEDS graduation rates based on September 1 to August 31-graduation period. Current calculation based on July1, 2019 and June 30, 2020. Updated numbers will be available after September 1, 2020.
3. Preliminary result based on 2019-20 course completions.
4. The current Strategic Plan (2019-2023) is based on new measures, which may not have data available prior to FY2019.
5. Previously reported as preliminary numbers and have been updated as final numbers.



6. Previously reported as one number (unduplicated headcount). Now reported as breakouts of English and Math (duplicate headcount).

**For More Information Contact**

Kati Wilson  
Assistant Director of Reporting  
Office of Institutional Research & Effectiveness  
Lewis-Clark State College  
500 8<sup>th</sup> Ave.  
Lewiston ID 83501  
Phone: (208) 792-2162  
E-mail: [kjwilson@lcsc.edu](mailto:kjwilson@lcsc.edu) or [instres@lcsc.edu](mailto:instres@lcsc.edu)

**College of Eastern Idaho**

**Performance Report**

**Part I – Agency Profile**

**Agency Overview**

College of Eastern Idaho (CEI) was, until 2017, Eastern Idaho Technical College (EITC) a public, state, two-year technical college in Idaho Falls, Idaho. The voters of Bonneville County on May 16, 2017, passed a ballot initiative creating a taxing district to form College of Eastern Idaho. The Northwest Commission on Colleges and Universities (NWCCU) recognized the new community college, subsequent mission change, and the addition of an Associate of Arts (AA) and Associate of Science (AS) in June 2017. Given the new status as an Idaho community college, the SBOE appointed a five-member board of trustees in July 2017 to locally govern CEI. This Board of Trustees went through an election in 2018 and are now the voted in members of the board. CEI established a name change with U.S. Department of Education and transitioned federal financial aid to College of Eastern Idaho in July 2017. CEI opened its doors to academic transfer students in August 2017.

**Core Functions/Idaho Code**

College of Easter Idaho provides career and technical, academic transfer, and community education opportunities. Idaho Statute Title 33, Chapter 21.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>*FY2020</b>
General Fund and Misc. Receipts	7,508,678	7,796,700	13,197,120	13,248,954
Grants and Contracts	3,837,652	7,726,773	11,017,917	9,925,431
Student Fees	1,526,119	1,792,109	2,403,591	2,595,334
Capital Grants and Appropriations	117,313	5,500	0	-
Sales and Services	41,236	40,292	875,020	943,106
Other	<u>174,752</u>	<u>148,038</u>	<u>774,702</u>	<u>1,030,218</u>
<b>Total</b>	<b>13,205,750</b>	<b>17,509,412</b>	<b>28,268,350</b>	<b>27,743,043</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY2020</b>
Personnel Costs	8,417,653	10,473,212	13,341,000	15,310,680
Operating Expenses	4,364,796	6,340,778	11,034,539	11,688,034
Capital Outlay	<u>117,313</u>	<u>5,500</u>	<u>26,729</u>	<u>50,996</u>
<b>Total</b>	<b>12,899,762</b>	<b>16,819,490</b>	<b>24,402,268</b>	<b>27,049,710</b>

\*2020FY financial numbers are preliminary.

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Annual (unduplicated) Enrollment Headcount	1,008	1,301	2,038	2,402
Annual Unduplicated FTE	467	584	865	999
Credit Hours Taught	14,014	17,521	25,963	29,981
Percent of Graduates to Total Unduplicated FTE	48%	39%	28%	27%
Graduates with certificates and degree completions per \$100,000 of financials.	1.9	1.45	1.3	2.0 <sup>1</sup>
Workforce Training Headcount	10,549	15,676	16,236	14,309 <sup>2</sup>
Number and percentage of Students successfully completing Remedial Math Courses	122, 73%	101, 81%	183, 68%	121, 70%

**College of Eastern Idaho**

**Performance Report**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Remediation: Number of first-time freshman who graduate from and Idaho High school in the previous year requiring remedial education – unduplicated	32/67 48%	23/106 21%	45/206, 22%	22/117, 19% <sup>3</sup>
Retention Rate: Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).	76/97 78%	98/122 80%	103/140, 74%	133/189 70%
Dual Credit - Total credit hours earned and the unduplicated headcount of participating students	0	71/14	1516/345	3205/523
Percentage of students who pass the TSA for certification. Goal 2, Objective A, Measure 4	90%	78%	94%	92% <sup>5</sup>
Total fall enrollment students that are retained or graduate in the following fall. Goal 4, Objective A, Measure 1	464	422	891	900 <sup>6</sup>
Center for New Directions (CND) number of applicants/students receiving CND services. Goal 5, Objective D, Measure 1	266	301	318	294

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>	<b>As of July 1, 2020</b>
Number of Chapters	N/A	
Number of Words	N/A	
Number of Restrictions	N/A	

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>Goal 1</b>						
<i>A Well Educated Citizenry</i>						
1. Degree and certificate production and headcount of recipients. Goal 1, Objective A, Measure 3	actual	230/228	213/211	255/245	278/273	-----
	target	>260 / >245	>260 / >245	>260 / >245	>260 / >245	>260/>245
<b>Goal 2</b>						
<i>Innovation and Economic Development.</i>						
2. Number of Graduates who found employment in their area of training. Goal 2, Objective A, Measure 1	actual	195	147	186	200 <sup>4</sup>	-----
	target	>225	>225	>225	>225	>225
<b>Goal 4</b>						
<i>Effective and Efficient Educational System.</i>						
3. Undergraduate Cost per Credit. Goal 4, Objective A, Measure 3	actual	\$790	\$829	\$756	\$750 <sup>7</sup>	-----
	target	<\$700	<\$700	<\$700	<\$700	<\$700

**College of Eastern Idaho**

**Performance Report**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 5</b>						
<i>Student Centered.</i>						
4. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey. Goal 5, Objective A, Measure 1	actual	N/A	.89	.62	0.61 <sup>8</sup>	-----
	target	<0.25	<0.25	<0.50	<0.25	<0.25
5. Tutoring contact hours in support of student needs for the number of contact hours annually per unduplicated headcount. Goal 5, Objective B, Measure 1	actual	8.5	9.3	8.86	9.5 <sup>13</sup>	-----
	target	>6Hrs	>9Hrs	>9.5Hrs	>9.5Hrs	>9.5Hrs
<b>Statewide Measures</b>						
<i>Not included above.</i>						
6. Timely Degree II - Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr)	actual	53%	53%	53%	53% <sup>9</sup>	-----
	target	>55%	>55%	>55%	>65%	>65%
7. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.	actual	13%	12%	8%	6%	-----
	target	>15%	>15%	>15%	>10%	>10%
8. Reform Remediation V-Math - 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)	actual	40%	28%	20%	22% <sup>11</sup>	-----
	target	>35%	>35%	>35%	>30%	>30%
9. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years.	actual	29%	26%	15%	8% <sup>10</sup>	-----
	target	>30%	>30%	>30%	>30%	>30%
10. Guided Pathways VII - Percent of first time, full-time freshman graduating within 100% of time.	actual	38%	46%	56%	56% <sup>12</sup>	-----
	target	>45%	>45%	>45%	>45%	>45

**Performance Measure Explanatory Notes**

*\*2020FY financial numbers are preliminary.*

1. Projected number at this time. When financials have been audited, then this measure can be updated.
2. Workforce Training head count number has been coming from the WTN report for CTE. This number is not a total count of all Workforce Training and Community Education activities at CEI. The WTN has specific requirements for which courses to include, and does not take into account all offerings and participants.
3. Remediation is tracked by course taking behavior.
4. Projected number, final number is published in the spring when placement follow-up is completed FY 2019 is the most recent update in this measure.
5. Projected number, scores are still being collected for this reporting year.
6. This is a trailing measure that follows a fall cohort from the FY listed to the next fall; FY 2019 is the most recently available update.
7. Projected number at this time. Measure is reliant on finalized and audited financial.
8. In early 2017, CEI shifted the Noel Levitz survey administration to the spring term in place of fall terms like previous years. The result of this decision lead to 2017 being skipped in the survey cycle. Also of note, is that nationally the spring surveys tend to have lower levels of satisfaction as compared to the fall survey. As a result, we note an increase in gap as compared to previous years.

9. Projected number at the time of the report, data is still being collected. FY 2019 is most recent confirmed number at the time of the report.
10. Projected number at the time of the report, data is still being collected. FY 2019 is most recent confirmed number at the time of the report.
11. Projected number at the time of the report, data is still being collected. FY 2019 is most recent confirmed number at the time of the report.
12. Projected number at the time of the report, data is still being collected. FY 2019 is most recent confirmed number at the time of the report.
13. Projected number at the time of the report, data is still being collected. FY 2019 is most recent confirmed number at the time of the report.

**For More Information Contact**

Lee Stimpson  
Institutional Effectiveness  
College of Eastern Idaho  
1600 S. 25<sup>th</sup> E.  
Idaho Falls, ID 83404  
Phone: (208) 535-5425  
E-mail: [lee.stimpson@cei.edu](mailto:lee.stimpson@cei.edu)

## ***Part I – Agency Profile***

### **Agency Overview**

The College of Southern Idaho (CSI), represents a shared vision and a collaborative effort of the citizens of South-Central Idaho. In 1963, the Idaho Legislature passed the Junior College Act, which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964. The following year Jerome County citizens voted to join the junior college district. CSI recently celebrated the 54<sup>th</sup> anniversary of its founding.

CSI is funded by the two-county community college district, student tuition and fees, and state allocations, and operates under the direction of a locally-elected five-member Board of Trustees in cooperation with the Idaho State Board of Education. The Board of Trustees hired Dr. James L. Taylor as the first president of the College of Southern Idaho. He served as president until his death in November of 1982. Gerald R. Meyerhoeffer became president in 1983, Dr. Gerald Beck became CSI's third president in 2005, and Dr. Jeff Fox was selected to be the College of Southern Idaho's fourth president in 2014. On July 1, 2020, Dr. L. Dean Fisher was selected to be the fifth president of the College of Southern Idaho, and he continues to serve in that role.

CSI's service area is defined in Idaho Code primarily as an eight-county area consisting of Twin Falls, Jerome, Lincoln, Camas, Blaine, Gooding, Minidoka, and Cassia counties. CSI offers programs and courses at the nearly 350-acre main campus in Twin Falls, as well as at off-campus centers in Burley (Mini-Cassia Center), Hailey (Blaine County Center), Gooding (North Side Center), and Jerome (Jerome Center). Additionally, CSI offers Early College opportunities at dozens of high schools throughout Idaho.

The College of Southern Idaho's mission is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. Students can choose from a wide range of transfer and career-technical programs with more than 120 program completion options ranging from short-term certificates to two-year associate degrees. The college also offers one Bachelor of Applied Science degree. Additionally, CSI provides workforce training opportunities to its students, along with basic skills, Adult Basic Education, and English as a Second Language courses for students requiring pre-college-level work.

Faculty teach in a variety of modalities including face-to-face in traditional classrooms, online, and via an interactive microwave system. CSI partners with sister public post-secondary institutions in Idaho, which offer more than 50 bachelor's, master's, and other terminal degrees for students on the CSI campus or via online delivery. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

The institution was initially accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1968 and has had its accreditation continuously reaffirmed by NWCCU, most recently in June 2015.

### **Core Functions/Idaho Code**

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33 of Idaho Code. The primary function of the College of Southern Idaho as stated in Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code).

**College of Southern Idaho**

**Performance Report**

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Academic Appropriation	\$13,465,800	\$14,105,800	\$14,264,000	\$14,117,900
One Time Appropriation	\$1,200,000	\$0	\$0	\$890,800
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Inventory Phaseout	\$641,165	\$668,817	\$678,000	\$709,500
Property Taxes	\$6,448,991	\$6,641,069	\$6,837,000	\$7,355,800
Tuition & Fees	\$11,702,747	\$11,666,829	\$11,604,467	\$12,997,900
County Tuition	\$1,967,030	\$1,711,750	\$1,889,931	\$1,881,500
Other	<u>\$1,094,167</u>	<u>\$1,520,735</u>	<u>\$1,846,602</u>	<u>\$1,750,100</u>
<b>Total</b>	<b>\$36,719,900</b>	<b>\$36,515,000</b>	<b>\$37,320,000</b>	<b>\$39,903,500</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs	\$24,423,900	\$24,482,000	\$25,421,000	\$25,664,000
Operating Expenditures	\$10,323,000	\$9,120,000	\$9,847,000	\$11,402,800
Capital Outlay	<u>\$1,973,000</u>	<u>\$2,913,000</u>	<u>\$2,052,000</u>	<u>\$2,856,700</u>
<b>Total</b>	<b>\$36,719,900</b>	<b>\$36,515,000</b>	<b>\$37,320,000</b>	<b>\$39,903,500</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Annual Enrollment (Undup. Headcount)</b>	12,091	12,675	12,620	13,130
Career Technical	1,076	901	958	1,025
Academic	11,015	11,774	11,662	12,105
(Source: State Board of Education (SBOE) Post-Secondary (PSR) Annual Enrollment Report)	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
<b>Annual Enrollment (Full Time Equivalent)</b>	3,942.67	3,970.7	4,001.2	4,133.4
Career Technical	693.63	703.03	671.90	725.56
Transfer	3249.03	3267.67	3329.00	3407.86
(Source: SBOE PSR Annual Enrollment Report)	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
<b>Dual Credit Enrollment</b>	5,353	6,360	6,613	7,648
Unduplicated Headcount	25,680	32,814	36,904	42,805
Total Credit Hours	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
(Source: SBOE Dual Credit Enrollment Report)				
<b>Remediation Rate</b>	Math	Math	Math	Math
First-Time, First-Year Students	56.7%	52.5%	53.8%	44.6%
Attending Idaho High School within	(361/637) <sup>1</sup>	(345/657) <sup>1</sup>	(344/639) <sup>1</sup>	(342/766)
Last 12 Months (broken out by math and English)	English	English	English	English
	26.5%	16.9%	14.1%	9.9%
(Source: CSI)	(169/637) <sup>1</sup>	(111/657) <sup>1</sup>	(90/639) <sup>1</sup>	(76/766)
(Required for Idaho State Board Strategic Plan)	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
<b>Timely Degree Completion-Completions</b>	967	954	985	1,076
Total number of certificates/degrees produced, broken out by certificates of one academic year of more; associate degrees	151 certificates	154 certificates	146 certificates	129 certificates
	816 degrees	800 degrees	839 degrees	947 degrees
(Source: IPEDS <sup>2</sup> Completions Report)	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
(Statewide Performance Measure)				
<b>Timely Degree Completion-Completers</b>	892	888	905	990
Total number of unduplicated graduates, broken out by certificates/degrees produced, broken out by certificates of one academic year of more; associate degrees	148 certificates	152 certificates	146 certificates	129 certificates
	774 degrees	736 degrees	795 degrees	861 degrees
	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)



**College of Southern Idaho**

**Performance Report**

(Source: IPEDS Completions Report) (Statewide Performance Measure)				
<b>Workforce Training Completions</b> Total Duplicated Completions (Source: State Workforce Training Report)	5,761 (2016-2017)	7,531 (2017-2018)	9,841 (2018-2019)	4,714 (2019-2020) <sup>4</sup>
<b>Placement of Career Technical Education Completers</b> Percentage Placed (Source: State Workforce Training Report)	93% (2015-2016 Graduates)	96% (2016-2017 Graduates)	98% (2017-2018 Graduates)	98% (2018-2019 Graduates)

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2020</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2019 Performance Highlights (Optional)**

**Part II – Performance Measures**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						
1. Timely Degree Completion-Credits completed per academic year Percentage of undergraduate, degree-seeking students completing 30 or more credits per academic year (Source: CSI) (Goal 2 Objective C; Measure VII) (Statewide Performance Measure)	actual	(2016-17) 9% (436/4,960) <sup>5</sup>	(2017-18) 12% (473/4,094) <sup>5</sup>	(2018-19) 12% (456/3,947) <sup>5</sup>	(2019-20) 11% (478/4,321)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	11%	12%
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						
2. Timely Degree Completion-150%	actual	Fall 2014 Cohort 27% (178/672)	Fall 2015 Cohort 27% (162/606)	Fall 2016 Cohort 31% (193/629) <sup>6</sup>	Fall 2017 Cohort 34% (205/605) <sup>6</sup>	-----



**College of Southern Idaho**

**Performance Report**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) (Goal 2; Objective C; Measure IX) (Statewide Performance Measure)	target	21%	23%	28%	28%	30%
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						
3. Guided Pathways-100% Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) (Goal 2; Objective C; Measure X) (Statewide Performance Measure)	actual	Fall 2015 Cohort 15% (88/606)	Fall 2016 Cohort 15% (97/629)	Fall 2017 Cohort 20% (123/605) <sup>6</sup>	Fall 2018 Cohort 21% (124/598) <sup>6</sup>	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	16%	19%
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						
4. Remediation Reform-Math 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) with a "C" or higher (Source: CSI) (Goal 2; Objective C; Measure VI) (Statewide Performance Measure)	actual	(2016-17) 41% (399/966)	(2017-18) 48% (386/805)	(2018-19) 48% (435/914)	(2019-20) 43% (339/785)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	35%	40%
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						
5. Remediation Reform-English 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) with a "C" or higher (Source: CSI) (Goal 2; Objective C; Measure V) (Statewide Performance Measure)	actual	(2016-17) 79% (283/356)	(2017-18) 72% (198/276)	(2018-19) 78% (203/261)	(2019-20) 73% (185/255)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	72%	72%
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						
6. Math Pathways Percent of new degree-seeking freshmen completing	actual	(2016-17) 29% (414/1,407)	(2017-18) 34% (430/1,268)	(2018-19) 41% (485/1,187)	(2019-20) 48% (499/1,044)	-----

**College of Southern Idaho**

**Performance Report**

<b>Performance Measure</b>		<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
a gateway math course within two years (Source: CSI) (Goal 2; Objective C; Measure VI) (Statewide Performance Measure)	target	NA (New measure)	NA (New measure)	NA (New measure)	40%	43%
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						
7. Retention Rates Percentage of first-time, full-time, degree-seeking students retained or graduated the following year (Source: IPEDS) (Goal 2; Objective C; Measure I)		<i>Fall 2015 Cohort</i>	<i>Fall 2016 Cohort</i>	<i>Fall 2017 Cohort</i>	<i>Fall 2018 Cohort</i>	
	actual	New Students 60% (365/606)	New Students 58% (366/629)	New Students 59% (355/607) <sup>6</sup>	New Students 61% (364/598) <sup>6</sup>	-----
		Transfer 69% (129/186)	Transfer 71% (157/221)	Transfer 59% (121/205) <sup>6</sup>	Transfer 71% (202/285) <sup>6</sup>	
	target	60% (New Students)	61% (New Students)	61% (New Students)	61% (New Students)	60%

### Performance Measure Explanatory Notes *(Optional)*

#### Notes

<sup>1</sup>Numbers have been adjusted from previous reports to reflect the disaggregation of data by math and English.

<sup>2</sup>Integrated Postsecondary Education Data System (IPEDS)

<sup>3</sup>Total number of graduates. Because the same graduate may complete both a certificate and a degree in the same year, the sum of those two categories may exceed the total number of graduates.

<sup>4</sup>Workforce Training Completions were significantly impacted by the spring 2020 COVID-19 outbreak. A large number of training opportunities were cancelled due to the pandemic.

<sup>5</sup>Numbers have been adjusted from previous reports to reflect the removal of students who earned a degree within the capture cycle but were short of the 30-credit threshold. These were inadvertently included in prior submissions.

<sup>6</sup>Numbers have been adjusted from previous reports for the most recent prior year as the original submissions were preliminary numbers. Numbers for the current year are preliminary numbers.

#### For More Information Contact

**Mr. Chris Bragg**

Dean of Institutional Effectiveness  
College of Southern Idaho  
315 Falls Avenue  
PO Box 1238  
Twin Falls, ID 83303  
Phone: (208) 732-6775  
E-mail: [cbragg@csi.edu](mailto:cbragg@csi.edu)

## ***Part I – Agency Profile***

### **Agency Overview**

The College of Western Idaho (CWI) is Idaho's largest community college and is located in the vibrant and active Treasure Valley area. CWI has quickly become a valuable college resource for the region. CWI continues to experience consistent enrollment, with 10,605 credit students enrolled at the start of the 2019-2020 academic year (5,307 FTE), and 17,589 credit students in the spring semester of 2020 (7,824 FTE).

CWI is a comprehensive community college fostering student learning and development academically, as well as personally and occupationally. CWI offers undergraduate, professional-technical, fast-track career training, and basic skills education. With over 50 credit programs and hundreds of non-credit courses, students have an abundance of options when it comes to developing career skills or preparing for further study at a baccalaureate institution. CWI serves as an exceptional economic engine for western Idaho, serving the local business and industry training needs with customized training to garner an edge in today's competitive market.

CWI's service area is unique, and the area's characteristics have implications for the future of local higher education. CWI's service area includes Ada County, Adams County, Boise County, Canyon County, Gem County, Payette County, Valley County, Washington County, and portions of Elmore and Owyhee Counties.

CWI adheres to Idaho Code Title 33 Education, Chapter 21 Junior (Community) Colleges. Policies of the Idaho State Board of Education that apply to CWI are limited as specified by Board Policy Section III, Subsection A.

### **Core Functions/Idaho Code**

CWI is a two-year comprehensive community college as defined by Idaho Code 33, Chapters 21 and 22. The core functions of CWI are to provide instruction in: 1) academic courses and programs, 2) career-technical courses and programs, 3) workforce training through short- term courses and contract training for business and industry, and 4) non-credit, special interest courses.

### **Revenue and Expenditures<sup>1</sup>**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Funds–Gen Ed	\$11,668,200	\$12,570,000	\$13,938,900	
Liquor Fund	\$200,000	\$200,000	\$200,000	
Property Taxes	\$7,524,900	\$8,016,759	\$8,564,845	
Tuition and Fees	\$18,814,300	\$24,015,199	\$23,932,873	
County Tuition	\$642,000	\$833,750	\$949,450	
Misc. Revenue	\$490,700	\$925,339	\$1,466,816	
<b>Total</b>	<b>\$39,340,100</b>	<b>\$46,561,047</b>	<b>\$49,052,884</b>	
General Funds - CTE	\$8,077,194	\$9,033,411	\$9,255,700	
<b>Total (with General Funds - CTE)</b>	<b>\$47,417,294</b>	<b>\$55,594,458</b>	<b>\$58,308,584</b>	
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	
Personnel Costs	\$25,482,500	\$26,913,517	\$29,179,842	
Operating Expenditures	\$13,003,500	\$12,527,751	\$11,133,325	
Capital Outlay <sup>2</sup>	854,100	\$780,669	\$16,210,896	
<b>Total</b>	<b>\$39,340,100</b>	<b>\$40,221,937</b>	<b>\$56,524,063</b>	

#### **Footnotes**

<sup>1</sup> Financials represent Total Expenditures on the Budget Request (B2) submitted to SBOE, available end of October.

<sup>2</sup> Capital Outlay in FY2019 includes \$13,650,408 for Certificate of Participation (COP) bond financing for CWI Aspen Creek buildings and land.

**College of Western Idaho**

**Performance Report**

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Annual Enrollment Headcount</b>				
Career & Technical	1,187	1,111	1,086	1,153
Academic	16,102	18,417	20,103	20,752
<i>(PSR 1 Annual Enrollment Report, SBOE)</i>				
<b>Annual Enrollment FTE<sup>3</sup></b>				
Career & Technical	744	761	726	834
Academic	5,251	5,514	5,993	6,163
<i>(PSR 1 Annual Enrollment Report, SBOE)</i>				
<b>Degree Production</b>				
Unduplicated number of graduates over rolling 3-year average of Degree Seeking FTE	27%	27%	28%	30%
<i>(Completions Survey, Grand total, IPEDS)</i>				
<i>(PSR 1 Annual Enrollment Report, SBOE)</i>				
<a href="#">SBOE Measure</a>				
<b>Dual Credit Headcount (unduplicated)<sup>4</sup></b>				
Total Annual Credit Hours	45,306	59,743	62,366	67,363
Total Annual Student Headcount	8,121	10,606	11,409	12,098
<i>(Annual Dual Credit Enrollment Report, SBOE)</i>				
<a href="#">SBOE Measure</a>				
<b>Workforce Training Headcount (duplicated)<sup>5</sup></b>				
<i>Workforce Training Network Report, Idaho Career and Technical Education)</i>	8,741	9,150	8,127	6,035
<b>ABE/ASE/ESL (duplicated)<sup>6</sup></b>				
<i>(Adult Basic Education Workforce Innovation and Opportunity Act (WIOA) Title II Report, Idaho Career and Technical Education)</i>	2,795	2,885	2,647	2,079

**Footnotes**

<sup>3</sup> Summer, Fall, Spring; Count reflects SDCTE definition of CTE majors who also complete a CTE course.

<sup>4</sup> CWI, with 12k dual credit students, is the largest provider of dual credit coursework/credits in the state of Idaho.

<sup>5,6</sup> Non-credit programs (Workforce Training & Adult Basic Education) were partially impacted by COVID-19 in FY20.

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2020</b>
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

**FY 2020 Performance Highlights *(Optional)***

- Graduation rates have improved since implementing new student advising models and guided pathways.
- Dual credit continues to be in high demand, allowing CWI to offer college credit to over 12,000 Idaho high school students across the State.

**College of Western Idaho**

**Performance Report**

- Math remediation is improving with innovative Math Solution Center and co-requisite courses; however, this subject remains a challenge, which we are continually addressing to improve student degree completion.
- COVID-19 partially impacted the FY20 enrollments for the Workforce Development and Adult Basic Education non-credit programs.

**Part II – Performance Measures**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Timely Degree III</b>						
1. Total number of certificates/degrees produced. a) Certificates of <i>one academic year</i> or more.	actual	<b>182</b> (240 w/General Education Awards)	<b>261</b> (402 w/General Education Awards)	<b>297</b> (508 w/General Education Awards)	<b>325</b> (1,264 w/General Education Awards)	-----
	Target	N/A - new measure	≥300	≥300	≥300	
<b>Timely Degree III</b>						
2. Total number of certificates/degrees produced. b) Associate degrees.	actual	<b>979</b>	<b>963</b>	<b>886</b>	<b>949</b>	-----
	Target	N/A - new measure	≥1000	≥1000	≥1,000	
<b>Timely Degree IV</b>						
3. Number of unduplicated graduates. a) Certificates of <i>one academic year</i> or more.	actual	<b>161</b> (262 w/General Education Awards)	<b>197</b> (336 w/General Education Awards)	<b>241</b> (451 w/General Education Awards)	<b>268</b> (1,197 w/General Education Awards)	-----
	Target	N/A - new measure	≥275	≥275	≥275	
<b>Timely Degree IV</b>						
4. Number of unduplicated graduates. b) Associate degrees. (system-wide measure IV. a.)	actual	<b>890</b>	<b>898</b>	<b>861</b>	<b>917</b>	-----
	Target	N/A - new measure	≥975	≥975	≥975	
<b>Timely Degree Completion I</b>						
5. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (system-wide measure I)	actual	<b>3%</b>	<b>4%</b>	<b>5%</b>	<b>4%</b>	-----
	Target	N/A - new measure	7%	7%	7%	

**College of Western Idaho**

**Performance Report**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Reform Remediation V</b>						
6. 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. a) English (system-wide measure V.)	actual	<b>70%</b>	<b>71%</b>	<b>70%</b>	<b>74%</b>	-----
	Target	N/A - new measure	100%	100%	72%	
<b>Reform Remediation V</b>						
7. 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. b) Math (system-wide measure V.)	actual	<b>10%</b>	<b>17%</b>	<b>23%</b>	<b>27%</b>	-----
	Target	N/A - new measure	>=65%	>=25%	>=25%	
<b>Math Pathways VI</b>						
8. Percent of new degree-seeking freshmen completing a gateway math course within two years (system-wide measure VI.)	actual	<b>17%</b>	<b>18%</b>	<b>24%</b>	<b>27%</b>	-----
	Target	N/A - new measure	>=25%	>=25%	>=25%	
<b>Timely Degree III</b>						
9. Percent of first-time, full-time, freshmen graduating within 150% of time. (system-wide measure VIII.)	actual	<b>12%</b> (Fall 2014 Cohort)	<b>21%</b> (Fall 2015 Cohort)	<b>22%</b> (Fall 2016 Cohort)	<b>22%</b> (Fall 2017 Cohort)	-----
	Target	>=16%	>=16%	>=16%	>=16%	

**College of Western Idaho**

**Performance Report**

Guided Pathways VII						
10. Percent of first-time, full-time freshmen graduating within 100% of time (system-wide measure VIII.)	actual	<b>9%</b> (Fall 2015 Cohort)	<b>11%</b> (Fall 2016 Cohort)	<b>12%</b> (Fall 2017 Cohort)	<b>12%</b> (Fall 2018 Cohort)	-----
	Target	>=5%	>=5%	>5%	>=5%	

**Performance Measure Explanatory Notes (Optional)**

- Math and English remediation metrics have undergone revisions since the system-wide measures launched in 2017. Our 2018 Strategic Plan targets for these metrics do not align with this PMR's measure methodology. The 2019 & 2020 CWI Strategic Plan contains the updated targets for Math and English remediation of 25% and 72% respectively.

**For More Information Contact**

Alexis Malepeai-Rhodes, Executive Director, Institutional Effectiveness  
College of Western Idaho  
6056 Birch Lane  
Nampa, Idaho 83687  
Phone: 208.562.3505  
E-mail: [alexisrhodes@cwidi.edu](mailto:alexisrhodes@cwidi.edu)



**North Idaho College**

**Performance Report**

**Part I – Agency Profile**

**Agency Overview**

Founded in 1933, North Idaho College (NIC) is a comprehensive community college located on the stunning shores of Lake Coeur d'Alene. NIC offers degrees and certificates in a wide spectrum of academic transfer and career and technical education programs.

NIC's beautiful main campus is located in Coeur d'Alene, Idaho, a lakeside city in Kootenai County with a growing population of over 157,000. The greater Spokane, Washington-Coeur d'Alene, Idaho area has more than 620,000 residents. The college also serves its five-county region through outreach centers in Bonners Ferry, Kellogg, and Sandpoint, as well as through online offerings. NIC plays a key role in the region's economic development by preparing competent, trained employees for area businesses, industries, and governmental agencies.

**Core Functions/Idaho Code**

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in career and technical courses and programs. As a part of career and technical education, the college also offer workforce training through short- term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for career and technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Funds	\$11,780,000	\$12,725,000	\$12,909,900	12,430,201
Economic Recovery	\$0	\$0	\$0	\$0
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Property Taxes	\$14,719,900	\$15,014,800	\$15,299,600	\$15,992,651
Tuition and Fees	\$12,337,700	\$11,730,200	\$11,603,600	\$11,128,868
County Tuition	\$899,600	\$825,600	\$824,000	\$750,963
Misc. Revenue	\$1,416,000	\$1,859,200	\$2,053,795	\$3,110,089
<b>Total</b>	<b>\$41,353,200</b>	<b>\$42,354,800</b>	<b>\$42,890,895</b>	<b>\$43,612,772</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs	\$26,789,700	\$27,520,600	\$28,335,373	\$29,713,713
Operating Expenditures	\$14,252,900	\$14,293,100	\$14,250,384	\$13,729,306
Capital Outlay	\$310,600	\$541,100	\$305,139	\$169,753
<b>Total</b>	<b>\$41,353,200</b>	<b>\$42,354,800</b>	<b>\$42,890,895</b>	<b>\$43,612,772</b>

Source: Audited financials (actuals) as stated on the B2 report submitted to SBOE. FY 2020 as of July 27, 2020.

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<u>General Studies</u> <sup>1, 2</sup>				
- Annual Unduplicated Headcount	6,020	6,398	6,106	5,840
- Annual Enrollment FTE	2,733	2,722	2,692	2,554
Common Campus Measure (CCM) 146/150				
<u>Career &amp; Technical</u> <sup>2</sup>				
- Annual Unduplicated Headcount	908	837	794	746
- Annual Enrollment FTE	642	572	534	523
CCM 146/150				

<b>North Idaho College</b>	<b>Performance Report</b>
----------------------------	---------------------------

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
<u>Dual Credit</u>				
- Annual Unduplicated Headcount	1,377	2,036	1,983	1,970
- Total Credits Earned	13,481	17,672	19,594	19,658
CCM 017/019				
<u>Workforce Training</u> <sup>3</sup>				
- Annual Unduplicated Headcount	4,878	4,883	5,419	4,471
- Annual Enrollment FTE	454	486	488	452
CCM 149/153				
<u>Adult Basic Education</u> <sup>3, 4</sup>				
- Annual Unduplicated Headcount	447	414	289	299
- Annual Enrollment FTE	57	59	46	39
CCM 147/151				
GED Credentials Awarded				
CCM 154	247	239	226	231

<sup>1</sup> General Studies includes Dual Credit students.

<sup>2</sup> General Studies and Career & Technical FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30. Credits are determined by student type.

<sup>3</sup> Workforce Training and Adult Basic Education FTE is based on 15 hours = 1 credit, 30 credits for the year = 1 FTE.

<sup>4</sup> New methodology beginning in FY 2017. Reflects only those students taking 12 hours of instruction or more.

### Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

### FY 2020 Performance Highlights *(Optional)*

**Part II – Performance Measures**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Strategic Plan Goal 1: Student Success</b>						
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life						
1. <u>Timely Degree I</u> <sup>1</sup> Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting (Goal 1, Objective C, System-Wide Performance Measure)  CCM 195	actual	8.0% (363/4533)	8.2% (345/4198)	8.5% (332/3889)	7.6% (281/3687)	-----
	target	Benchmark under development	Benchmark under development	10%	10%	10%
2. <u>Timely Degree II</u> <sup>2</sup> Percent of first-time, full-time, freshmen graduating within 150% of time (Goal 1, Objective C, System-Wide Performance Measure)  CCM 196	actual	23% (151/653) Fall 14 Cohort  NIC Rank 54%  (IPEDS)	27% (169/625) Fall 15 Cohort  NIC Rank 58%  (IPEDS)	25% (174/685) Fall 16 Cohort  Rank not yet available  (IPEDS)	24% (157/668) Fall 17 Cohort  Rank not yet available  (Preliminary)	-----
	target	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions
3. <u>Timely Degree III</u> <sup>3</sup> 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. (Goal 1, Objective A, System-Wide Performance Measure)  CCM 193	actual	a) 31 b) 473 c) 690  Total awards 1,194  (IPEDS)	a) 45 b) 610 c) 687  Total awards 1,342  (IPEDS)	a) 42 b) 636 c) 681  Total awards 1,359  (IPEDS)	a) 63 b) 646 c) 627  Total awards 1,336  (Preliminary)	-----
	target	Benchmark under development	Benchmark under development	a) 70 b) 650 c) 700	a) 70 b) 650 c) 700	a) 70 b) 650 c) 700

**North Idaho College**

**Performance Report**

<b>4. Guided Pathways VII <sup>4</sup></b> Percent of first-time, full-time freshmen graduating within 100% of time (Goal 1, Objective C, System-Wide Performance Measure)  CCM 199	<i>actual</i>	17% (105/625) Fall 15 Cohort  NIC Rank 67%  (IPEDS)	16% (112/685) Fall 16 Cohort  Rank not yet available  (IPEDS)	18% (123/668) Fall 17 Cohort  Rank not yet available  (Preliminary)	16% (110/686) Fall 18 Cohort  Rank not yet available  (Preliminary)	-----
	<i>target</i>	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions	Rank of 65% against IPEDS comparator institutions	Rank of 65% against IPEDS comparator institutions
<b>5. Timely Degree IV <sup>5</sup></b> Number of unduplicated graduates, broken out by a) certificates of less than one year; b) certificates of at least one academic year and c) associate degrees (Goal 1, Objective A, System-Wide Performance Measure)  CCM 194	<i>actual</i>	a) 20 b) 449 c) 674  Total overall unduplicated count: 905  (IPEDS)	a) 32 b) 569 c) 656  Total overall unduplicated count: 911  (IPEDS)	a) 37 b) 601 c) 650  Total overall unduplicated count: 872  (IPEDS)	a) 52 b) 620 c) 591  Total overall unduplicated count: 857  (Preliminary)	-----
	<i>target</i>	Benchmark under development	Benchmark under development	a) 60 b) 600 c) 700	a) 60 b) 600 c) 700	a) 60 b) 600 c) 700
<b>Strategic Plan Goal 2: Educational Excellence</b> High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes						
<b>1. Math Pathways VI <sup>6</sup></b> Percent of new degree-seeking freshmen completing a gateway math course within two years (Goal 2, Objective A, System-Wide Performance Measure)  CCM 198	<i>actual</i>	27.8% (431/1549) 14-15 Cohort	27.1% (427/1575) 15-16 Cohort	28.9% (491/1695) 16-17 Cohort	32.5% (556/1713) 17-18 Cohort	-----
	<i>target</i>	Benchmark under development	Benchmark under development	30%	35%	35%

**North Idaho College**

**Performance Report**

<p>2. <u>Reform Remediation V<sup>7</sup></u>  2a) MATH: 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. (Goal 2, Objective A, System-Wide Performance Measure)</p> <p align="right">CCM 203</p>	<i>actual</i>	17.5% (190/1088) 15-16 Cohort	25.2% (245/971) 16-17 Cohort	22.6% (171/757) 17-18 Cohort	24.5% (135/551) 18-19 Cohort	-----
	<i>target</i>	<i>Benchmark under development</i>	<i>Benchmark under development</i>	25%	25%	25%
<p>2. <u>Reform Remediation V<sup>8</sup></u>  2b) ENGLISH: 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. (Goal 2, Objective A, System-Wide Performance Measure)</p> <p align="right">CCM 204</p>	<i>actual</i>	30.6% (119/389) 15-16 Cohort	30.2% (116/384) 16-17 Cohort	23.0% (90/392) 17-18 Cohort	28.9% (81/280) 18-19 Cohort	-----
	<i>target</i>	<i>Benchmark under development</i>	<i>Benchmark under development</i>	35%	35%	35%

**Acronyms Defined:**

- CCM: Common Campus Measure (internal tracking system)
- IPEDS: Integrated Postsecondary Education Data System

### Performance Measure Explanatory Notes *(Optional)*

<sup>1</sup> Numbers revised due to methodology changes. Annual year cohort of degree-seeking students; Non-Degree, Dual Credit, and 100% Audit students are excluded. Students who earned an award within the capture year but were shy of the 30 credit threshold are excluded. General Studies Core Complete auto awards are also excluded. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 195]

<sup>2</sup> Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. [CCM 196]

<sup>3</sup> FY19 number revised to match IPEDS submission. Total awards by award level. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 193]

<sup>4</sup> Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. [CCM 199]

<sup>5</sup> FY19 number revised to match IPEDS submission. Total awards by award level. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 194]

<sup>6</sup> Full year cohort, first-time and new degree-seeking, full and part time students. Gateway courses include MATH 123, 130, 143, 143-D, 157, and 253. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 198]

<sup>7</sup> Numbers revised due to change in methodology. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 203]

<sup>8</sup> Numbers revised due to change in methodology. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 204]

#### For more information, contact

Lita Burns, Vice President for Instruction  
North Idaho College  
Office of Instruction, Molstead Library 252  
1000 West Garden Avenue  
Coeur d'Alene, ID 83814  
Phone: (208) 769-3302  
E-mail: [maburns@nic.edu](mailto:maburns@nic.edu)

**Agricultural Research & Extension**

**Performance Report**

**Part I – Agency Profile**

**Agency Overview**

The Agricultural Research and Extension Service (ARES) is part of the land-grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens by helping them apply the latest scientific technology to their communities, businesses, lives, and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet the needs in Idaho's agriculture, natural resources, youth and family, and related areas.

**Core Functions/Idaho Code**

The College of Agriculture (now the College of Agricultural and Life Sciences) in connection with the University of Idaho was established through Idaho Code **§33-2813**. The agricultural research station as a part of the college was created by legislative assent to the Hatch Act via Idaho Code **§33-9902**. The legislative assent to the Smith-Lever Act for cooperative agricultural extension work was through legislative assent indicated in Idaho Code **§33-2904**. Lastly, Idaho Code **§33-2908** sets out legislative assent to an act of Congress approved May 22, 1928 for the further development of agricultural extension work between the agricultural colleges in the several states receiving the benefits of the Morrill Act and authorizes the State Board of Education and Board of Regents of the University of Idaho to receive the grants of money appropriated under said act and to organize and conduct agricultural extension work which shall be carried on in connection with the College of Agriculture of the state university.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Fund	\$30,516,700	\$31,263,300	\$31,307,100	\$32,530,700
Federal Grant	\$5,672,539	\$5,699,743	\$5,699,743	\$5,957,235
Misc Revenue	0	0	0	0
Restricted Equine Education	0	0	0	0
<b>Total</b>	<b>\$36,189,239</b>	<b>\$36,933,043</b>	<b>\$37,006,843</b>	<b>\$38,487,935</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs	\$29,744,144	\$29,223,301	\$30,465,306	\$31,645,772
Operating Expenditures	\$3,806,736	\$4,313,959	\$4,550,633	\$4,304,211
Capital Outlay	\$2,032,764	\$2,592,383	\$2,576,260	\$1,319,569
Trustee/Benefit Payments	0	0	0	0
<b>Total</b>	<b>\$35,583,644</b>	<b>\$36,129,643</b>	<b>\$37,592,199</b>	<b>\$37,269,552</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Number of Youth Participating in 4-H (Goal 2: Objective B: Measure I)	60,455	70,122	72,688	73,478
Number of Individuals/Families Benefiting from Outreach Programs (Goal 2: Objective A: Measure I)	360,258	405,739	425,128	440,793
Number of Technical Publications (research results) Generated/Revised (Removed from ARES Strategic Plan for FY18-FY23)	*n/a	*n/a	*n/a	*n/a
Peer Reviewed and Professional Scientific Publications from University of Idaho Extension (Goal 2: Objective C: Measure I)	91	133	147	157

**Agricultural Research & Extension**

**Performance Report**

Increase educational and research web traffic and views of U of I Extension Content (Goal 2: Objective D: Measure I)	514,561	562,769	707,267	832,352
--	---------	---------	---------	---------

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2020</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2020 Performance Highlights (Optional)**

**Part II – Performance Measures**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 1</b>						
<i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i>						
1. Dollar Value of External Agricultural Research Grants Objective A, Measure I	actual	\$18.7M***	\$17.8M	\$17.4M	\$17.2M	-----
	target	\$20M	\$20M	\$34.3M	\$34.3M	\$34.3M
2. Increase of undergraduate and graduate students engaged and employed on sponsored projects Objective A, Measure II	actual	14.0%	13.5%	14.6%	26.6%****	-----
	target	*n/a	*n/a	16.72%	16.72%	16.72%
3. Increase the number of Advanced/Graduate degrees in the area of Agricultural and Life Sciences Objective A, Measure III	actual	49.1	37**	46	60	-----
	target	*n/a	*n/a	53.7	53.7	53.7

\*n/a for the targets and actuals in the tables above reflects the updates to the Strategic Plan that informs the benchmarks being used for FY18 to FY23.

\*\*Reflects reduction in current number of graduate degree programs.

\*\*\* Reflects a correction in the FY17 number. It was previously misrepresented as \$28.7M, but this was a typo; it is correct at \$18.7M

\*\*\*\*This metric increased due to a combined effect of more students employed and engaged on sponsored projects and a reduced number of total student registered due to the impact of COVID-19.

**Performance Measure Explanatory Notes (Optional)**

**Performance Measure Alignment with AERS Strategic Plan**

- (1) Profile of Cases Managed and/or Key Services Provided: Goal 2: Engage: Objective A, B, C, D
- (2) Scholarly and Creative Activity: Goal 1: Innovate: Objective A: Performance Measure I, II, III,



**For More Information Contact**

Mark A. McGuire and Barbara D. Petty  
Agricultural Research and Extension  
University of Idaho  
875 Perimeter Dr., MS 2335  
Moscow, ID 83844-2335  
Phone: 208.885.6214 or 208.885-6681  
E-mail: [mmcguire@uidaho.edu](mailto:mmcguire@uidaho.edu); [bpetty@uidaho.edu](mailto:bpetty@uidaho.edu)

**Health Programs – ISU Family Medicine Residency**

**Performance Report**

**Part I – Agency Profile**

**Agency Overview**

There are now five family medicine residencies in Idaho – the ISU Family Medicine Residency (ISU FMR) in Pocatello, the Family Medicine Residency of Idaho (FMRI) in Boise, the Kootenai Family Medicine Residency in Coeur d'Alene, Family Medicine Residency of Idaho Nampa Program and HCA Healthcare/Eastern Idaho Regional Medical Center Program. All five programs are funded from State allocations, grants, local hospitals, and Medicare and patient revenues. Idaho State University is recognized by the Accreditation Council for Graduate Medical Education (ACGME) as the official sponsoring institution of ISU – Family Medicine Residency (ISU FMR). Brandon Mickelsen, DO is the Director of the ISU FMR and William M. Woodhouse, MD is the Department's Director of External Relations for Health Affairs.

**Core Functions/ Idaho Code**

**1. Training family physicians to provide care to populations throughout Idaho, both rural and urban.**

Idaho ranks 49<sup>th</sup> out of 50 states in physicians per capita. Over 90% of the State is a federally-designated HPSA for primary care, including Bannock County where the Residency resides. Idaho's family medicine residency programs have an excellent track record of recruiting family physicians who then practice in Idaho, ranking eighth in the nation for retention of graduates. Fifty-six percent of the Residency's graduates go on to practice in rural and underserved settings. The ISU FMR has 23 family medicine residents, 3 pharmacotherapy residents and 1 psychology interns in training, and graduates seven new family physicians each June. Seventy of ISU FMR's 144 graduates have stayed in Idaho.

**2. Provision of services to underserved populations in Idaho:**

The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents, behavioral health unit patients, developmentally challenged children, and the home-bound also receive medical support from the residents and faculty. With the residency clinic within Health West, a Federally Qualified Community Health Center, and ISU is further able to serve the indigent and uninsured of Southeast Idaho.

Pursuant to Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Fund	\$1,026,900	\$1,084,900	\$1,350,900	\$1,580,900	\$2,049,600
<b>Total</b>	<b>\$1,026,900</b>	<b>\$1,084,900</b>	<b>\$1,350,900</b>	<b>\$1,580,900</b>	<b>\$2,049,600</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs	\$705,300	\$756,400	\$1,005,600	\$1,259,300	\$1,721,000
Operating Expenditures	\$321,600	\$321,600	\$321,600	\$321,600	\$321,600
Capital Outlay	\$0	\$6,900	\$23,700	-----	\$7,000
<b>Total</b>	<b>\$1,026,900</b>	<b>\$1,084,900</b>	<b>\$1,350,900</b>	<b>\$1,580,900</b>	<b>\$2,049,600</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Number of Residents in Training	21	21	21	21	22
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	14.5%	16.5%	20.5%	21.4%	25.3%

**Health Programs – ISU Family Medicine Residency**

**Performance Report**

<b>Cases Managed and/or Key Services</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities	1NP, 3PA, 3psychology, 9pharmacy (16)	1NP, 1PA, 3psychology, 18pharmacy (23)	1NP, 2PA, 3psychology, 20pharmacy (26)	1NP, 2PA, 3psychology, 27pharmacy (33 )	1NP, 2PA, 2psychology, 27pharmacy (32)
Percentage of Physician Residents Graduating <sup>1</sup>	100%	100%	100%	100%	100%
Percentage of Graduates Successfully Completing Board Examination <sup>1</sup>	100%	100%	100%	100%	100%

Dollar Cost per resident

The national estimated dollar cost per Family Medicine resident trained is \$180,000 per year. Pending the approved increase in the allocation of state dollars in the 10 year GME plan the amount received from the State for the ISU FMR is \$40,000 per resident for 23 residents or \$920,000 per year. The ISU FMR is housed in the ISU Department of Family Medicine (ISU DFM). The ISU DFM is a multidisciplinary academic health professions clinical training unit. The ISU DFM provides clinical training for the ISU Pharmacotherapy program, the ISU Psychology Internship, the ISU DFM Quality Improvement Program, PA and FNP Clinician Services, Undergraduate Medical Student rotations and PA and FNP student experiences. The ISU DFM also houses the Division of Clinical Research, the planned collaborative ISU/University of Utah Psychiatry Program and the local Transition of Care Program. These nine programs account for the remaining component of the \$2,049,600 state allocation.

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2020</b>
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

**Health Programs – ISU Family Medicine Residency**

**Performance Report**

**Part II – Performance Measures**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 1</b>							
<i>Access – Recruitment of physicians for Idaho.</i>							
1. High application rate and interview rate. Objective a.	actual	78	90	76	78	79	-----
	target	above 70 interviews	above 70 interviews	above 70 interviews	above 70 interviews	Above 70 interviews	Above 70 interviews
2. Successful match each March for ISU FMR. Objective b.	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	7(100%)	-----
	target	7 (100%)	7 (100%)	7 (100%)	7 (100%)	7 (100%)	7 (100%)
3. Number of graduates practicing in Idaho. Objective c.	actual	3 of 7	5 of 7	2 of 7	3 of 7	3 of 7	-----
	target	50%	50%	50%	50%	50%	50%
<b>Goal 2</b>							
<i>Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.</i>							
4. Number of residents who take ABFM exam within one year of training. objective a.	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	5 of 5 (100%)	-----
	target	95%	95%	95%	95%	95%	95%
5. Board examinations pass. objective b.	actual	100%	100%	100%	100%	100%	-----
	target	90% pass rate	90% pass rate	90% pass rate	90% pass rate	90% pass rate	90% pass rate
6. Number of quality improvement projects (unique residents). objective c.	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	7 (100%)	-----
	target	90%	90%	90%	90%	90%	90%

**Performance Measure Explanatory Notes (Optional)**

- All of these measures speak to increased Access by ensuring well qualified medical students are recruited to be trained in Idaho, successfully graduate, pass their Boards so that they can be licensed and settle in Idaho.

**For More Information Contact**

Brandon Mickelsen, DO, Interim Director  
ISU Family Medicine Residency  
465 Memorial Drive  
Pocatello, ID 83201-4508  
Phone: 208-282-3253  
Email: [bmick@fmed.isu.edu](mailto:bmick@fmed.isu.edu)

**Health Programs-Boise Family Medicine Residency**

**Performance Report**

***Part I – Agency Profile***

**Agency Overview**

There are three distinct family medicine residencies in Idaho that comprise six accredited programs. These three distinct programs are the Family Medicine Residency of Idaho (FMRI) in Boise, the Idaho State University Family Medicine Residency (ISU FMR) in Pocatello, and the Kootenai Family Medicine Residency in Coeur d'Alene. All three programs are partially funded from State allocations, grants, local hospitals, Medicaid, Medicare, and other patient revenues. The Family Medicine Residency of Idaho (FMRI) was founded in 1975 as a non-profit, independent, corporate entity. The FMRI consists of four separately accredited GME Family Medicine programs. The oldest and first program is in Boise (1975), the most recent is in Nampa (2019) and the other two programs are Rural Training Tracks (RTT's) in Caldwell (1995) and Magic Valley (2008). FMRI is a Federally Qualified Health Center and one of the first 11 federally designated Teaching Health Centers in the United States. FMRI is governed by a consumer-based independent board and has a Graduate Medical Education Committee that oversees all residency education functions. The President, Chief Executive Officer, and Designated Institutional Official of FMRI is Ted Epperly, MD. The Boise Program Director is Justin Glass, MD the Nampa Program Director is Kim Stutzman, MD, the Caldwell RTT Program Director is Samantha Portenier, MD and the Magic Valley Rural Program Director is Josh Kern, MD. FMRI is affiliated with the University of Washington WWAMI Residency Network.

**Core Functions/Idaho Code**

There are two core functions of FMRI:

1. Training family physicians to provide care to rural, urban and suburban populations throughout Idaho. FMRI, including its Boise, Nampa, Caldwell and Magic Valley Rural Training Tracks, will have up to 69 residents in training at any one time and now graduates 16 new family physicians each June. Idaho ranks 47th out of 50 for active primary care physicians per capita in the USA and ninety-five percent of all Idaho counties are Health Professional Shortage Areas for primary care. FMRI has an excellent track record of recruiting family physicians that settle and stay in isolated rural Idaho. Currently, FMRI's residency programs are exceeding their recruitment target of 50% of their graduates staying within Idaho. Of the 345 practicing FMRI graduates, 179 (52%) family medicine physicians have been recruited and settled in Idaho since the beginning of our program. This retention rate ranks us 9<sup>th</sup> best in the United States at keeping graduates in the state they train in. Of those residents choosing to remain in Idaho, 44% have chosen to practice in rural, underserved or health professional shortage areas for primary care.
2. Provision of services to underserved populations in Boise. Over the last four decades, FMRI has become the leading medical provider to the underserved population of Ada County. The FMRI is the largest provider of care to the Medicaid population in the State of Idaho. FMRI provides over nine million dollars in medical and mental health services to Medicaid, Medicare and the indigent and absorbs over two million dollars of uncompensated care annually. FMRI residents who settle in Idaho communities have an excellent track record of continuing outreach services to Medicare, Medicaid, uninsured and indigent patients and supporting free clinics in their communities.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Fund	\$1,530,000	\$2,530,000	\$2,770,000	\$3,010,000
<b>Total</b>	<b>\$1,530,000</b>	<b>\$2,530,000</b>	<b>\$2,770,000</b>	<b>\$3,010,000</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs	\$1,377,000	\$2,277,000	\$2,493,000	\$2,709,000
Operating Expenditures	\$153,000	\$253,000	\$277,000	\$301,000
Capital Outlay	0	0	0	0
Trustee/Benefit Payments	0	0	0	0
<b>Total</b>	<b>\$1,530,000</b>	<b>\$2,530,000</b>	<b>\$2,770,000</b>	<b>\$3,010,000</b>

Health Programs-Boise Family Medicine Residency

Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of Residents in Training	47	47	47	55
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	\$32,553	\$32,553	\$37,660	\$53,750
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMRI Facilities	102	119	167	167

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

FY 2019 Performance Highlights (Optional)

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 1: Family Medicine Workforce</b>						
To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency as Idaho Family Physicians.						
1. Track students who annually match for residency training in family medicine at FMRI <i>Goal 1, Objective A</i>	actual	100%	100%	100%	100%	
	target	100%	100%	100%	100%	100%
2. Track the ABFM board certification rates of the number of graduates per year from FMRI. <i>Goal 1, Objective B</i>	actual	100%	100%	100%	**	
	target	95%	>95%	>95%	>95%	>95%
3. Encourage all graduates of the FMRI (residents and fellows) to practice in Idaho and track how many remain in Idaho. <i>Goal 1, Objective C</i>	actual	56%	53%	73%	63%	
	target	50%	>50%	>50%	>50%	>50%
4. Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho. <i>Goal 1, Objective D</i>	actual	100%	78%	45%	45%	
	target	40%	40%	40%	40%	40%

**Health Programs-Boise Family Medicine Residency**

**Performance Report**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 2: Education</b>						
To provide an outstanding family medicine training program to prepare future family medicine physicians.						
5. FMRI will track its accreditation status and potential citations. <i>Goal 3, Objective A</i>	actual	100%	100%	100%	100%	100%
	target	100%	100%	100%	100%	100%
6. FMRI will track its Next Accreditation System (NAS) Clinical Competency Committee (CCC), Annual Program Evaluation (APE), Annual Institutional Report (AIR) and Clinical Learning Environment Review (CLER) goals. <i>Goal 3, Objective B</i>	actual	100%	100%	100%	100%	100%
	target	100%	100%	100%	100%	100%

\*\* Due to COVID, all the boards for April were cancelled and rescheduled to July. All but 2 of our graduates took their boards in July. The other 2 deferred to November. We should have the results in September.

**Performance Measure Explanatory Notes *(Optional)***

**For More Information Contact**

Ted Epperly, M.D., President and Chief Executive Officer  
 Family Medicine Residency of Idaho  
 777 North Raymond  
 Boise, ID 83704  
 Phone: 208-954-8745  
 E-mail: [ted.epperly@fmridaho.org](mailto:ted.epperly@fmridaho.org)

**Special Programs – Forest Utilization Research**

**Performance Report**

**Part I – Agency Profile**

**Agency Overview**

Research mission – investigation into forestry and rangeland resource management problems, forest nursery production, and related areas. Part of the College of Natural Resources, Forest Utilization Research also includes the Rangeland Center with a legislative mandate for interdisciplinary research, education and outreach as suggested by a partner advisory council to fulfill the University's land-grant mission (Idaho Code § 38-715), and the Policy Analysis Group with a legislative mandate to provide objective data and analysis pertinent to natural resource and land-use issues as suggested by an advisory committee of Idaho's natural resource leaders (Idaho Code § 38-714).

**Core Functions/Idaho Code**

The duty of the Experiment Station of the University of Idaho's College of Natural Resources is to institute and conduct investigations and research into the forestry, wildlife and range problems of the lands within the state. Such problems specifically include forest and timber growing, timber products marketing, seed and nursery stock production, game and other wildlife, and forage and rangeland resources. Information resulting from cooperative investigation and research, including continuing inquiry into public policy issues pertinent to resource and land use questions of general interest to the people of Idaho, is to be published and distributed to affected industries and interests. (Idaho Code § 38-701, 38-703, 38-706, 38-707, 38-708, 38-709, 38-710, 38-711, 38-714, 38-715)

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Fund	\$1,268,400	\$1,347,100	\$1,281,100	\$1,435,500
<b>Total</b>	<b>\$1,268,400</b>	<b>\$1,347,100</b>	<b>\$1,281,100</b>	<b>\$1,435,500</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	
Personnel Costs	\$1,106,100	\$1,106,900	\$1,121,800	\$1,244,200
Operating Expenditures	\$136,900	\$159,300	\$159,300	\$191,300
Capital Outlay	\$25,400	\$80,900	\$0	\$0
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
FY201% Rescission/1% COVID/HB557	N/A	N/A	N/A	\$31,200
<b>Total</b>	<b>\$1,268,400</b>	<b>\$1,347,100</b>	<b>\$1,281,100</b>	<b>\$1,435,500</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Number of Private Landowners Assisted: Pitkin Forest Nursery	1575	1570	2082	2093
Number of Seedling Industry Research Projects: Pitkin Forest Nursery	6	5	7	6
Number of:				
• Research Projects:				
Experimental Forest	15	16	15	14
Policy Analysis Group	10	12	12	13
Pitkin Forest Nursery	11	10	12	11
Rangeland Center	21	25	27	21
Mica Creek	N/A	N/A	N/A	5
• Teaching Projects:				
Experimental Forest	26	22	25	14
Policy Analysis Group	8	8	8	6
Pitkin Forest Nursery	3	6	4	5
Rangeland Center	11	12	14	15
Mica Creek	N/A	N/A	N/A	3
• Service Projects:				
Experimental Forest	12	12	12	13



**Special Programs – Forest Utilization Research**

**Performance Report**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Policy Analysis Group	10	11	11	4
Pitkin Forest Nursery	10	10	10	9
Rangeland Center	17	16	17	12
Mica Creek	N/A	N/A	N/A	1

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2020 Performance Highlights (*Optional*)**

**Policy Analysis Group (PAG)**

FY21 will prove to be a pivotal year for the Policy Analysis Group. Phil Cook retired after 25 years of research centered on Idaho's natural resource policies. Raju Pokharel, who served as a PAG postdoctoral scholar for the last four years, is heading to a faculty position at Michigan State University. These departures leave PAG in a place of transition and an opportunity to reevaluate strengths and future direction. Despite looming changes, in FY20, the PAG continued to build on relationships from past years. For instance, PAG speakers have become commonplace at regional workshops and symposia. Examples include presence at the Forester's Forum held annually in Coeur D'Alene, which provides access to current research and technology to well over 200 regional foresters. Another example is PAG serving as the focal presentation at the Forestry Day at the Legislature luncheon aimed at providing an introduction to the importance of forests and natural resources to Idaho's incoming legislators and staff. While COVID-19 put an end to a potentially busy spring travel, we were still able to present research to over 300 area loggers through our ongoing collaboration with the Logger Education to Advance Professionalism (LEAP) program. In total, PAG researchers provided over 20 structured presentations to a wide array of stakeholders reaching well over 1,500 attendees. These presentations are a function of our strong research program, including completing two new Idaho Experiment Station Bulletins, a Report and an Issue Brief, in addition to 11 peer reviewed journal articles. Through all this outreach, the PAG did not lose focus on the importance of documenting its work in reports and bulletins as well as the peer reviewed literature. The broad extent of our research focus and audience demonstrates our commitment to our legislative mandate to provide timely information to inform critical land management decisions at multiple levels of government.

**Pitkin Forest Nursery (Nursery)**

In FY20, the Pitkin Nursery continued to serve the citizens of Idaho through our mission of research, outreach, education focused on reforestation and native plant restoration, as well as providing seedlings to meet the needs of landowners in the state. The Nursery employed 30 university students to grow the seedlings and provide hands-on greenhouse management training. The Nursery sold 351,406 seedlings in FY20, of which 51,130 seedlings were grown for the reforestation needs of the University of Idaho Experimental Forest. Information on seedlings and planting techniques were provided to approximately 2,300 unique stakeholders during the year, plus engagement with the public through nursery tours for over 200 individuals. The Nursery continued to serve as an educational facility for university students, where 213 undergraduate students toured the greenhouse facility in person and virtually to learn about seedling propagation techniques and the importance of seedlings for forestry in Idaho. The Nursery pursued 10 new and continuing research projects supported by external funding agencies and internal funds generated from seedling sales and seedling quality testing. Six of the 10 research projects were seedling industry research projects. New external funding in FY20 was \$891,325 that was used to support the research training of postdoctoral scientists, graduate students, and undergraduate students. Example new research projects started in FY20 include a study to better understand the effects of root-feeding insects on greenhouse plants and insect control strategies funded through the USDA National Institute of Food and Agriculture, and a project exploring management techniques for controlling foliar pathogens on greenhouse plants

supported by the Idaho State Department of Agriculture. Ongoing and completed projects resulted in 5 publications in FY20, all focused on enhancing seedling propagation, understanding seedling quality, and improving reforestation success across the region.

**University of Idaho Experimental Forest (UIEF)**

In FY20, the University of Idaho Experimental Forest worked with internal and external partners to initiate 14 new research projects, 25 teaching projects, and 13 service and demonstration projects with tours for Idaho Dept. of Lands, US Forest Service, Idaho Master Forest Stewards, the Idaho Logger Education to Advance Professionalism (LEAP), and other key stakeholders. A highlight of new research is advancing smart forestry technology focused on precision logging, planting and thinning operations using remote sensing, drones, high accuracy equipment location and guidance techniques, and other advanced tools to increase production and utilization of forest products in ways that benefit loggers, mills and landowners. To support this initiative, we participated in a new LiDAR remote sensing acquisition on all UIEF lands coordinated with Idaho Dept. of Lands, Stimson Lumber, PotlatchDeltic, Bennett Lumber, US Forest Service, and other landowners, which allows the results of several new advanced forestry methods and models developed by CNR researchers on the UIEF to have direct application improving forest land management on core state, industry and federal forestland in Idaho. We worked with Northwest Management Inc. to develop a new, digital inventory model of all individual trees on the 8,300-acre core UIEF lands in Latah County to support cutting-edge forestry research, demonstration, and training the future forestry workforce. In FY20, the UIEF constructed a new 4000 square foot shop and headquarters in Princeton to support mechanizing the Student Logging Crew, now in its 48th year, and coordinate activities serving the Land Grant Mission on the main University research forests managed by CNR. Transitioning to management from Moscow to this strategically optimal location in close proximity to the primary research land base has increased efficiency in timber and fire management to better utilize, protect and support use of University forest research and teaching lands. We worked with industry and agency stakeholders to develop and implement a new model for active forestry student leadership in all aspect of productive UIEF forest management from planning to inventory, silviculture, harvesting and contract administration. A focus of UIEF student staff work has been planning and implementing FY20 and FY21 management operations that both address forest health needs on the UIEF through active management and contribute to the ICCU Arena project financially and with provision of raw forest product materials in collaboration with Idaho Forest Group and numerous others forest products companies. The ICCU Arena is the first mass timber sports arena in the nation currently being constructed on the Moscow campus to promote the use of Idaho forest products and advanced wood building techniques.

**Rangeland Center (Center)**

In FY 20, the Center proved it can be a catalyst for interdisciplinary research into emerging issues on Idaho's rangelands. The Center is part of 6 different research projects that brought in over \$2 million dollars of external funding. Part of this funding is a USDA-AFRI funded project to research the social, economic, and ecologic implications of riparian management practices that will provide funding for graduate and under-graduate students and bridges disciplines across two colleges and five departments. Another example of our leadership is a unique collaborative project with the USDA Forest Service Caribou National Forest to investigate the effects of dormant season grazing on cheatgrass. The Center remains engaged with industry and agency groups throughout the state, providing trusted science to inform management through events like the Idaho Range Conservation Partnership, the Idaho Livestock Symposium, and the Rangeland Fall Forum that together reached over 450 people. The Center continues to support research, education, and outreach at the University's Rinker Rock Creek Ranch, a unique location focused on showing how ranching and conservation can be mutually beneficial, by bringing in external funding and expanding opportunities to educate students. Center members published 13 referred articles and conducted numerous presentations to share our knowledge to a wide array of stakeholders locally and nationally. Education of the next generation of range managers continues to be an important goal for the Center, and we supported 5 student interns through the year.

**Mica Creek Experimental Watershed (MCEW)**

The Mica Creek Experimental Watershed study was added to the FUR program in FY2020. The MCEW is a paired and nested watershed study in Shoshone County in northern Idaho and is privately held by the PotlatchDeltic Corporation. This long-term watershed study (1990-present) is designed to assess the effects of Idaho forest Best Management Practices on water quantity, quality, streamflow regime, aquatic macroinvertebrates, and fish populations. In 2020, the MCEW program hired a full-time Forested Watershed Scientist in May 2020 to lead and

**Special Programs – Forest Utilization Research**

**Performance Report**

manage the ongoing data collection and curation activities and purchased new and upgraded equipment for stream gauging and hydrometeorological monitoring stations. Collaborative work includes serving as a field site for a Pacific Northwest National Laboratory multi-watershed study designed to predict how hydrological disturbances influence biogeochemical activity in space and time. The MCEW is also continuing to serve as a long-term research site for a stream metabolism study by the National Council for Air and Stream Improvement (NCASI). The goal of these studies is to provide predictive information that is transferrable across multiple watersheds from the regional to national scale. Project personnel also facilitated the publication of two peer-reviewed papers, one on methods to simulate water and sediment yield in working forest watersheds (Srivastava et al., 2020) and one on a regional synthesis of the effects of forest management on seasonal low flows (Coble et al., 2020) which has recently emerged as a critical topic for fish populations in the Pacific Northwest. The project also contributed to the production of a technical report on the efficacy of Idaho's Class I stream shade rule (Link et al., 2020).

**Part II – Performance Measures**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 1</b>						
<i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i>						
1. Objective A, Measure I: Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.	actual	46	50	64	54	-----
	target	46	49	51	52	52
2. Objective A, Measure II: Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.	actual	23	28	43	41	-----
	target	23	24	25	26	26
3. Objective B, Measure I: An accounting of products (e.g., research reports, economic analysis, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).	actual	31	36	37	35	-----
	target	31	32	33	34	34
4. Objective B, Measure II: An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.	actual	13	16	24	40	-----
	target	13 <i>refereed articles</i>	14 <i>refereed articles</i>	15 <i>refereed articles</i>	16 <i>refereed articles</i>	16
<b>Goal 2</b>						
<i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i>						
5. Objective A, Measure I: Document cases: Communities served and resulting documentable impact; governmental agencies served and resulting documentable impact; non-governmental agencies and resulting documentable impact; private businesses and resulting documentable impact; and private landowners and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts	actual	1,250	1,835	2,839	2,842	-----
	target	1,250	1,250	1,750	1,850	1,850

**Special Programs – Forest Utilization Research**

**Performance Report**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 3</b>						
<i>Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding.</i>						
6. Objective A, Measure I: New funding sources from external granting agencies, private and public partnerships and other funding groups.	actual	13	17	14	22	-----
	target	13	14	15	16	16

**Performance Measure Explanatory Notes (Optional)**

- Performance Measure #1 – Seeking 20% growth by FY2023 based on increased staff resources in 2016 that allows more faculty, staff, students and constituency groups to be involved in FUR-related scholarship activities.
- Performance Measure #2 – Seeking 15% growth by FY2023 based on College and program goals to enhance coordination of course offerings and research.
- Performance Measure #3 – Seeking 15% growth by FY2023 based on a critical need to communicate with external stakeholders, and increase the pace of products produced.
- Performance Measure #4 – Seeking 25% growth by FY2023 based on increased staff resources in 2016 focused on research that will increase scientific outreach and communication.
- Performance Measure #5 – This is a new measure based on UI and College strategic goal to increase involvement and communication with external stakeholders. The target of 1,250 participants served was established from internal analysis of recent year participants.
- Performance Measure #6 – Seeking 25% growth based on analysis of projects started and completed in recent years, staff capacity, and the need to increase the pace of projects completed annually.

**For More Information Contact**

Dennis Becker, Dean  
College of Natural Resources  
University of Idaho  
875 Perimeter Drive MS 1138  
Moscow, ID 83844-1138  
Phone: (208) 885-6442  
E-mail: [drbecker@uidaho.edu](mailto:drbecker@uidaho.edu)  
Website: [www.uidaho.edu/cnr](http://www.uidaho.edu/cnr)

**Health Programs – IDEP Dental Education**

**Performance Report**

***Part I – Agency Profile***

**Agency Overview**

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently eight (8) seats available per year for Idaho residents to obtain their dental education. The Program began in 1981 with a cooperative agreement between Idaho State University and The University of Washington School of Dentistry, where five (5) Idaho residents received their dental education. In 1982 the program became a cooperative effort between Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has five (5) regular employees and five (5) adjunct employees in Pocatello. Dr. Jeff Ybarguen (IDEP graduate) is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Jeri Larsen is the Department Coordinator and works with both the IDEP program and the Idaho Advanced Education in General Dentistry (AEGD) residency program. These programs are located in the same facility at Idaho State University.

**Core Functions/Idaho Code**

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment. [Statutory Authority: Idaho Code §33-3720]

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Fund	\$1,610,600	\$1,600,000	\$1,607,400	\$1,670,100
Unrestricted Current	<u>\$843,700</u>	<u>\$960,000</u>	<u>\$768,900</u>	<u>\$859,700</u>
<b>Total</b>	<b>\$2,454,300</b>	<b>\$2,560,000</b>	<b>\$2,376,300</b>	<b>\$2,529,800</b>
<b>Expenditure</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs	\$316,800	\$376,800	\$338,000	\$358,600
Operating Expenditures	\$13,400	\$107,200	\$51,800	\$68,600
Capital Outlay	\$18,500	\$178,800	\$1,900	\$0
Trustee/Benefit Payments	<u>\$1,221,500</u>	<u>\$1,257,700</u>	<u>\$1,252,400</u>	<u>\$1,355,200</u>
<b>Total</b>	<b>\$1,570,200</b>	<b>\$1,920,500</b>	<b>\$1,644,100</b>	<b>\$1,782,400</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Number of Program Applicants	31	41	36	33
Number of Program Applicants Accepted	8	8	8	8
Number of Graduates (since program's inception)	239	247	255	263

**Health Programs – IDEP Dental Education**

**Performance Report**

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

**FY 2019 Performance Highlights (Optional)**

Four of the IDEP students graduating from Creighton University in 2020 were ranked in the top 5 of the class out of 88 graduates.

**Part II – Performance Measures**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 1</b>						
<i>Provide access to a quality dental education for qualified Idaho Residents</i>						
1. Dental education opportunities for Idaho residents comparable to other states: • Contract for at least 8 Idaho residents per year	actual	8	8	8	8	-----
	target	8	8	≥8	≥8	≥8
2. First Time Pass Rate of National Dental Boards Part I	actual	100%	100%	100%	87.5%	-----
	target	>90%	>90%	>85%	>85%	>85%
3. First Time Pass Rate of National Dental Boards Part II	actual	100%	100%	100%	100%	-----
	target	>90%	>90%	>85%	>85%	>85%
4. 1 <sup>st</sup> time pass rate on Clinical Board Examination necessary to obtain dental license (Western Regional or Central Regional)*	actual	100%	100%	100%	100%	-----
	target	>90%	>90%	>85%	>85%	>85%
5. Provide additional opportunities for Idaho residents to obtain a quality dental education** • Number of students in the program	actual	8	8	8	8	-----
	target	<i>Increase number of students per year from 8 to 10</i>	<i>Increase number of students per year from 8 to 10</i>	<i>Increase number of students per year from 8 to 10</i>	<i>Increase the number of students in the program per year to 10.</i>	<i>Increase the number of students in the program per year to 10.</i>
<b>Goal 2</b>						
<i>Maintain some control over the rising costs of dental education</i>						
6. Provide the State of Idaho with a competitive value in educating Idaho Dentists*** • Cost per student compared to national average	actual	33%	43%	35%	40%	-----
	target	<50% national average	<50% national average	<50% national average	<50% national average	<50% national average



**Health Programs – IDEP Dental Education**

**Performance Report**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 3</b>						
<i>Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.</i>						
7. IDEP graduates returning to Idaho to practice****	actual	67%	67%	100%	25%	-----
	target	>50%	>50%	>50%	>50%	>50%

**Performance Measure Explanatory Notes (Optional)**

- \* Historically we have always seen a 100% pass rate.
  
- \*\* Our goal has been to expand the program to facilitate ten students per year. We currently have eight students per year in the program.
  
- \*\*\* The cost per DDSE (DDS Equivalent) is a commonly utilized measure to evaluate the relative cost of a dental education program. This information is tabulated in the *ADA Survey of Dental Education*, published by the American Dental Association. From this publication (inflation Adjusted) the national average cost per student for state programs is \$138,237 in 2020. The IDEP cost per student for 2020 was \$55,700 (40% of the national average). The program is accomplishing the goal of providing a competitive value in educating Idaho dentists.
  
- \*\*\*\* Our goal is to have greater than 50% of our program participants return to Idaho to practice Dentistry. Four of the eight graduates in 2020 are furthering their education through post-graduate residency programs and may return to Idaho at the completion of their residency training. One of the graduates entering private practice returned to Idaho (Fruitland). Two previous IDEP graduates that completed residency programs returned to Idaho to practice during the reporting period.

**For More Information Contact**

Jeff Ybarguen, DDS  
 Health Programs, IDEP Dental Education  
 Idaho State University,  
 Campus Box 8088  
 Pocatello, ID 83209-8088  
 Phone: (208) 282-3289  
 E-mail: [ybarj@isu.edu](mailto:ybarj@isu.edu)

## **Part I – Agency Profile**

### **Agency Overview**

The Idaho Geological Survey (IGS) is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology. The agency is currently staffed by 11.625 state-funded FTEs, 12 externally funded temporary and part-time employees, and 1 volunteer.

The Survey's mission is to provide the state with timely and relevant geologic information. Members of the IGS fulfill this mission through applied geologic research and strong collaborations with federal and state agencies, academia, and the private sector. IGS research focuses on geologic mapping, geologic hazards, hydrogeology, geothermal energy, oil and gas, and metallic and industrial minerals. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The IGS is also engaged in dissemination of historic mining records, community service, and earth science education. As Idaho grows, demand is increasing for geologic and geospatial information related to energy, mineral, and water resource development, and landslide and earthquake hazards.

### **Core Functions/Idaho Code**

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions, and duty of the IGS.

- **Section 47-201:** Creates the IGS to be administered as a special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation, and dissemination of geologic and mineral information. Establishes a Survey advisory board and designates advisory board members and terms.
- **Section 47-202:** Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Specifies the director of the IGS report to the President of the University through the Vice President for Research and Economic Development. Specifies for the appointment of a state geologist.
- **Section 47-203:** Defines the duty of the IGS to conduct statewide studies in the field and in the laboratory, and to prepare and publish reports on the geology, hydrology, geologic hazards, and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from and to cooperate with other agencies. Allows satellite offices at Boise State University and Idaho State University.
- **Section 47-204:** Specifies the preparation, contents, and delivery of a Survey Annual Report.

### **Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Fund	\$1,123,300	\$1,076,540	\$1,085,100	\$1,123,500
<b>Total</b>	<b>\$1,123,300</b>	<b>\$1,076,540</b>	<b>\$1,085,100</b>	<b>\$1,123,500</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs	\$853,400	\$880,196	\$974,400	\$896,832
Operating Expenditures	\$134,696	\$165,241	\$105,336	\$140,456
Capital Outlay	\$135,204	\$31,103	\$5,364	\$8,590
Trustee/Benefit Payments	0	0	0	0
State Cut (1%)				\$11,200
COVID-19 State Cut (1%)				\$11,200
State Benefits Reduction				\$2,200
Return to State				\$53,022
Operations/Equipment Funding from Reserves				\$58,447
<b>Total</b>	<b>\$1,123,300</b>	<b>\$1,076,540</b>	<b>\$1,085,100</b>	<b>\$1,181,947</b>
<b>FY 2020 BALANCE</b>				<b>-\$58,447</b>



**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Square Miles of Geological Mapping <sup>1</sup>	587	271	269	269
Number of Educational Programs for Public Audiences	14	19	18	48
Number of Geologic Reports	11	8	14	13
Number of Geologic Presentations	9	22	26	25
Number of Website Viewers (no robot searches)	453,562	487,249	402,834 <sup>2</sup>	278,919 <sup>2</sup>
Number of Grants and Contracts	11	10	10	15

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2020</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2020 Performance Highlights (*Optional*)**

**1. Number of Publications on Geology/Hydrology/Hazards/Mineral Resources**

Eleven new geologic publications were published by the IGS in FY20. Publications were focused on a wide array of geoscience issues and resources including oil and gas resources, geologic hazards, and regional bedrock and surficial geologic maps. In addition to the 11 published products, IGS staff has produced a large number of informal deliverables, abstracts, and reports on a wide range of statewide relevant topics, including metallic and industrial minerals, natural resources, hydrogeology, oil and gas resources, regional stratigraphy, bedrock and surficial deposits, and geologic databases. The IGS publishes most of its products in-house through the Digital Mapping Laboratory, and nearly all products are made available for free download on the agency website.

**2. Externally Funded Grant and Contract Dollars**

IGS was funded and supported through 15 grants in FY20 which consisted of a mix from federal, state, and private industry. Grant and contract dollars increased substantially from \$396,556 in FY19 to \$639,902 in FY20. The USGS funding represent the principal source of external support for IGS, with six concurrent awards in FY20. In addition, funding from state agency partners (Idaho Department of Water Resources, Idaho Transportation Department, and Idaho Department of Lands) has enabled hydrogeologic projects in the Big Lost River Valley and Raft River Valley, the development of a statewide landslide database, and continuation of abandoned mines/data preservation efforts (in association with USGS). Non-government support from the private sector includes geologic mapping and resource assessment at the reactivated DeLamar Mine by Integra Resources Inc. and geologic mapping adjacent to the newly explored Stibnite mining district by Wilmot Petroleum Company. An instrumentation grant from IRIS-PASSCAL has allowed the deployment of a temporary network of six broadband seismometers for the monitoring of the Mw6.5 Stanley earthquake aftershocks sequence.

**3. Number of Educational Programs Provided to Public and Private Schools and the Public at large**

In FY20, the IGS was able to broaden our education and outreach throughout and beyond the state of Idaho in the aftermath of the Mw6.5 Stanley earthquake that occurred on March 31, 2020. Many interviews were requested from local and state newspapers, television, and radio stations. As a result, the number of educational programs, which includes media interviews, increased considerably (from 18 in FY19 to 48 in FY20).

<sup>1</sup> It was determined that square miles of geologic mapping were calculated incorrectly in the past. Calculations have been corrected in this report.

<sup>2</sup> Number of Website Viewers reported is a minimum estimate.

**Part II – Performance Measures**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 1</b>						
Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections, and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Code 33-2505).						
1. Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources Goal 1. Objective A	actual	25	31	11	11	-----
	target	37	39	20	25	11
2. Number of Website Products Used or Downloaded Goal 1. Objective B	actual	204,770	229,893	----- <sup>3</sup>	----- <sup>3</sup>	-----
	target	191,709	191,709	215,000	252,882	40,000
3. Percentage total of Survey documents available through these programs Goal 1. Objective C	actual	~99%	~99%	~99%	~99%	-----
	target	~99%	~99%	~99%	~99%	~99%
4. Percentage of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho Goal 1. Objective D	actual	100%	100%	100%	100%	-----
	target	100%	100%	100%	100%	100%
<b>Goal 2</b>						
Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies, and industry partners.						
5. Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards. Goal 2. Objective A	actual <sup>4</sup>	37.6%	37.9%	38.2%	38.2% <sup>5</sup>	-----
	target	37.8%	37.8%	40.5%	39.1%	38.6%
6. Increase externally funded grant and contract dollars with a particular focus of securing new sources of funding from the private sector. Goal 2. Objective B	actual	\$439,898	\$393,622	\$396,556	\$639,902	-----
	target	\$457,794	\$457,794	\$467,923	\$485,000	\$500,000

<sup>3</sup> We do not have the data to calculate this measure at this time due to the ongoing implementation of a different web statistic tool on our website.

<sup>4</sup> It was determined percentage of geologic map coverage was calculated incorrectly in the past. Calculations have been corrected in this report.

<sup>5</sup> Although field work was completed and data were collected in FY20, deliverable product submission has been delayed due to COVID-19. Therefore, there is no increase in published geologic mapping coverage in FY20, and the coverage of geologic mapping remains at 38.2%.

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>Goal 3</b>						
Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.						
7. Number of educational programs provided to public and private schools and the public at large. Goal 3. Objective A	actual	14	19	18	48	-----
	target	19	19	15	19	18

**Performance Measure Explanatory Notes (Optional)**

- For Goal 1, Objective A; Goal 1, Objective B; and Goal 3, Objective A the benchmarks are to be greater than or equal to the actual measures from the previous year. Since the Strategic Plan, which is where we determine our benchmarks/targets, is due before the end of the fiscal year when we are able to calculate our performance measures, we rely more on the actual measures from the last full fiscal year reported. For example, when setting the benchmarks for FY20 we did not have the actual measures for FY19 yet since those are calculated at the end of the fiscal year, so we used the FY18 actual measures to determine the benchmarks.
- For Goal 1, Objective B, due to the ongoing implementation of a different web statistic tool on our website we do not have the data to calculate this measure at this time. Therefore, the benchmarks set may not be that meaningful.
- For Goal 2 Objective A, although field work was completed and data were collected in FY20, deliverable product submission has been delayed due to COVID-19. Therefore, there is no increase in geologic mapping coverage in FY20. Deliverables will be submitted in FY21, and the associated geologic mapping coverage will be tabulated in FY21.

**FY 20 Grants and Contracts**

*Aftershock Deployment for Stanley, ID Earthquake 2020:* C. Berti (IRIS-PASSCAL, April 2020-November 2020, instrumentation grant).

*Data Preservation 11:* R.S. Lewis (U.S. Geological Survey, July 2018-July 2019, \$24,127).

*Data Preservation 12:* R.S. Lewis and V.S. Gillerman (U.S. Geological Survey, July 2019-July 2020, \$67,496).

*Detailed Mapping of the Holocene- and Late Quaternary-Active Traces of Northern Utah/Southern Idaho Active faults: Collaborative Research with Idaho Geological Survey and Utah Geological Survey:* Z. Lifton (U.S. Geological Survey NEHRP Earthquake Hazard Program, July 2019-Dec 2020, \$28,218.56).

*Development of a Statewide Landslide Inventory Database:* Z. Lifton (Idaho Transportation Department Research Grant, October 2018-October 2020, \$90,114).

*Geologic Mapping in the Idaho cobalt belt:* R.S. Lewis (U.S. Geological Survey, August 2019-July 2021, \$100,000).

*Geologic Mapping in the Preston, Weiser, Salmon, and Elk City areas:* R.S. Lewis and D.M. Feeney (U.S. Geological Survey STATEMAP Program, May 2019-August 2020, \$164,417).

*Geologic Mapping in the Preston, Weiser, Salmon, and Elk City areas and supplemental funding for Weiser, Salmon, and Rexburg databases:* R.S. Lewis and D.M. Feeney (U.S. Geological Survey STATEMAP Program, June 2020-May 2021, \$318,392).

*Geologic Mapping of the Swisher Mountain and De Lamar quadrangles:* V.S. Gillerman and D.M. Feeney, (Integra Resources Inc., May 2019-December 2020, \$103,261).

**FY 20 Grants and Contracts (continued)**

*Geologic Mapping in the Yellow Pine quadrangle:* R.S. Lewis (Wilmat Petroleum Company, May 2019-September 2020, \$39,999).

*Groundwater Budget for the Big Lost River Valley:* A.L. Clark (Idaho Department of Water Resources, December 2018-October 2021, \$125,000).

*Idaho Department of Lands Abandoned Mine Lands Project, Task 5:* R.S. Lewis (Idaho Department of Lands, March 2019-November 2020, \$141,677).

*Leveraging Domain Repositories in Flyover Country, A Mobile App for Geoscience Outreach, Data Discovery and Visualization:* R.S. Lewis and L.A. Tedrow (Arizona Geological Survey/National Science Foundation, February 2019-December 2019, \$15,000).

*LiDAR Training and Outreach:* Z. Lifton (FEMA Cooperative Technical Partner Grant, September 2018-September 2019, \$6,247).

*Raft River Valley Hydrogeologic Investigation Phase 1:* A.L. Clark (Idaho Department of Water Resources, December 2019-November 2020, \$107,500).

**For More Information Contact**

Claudio Berti  
Director & State Geologist  
Idaho Geological Survey  
University of Idaho  
875 Perimeter Dr. MS 3014  
Moscow, ID 83844-3014  
Phone: 208-885-7479  
E-mail: [cberti@uidaho.edu](mailto:cberti@uidaho.edu)  
Website: [www.idahogeology.org](http://www.idahogeology.org)

**Special Programs – Idaho Museum of Natural History**

**Performance Report**

**Part I – Agency Profile**

**Agency Overview**

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho. It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices and is building educational and research collaborations across the state.

The Idaho Museum of Natural History is home to collections in anthropology, archaeology, paleontology, earth science, and the life sciences. It holds an archive of collection related documentation, and field notes, historic and research documents, ethnographic photographs, and audio recordings. It also houses the eastern branch of the Archaeological Survey of Idaho. Researchers pursue scholarly study of the collections and publish their findings in peer reviewed and Museum-sponsored publications. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

**Core Functions/Idaho Code**

The Idaho Museum of Natural History has two core functions:

- 1) To collect, care for, preserve, research, interpret and present — through educational programs and exhibitions— Idaho's cultural and natural heritage.
- 2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

Pursuant to **§33-3012**, Idaho Code, the State Board of Education establishes the Idaho State Museum of Natural History.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Fund	\$532,700	\$625,400	\$616,200	\$642,135
<b>Total</b>	<b>532,700</b>	<b>\$625,400</b>	<b>\$616,200</b>	<b>\$642,135</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs	\$506,500	\$596,600	\$599,400	\$567,200
Operating Expenditures	\$13,800	\$16,800	\$16,800	\$61,803
Capital Outlay	\$12,400	\$12,000	\$0	\$13,132
<b>Total</b>	<b>\$532,700</b>	<b>\$625,400</b>	<b>\$616,200</b>	<b>\$642,135</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020***</b>
Number of educational programs for public audiences	55	114	100	49
Number of students attending museum for school group programming	1,370*	1,449	2,296	1,262
Number of K-12 (Child 4-17 years old) visiting exhibits at museum	2,627	2,852	5,174	1,887
Number of people reached digitally	654,654	104,795**	66,385	73,307
Number of physical collections (by catalog #)	373,081	394,131	322,476	331,592
Number of traveling exhibit visitors (shows)	105,000 (3)	39,000 (2)	130,000 (2)	~100,000 (1)
Number of Volunteer Hours	1,364	1,220.5	1,374	362

**Special Programs – Idaho Museum of Natural History**

**Performance Report**

\*Education Specialist was position in transition. Permanent hire made 7/31/2017.

\*\*IMNH's website was integrated into ISU's new content management system, Terminal Four, and now counts unique visitors, which accounts for number discrepancy in previous two years.

\*\*\*COVID closures meant 216 open days in FY20, compared to 300 open days in FY19.

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2020</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2020 Performance Highlights (Optional)**

- 1) Prior to COVID closure, admissions to gallery were on target to increase year-to-year by 1.5%.
- 2) During COVID closure in March-April, the Museum redeployed its 3D printing facility (normally used to make exhibits) to make personal protective equipment for first responders. The Museum produced 399 masks, 99 face shields, and 900 mask straps that were distributed to the Pocatello Police Department and Southeast Idaho Public Health.
- 3) *The Nature of Idaho* radio broadcast and podcast, cohosted by IMNH Director Leif Tapanila, completed its second season of nature-focused episodes.

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>Goal 1</b>						
<i>Demonstrate the IMNH's essential value</i>						
1. By 2025, Increase number of visitors by 25% (10,000 total) <i>Performance Measure 1.1</i>	actual	6,666	7,080	7,088	5,191***	-----
	target	8222	8667	8889	9111	9333
2. By 2025, Increase number of K-12 student interactions by 50% (7,500 total) <i>Performance Measure 1.2</i>	actual	3,997	4,301	7,470	7,359***	-----
	target	5028	5250	5472	5694	5917
3. By 2025, Establish 500 members <i>Performance Measure 1.3</i>	actual	23	33	85	86	-----
	target	--	--	--	100	200
4. By 2025, 20% members are donors <i>Performance Measure 1.4</i>	actual	--	--	--	17 (20%)	-----
	target	--	--	--	20%	20%
<b>Goal 2</b>						
<i>Build capacity to support sustainable growth</i>						
1. By 2025, Increase annual donations to \$75,000 <i>Performance Measure 2.1</i>	actual	\$13,422	\$29,203	\$29,304	\$34,785	-----
	target	--	\$21,119	\$28,816	\$36,514	\$44,211
2. By 2025, Increase annual sponsorship to \$300,000 <i>Performance Measure 2.2</i>	actual	\$15,400	\$103,185	\$74,150	\$54,995	-----
	target	--	\$50,975	\$86,550	\$122,125	\$157,700
3. By 2025, Grow staffing FTE in Education and Collections <i>Performance Measure 2.3</i>	actual	11.1	12.1	10.1	10.1	-----
	target	--	--	--	--	10.2



**Special Programs – Idaho Museum of Natural History**

**Performance Report**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
4. By 2025, Grow Leadership Board to 15 <i>Performance Measure 2.4</i>	actual	--	--	4	4	-----
	target	--	--	--	5	15
<b>Goal 3</b>						
<i>Serve a statewide mission for education and research</i>						
1. By 2025, Increase statewide audience to all 44 counties <i>Performance Measure 3.1</i>	actual	20	20	20	20	-----
	target	--	--	--	--	30
2. By 2025, Increase total Idaho audience by 100% <i>Performance Measure 3.2</i>	actual	141,390	58,200	297,076	314,628	-----
	target	--	176,738	212,085	247,433	282,780
3. By 2025, Increase number of citizen scientists in Idaho <i>Performance Measure 3.3</i>	actual				tba	-----
	target					

**Performance Measure Explanatory Notes (Optional)**

This PMR reflects metrics under a new 5-year strategic plan that started in FY20 with the 3 Goals of (1) Demonstrate the Museums' Essential Value; (2) Build Capacity to Support Sustainable Growth; and (3) Serve a Statewide Mission for Research and Education.

**Definitions for Metric benchmarks**

- 1.1 Benchmark: Museum growth FY2014-FY2016 was 20% per year and reached plateau after that. Modest growth (+25% of FY2016) is ambitious for the next five years without adding exhibit space.
- 1.2 Benchmark: Includes visits to museum exhibits and educational programs. Basis FY 2016.
- 1.3 Benchmark: Development goal of adding >100 new members per year and retaining 85% annually.
- 1.4 Benchmark: 20% is development standard.
- 2.1 Benchmark: Basis of FY 2017
- 2.2 Benchmark: Basis of 300% of FY 2018
- 2.3 Benchmark: To be decided after evaluation. This is a new metric.
- 2.4 Benchmark: Final Leadership Board size of 15
- 3.1 Benchmark: Audience includes all ways in which museum content impacts Idahoans (e.g., museum visitors + travelling exhibits + radio listeners + newsletter + social media followers).
- 3.2 Benchmark: Audience includes all ways in which museum content impacts Idahoan (museum visitors + travelling exhibits + radio listeners + newsletter + social media followers). Basis from FY2017
- 3.3 Benchmark: Measure is under development in FY20, to include action items and tracking method.

**For More Information Contact:**

Leif Tapanila, Director  
Idaho Museum of Natural History  
921 S 8<sup>th</sup> Ave, Stop 8096  
Pocatello, ID 83209  
Phone: (208) 282-5417  
E-mail: [tapaleif@isu.edu](mailto:tapaleif@isu.edu)

## ***Part I – Agency Profile***

### **Agency Overview**

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as a partnership between the U.S. Small Business Administration, the State of Idaho, and Idaho's institutions of higher education. The Idaho SBDC provides no-cost business consulting and affordable training to help entrepreneurs and small business owners start and grow successful businesses. Nationally, as in Idaho, over 70% of net new jobs are being created by the small business sector.

The Idaho SBDC is a network of business consultants that operates under the umbrella of the state's colleges and universities. Boise State University's College of Business and Economics serves as the State Office with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts with the host institutions.

North Idaho College – Coeur d'Alene  
Lewis-Clark State College - Lewiston  
Boise State University – Boise and Nampa  
College of Southern Idaho - Twin Falls  
Idaho State University - Pocatello  
Idaho State University - Idaho Falls

The Idaho SBDC also manages two business accelerators – one in Nampa and one in downtown Boise. The accelerators are physical locations that provide space and programs to help early-stage companies accelerate their growth.

### **Core Functions/Idaho Code**

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards small business development.

The Idaho Small Business Development Center has two basic functions—coaching/consulting and training.

**Coaching/Consulting** - The Idaho SBDC provides confidential, no-cost, individualized business consulting and coaching to help small business owners and entrepreneurs increase their knowledge, skills, and abilities for running a successful business. Primary consulting is accomplished with a small core staff of professionals, most with advanced degrees and five years or more of small business ownership/management experience. Business coaching/consulting is designed to provide in-depth business assistance in areas such as marketing, finance, management, production, innovation, government contracting and overall business planning.

Faculty and students at each institution expand the Center's knowledge and resource base and provide direct assistance in appropriate cases working directly with business owners and entrepreneurs on specific projects. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 2 – 4 hours in length and attended by 10 – 25 participants. Training covers topics such as marketing, accounting, management, finance, social media, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material is presented by a subject-matter expert. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state.



**Special Programs – Small Business Development Centers**

**Performance Report**

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Revenue	\$609,100	\$613,100	\$673,000	\$686,700
<b>Total</b>	<b>\$609,100</b>	<b>\$613,100</b>	<b>673,000</b>	<b>\$686,700</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs*	\$601,100	\$610,893	\$661,300	\$678,700
Operating Expenditures	\$8,000	\$0	\$8,000	\$8,000
Capital Outlay	\$0	\$0	\$3,700	\$0
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$609,100</b>	<b>\$610,893</b>	<b>\$673,000</b>	<b>\$686,700</b>

\*Includes personnel costs under subcontracts with other host universities and colleges

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Number of Small Businesses Receiving Consulting	1,636	1,763	1,791	2,057
Average Hours of Consulting Per Client	13.2	11.2	10.2	11.8
Number of Small Businesses Trained	3,224	2,882	3,066	3,400
Number of Consulting Hours (annual)	21,547	19,729	20,923	24,294

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2020</b>
Number of Chapters	n/a
Number of Words	n/a
Number of Restrictions	n/a

**FY 2020 Performance Highlights (Optional)**

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>Goal 1 – Maximum Client Impact</b>						
<i>Meet established critical measures each year.</i>						
1. Percent of hours with clients with recorded impact	actual	n/a	25%	38%	58.8%	n/a
	target	n/a	Target not set	40%	45%	n/a
2. Capital raised by clients <sup>2</sup> in millions	actual	\$17.7 <sup>2</sup> (new source for data)	\$47.3 <sup>2</sup>	\$49.5 <sup>2</sup>	\$79.9	-----
	target	\$27.8	\$30	\$33	\$36	\$40
3. Client sales growth in millions	actual	\$30.6 <sup>2</sup>	\$65.6 <sup>2</sup>	\$60.0 <sup>2</sup>	\$47.3	-----
	target	\$30.2	\$31.6	\$33	\$36	\$32
4. Jobs created by clients	actual	411 <sup>2</sup>	1,404 <sup>2</sup>	1,021 <sup>2</sup>	649	-----
	target	590 (jobs created)	602	675	742	300

**Special Programs – Small Business Development Centers**

**Performance Report**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
5. Percent of cross-network consulting hours	actual	n/a	0.5%	0.3%	0.56%	-----
	target	n/a	Target not set	1%	2%	3%
<b>Goal 2 – Strong Brand Recognition</b>						
<i>Increase brand awareness with stakeholders and the target market.</i>						
6. # training hours	actual	14,698 <sup>2</sup>	12,223 <sup>2</sup>	13,142 <sup>2</sup>	10,781	-----
	target	5,976	10,000	11,000	12,000	13,000
7. Baseline awareness established	actual	n/a	47% <sup>4</sup> (rural Idaho)	n/a <sup>4</sup>	n/a <sup>4</sup>	-----
	target	n/a	55%	55%	55%	55%
<b>Goal 3 – Increased Resources</b>						
8. Amount of funding	actual	n/a	\$50,000	\$74,000	\$1,366,504 <sup>5</sup>	-----
	target	n/a	Target not set	\$50,000	\$150,000	\$400,000
<b>Goal 4 – Organizational Excellence</b>						
9. ROI (Return on Investment) - Additional Taxes Paid/Total Cost of the Idaho SBDC Program <sup>1</sup>	actual	4.86:1 <sup>1</sup>	7.05:1 <sup>1</sup>	6.87:1	6:1	-----
	target	4.1:1	5:1	5:1	6:1	7:1
10. Customer Satisfaction Rate (% of ratings of very good and excellent) <sup>3</sup> – new survey	actual	98%	99.5%	96.3%	95.7%	-----
	target	90% (using a new survey)	90%	90%	90%	90%

The Idaho SBDC continues to align the strategic plan and metrics with other funder requirements. Previously, metrics were taken from a statistical report (see footnote <sup>1</sup> below). Going forward, we will be using client verified data from the MIS system (denoted as <sup>2</sup> below) as consistent with SBA. A few metrics will still come from the Chrisman report and will be noted with <sup>1</sup>.

**Performance Measure Explanatory Notes (Optional)**

<sup>1</sup> *Economic Impact of Small Business Development Center Counseling Activities in Idaho: 2016-2017*, James J. Chrisman, Ph.D.

<sup>2</sup> Client reported and verified data from Center IC Management Information System for calendar year 2020.

<sup>3</sup> Initial client satisfaction survey for last calendar year.

<sup>4</sup> Measured every 5 years, new metric measured in 2018, baseline target set at 55%.

<sup>5</sup> This includes a one-time funding of \$1,280,000 from the CARES Act to support pandemic response.

**For More Information Contact**

Doug Covey, State Director  
 Special Programs, Idaho Small Business Development Center  
 1910 University Dr  
 Boise, ID 83725-1655  
 Phone: 208.426.1839  
 E-mail: [dougcovey@boisestate.edu](mailto:dougcovey@boisestate.edu)

## ***Part I – Agency Profile***

### **Agency Overview**

In 1993, the Idaho Department of Commerce convened 45 representatives of economic development groups who supported the manufacturing extension center concept. In 1994, the Governor and ten key economic development entities pledged support for manufacturing extension by signing Idaho's Technology Partnership Agreement. Approval to establish "TechHelp" within the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) was granted in late 1995. In 1996, TechHelp was established at Boise State University and the first director and field engineer were appointed.

Today, TechHelp is a partnership of Idaho's three state universities and the Southwest Idaho Manufacturers' Alliance (SWIMA). The center is an affiliate of the NIST MEP national network. It is also Idaho's Economic Development Administration University Center, targeting economically distressed areas of Idaho. TechHelp specialists have access to cutting-edge knowledge through links to local universities and to a national network of over 1,300 manufacturing specialists through 51 centers in the MEP system.

TechHelp's manufacturing specialists operate out of offices in Boise, Twin Falls, Post Falls, and Pocatello. TechHelp's primary mission is to provide technical assistance, training, and information to strengthen the competitiveness of Idaho manufacturers and processors through product and process innovation. TechHelp provides experiential learning opportunities to students at the College of Engineering's New Product Development (NPD) Lab at Boise State University (BSU), to BSU College of Business and Economics students, to Idaho State University College of Business students and to University of Idaho College of Engineering students. Employment with TechHelp gives university students the opportunity to gain real world experience with innovative Idaho companies and expose these companies to talented young professionals who will soon enter the state's workforce.

### **TechHelp Advisory Board**

TechHelp's Executive Director and its Advisory Board report to the Dean of the College of Business & Economics at Boise State. The TechHelp Advisory Board is made up of representatives from private industry, education, and government. TechHelp Board bylaws state that a full board consists of 9 - 11 members; at least 50% of whom represent manufacturing and two from the public sector. The TechHelp Executive Director appoints non-voting members with approval of the Board.

### **TechHelp Partners**

TechHelp works with state and federal partners, listed below, to meet its mission of assisting Idaho manufacturers. The Center also works with local groups such as manufacturing associations and economic development organizations to stay abreast of community development issues and meet the needs of Idaho companies.

<b>Partnership</b>	<b>Center Role</b>	<b>Required/Desired of Center</b>
U.S. National Institute of Standards & Technology Manufacturing Extension Partnership, NIST MEP	MEP Center for Idaho	Assist manufacturers in Idaho to focus on growth and innovation strategies to be more competitive.
U.S. Economic Development Administration, EDA	EDA University Center	Leverage university assets, resources and capabilities to provide best-practice assistance to manufacturers in remote and distressed areas of Idaho.
State of Idaho	Manufacturing Economic Development	Support the state priority to "Enhance Economic Opportunity" by helping to create career-paths to manufacturing jobs by enhancing manufacturing company competitiveness and providing a bridge for students to employment in manufacturers across the state.

**Special Programs – TechHelp**

**Performance Report**

<b>Partnership</b>	<b>Center Role</b>	<b>Required/Desired of Center</b>
Idaho State Universities – Host: Boise State, – Sub Recipients: University of Idaho, and Idaho State University	Contracted Partners (statewide outreach program for economic development)	Build universities' reputation for expert, capable outreach through expert consulting, technical assistance and training, and student engagement.
SWIMA – Sub Recipient	Manufacturing association, education, networking	Assist association to expand its reach and membership statewide to offer programs to all Idaho manufacturers.
Idaho SBDC	Informal Partnership	Cross-referrals, marketing and delivery services support
Idaho Department of Commerce	Idaho District Export Council, Export Excellence	Collaborate with Idaho District Export Council on Export Excellence, Idaho's ExporTech program. Cross-referrals of small manufacturers needing product and process assistance.
Idaho Department of Labor	Workforce Development Training, apprenticeships	Provide Idaho workers with on-the-job training in advanced manufacturing skills, act as intermediary to advance manufacturing companies in support of growing advanced manufacturing apprenticeships statewide.
Idaho Department of Agriculture	Export Excellence Program, Lean Manufacturing, Food Safety Programs	Cross-referrals and delivery of services for statewide programs related to export, lean manufacturing and operational excellence, and food safety.
Idaho Department of Environmental Quality	Informal Partnership, Operational Excellence program	Operational Excellence (Lean Six Sigma Greenbelt) programs, cross-referrals and delivery of services; collaborate on manufacturing company projects.

**Core Functions/Idaho Code**

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards Idaho businesses.

TechHelp helps Idaho manufacturers inside of their companies, primarily through one-on-one training and technical assistance services. This manufacturer interaction ranges from major collaborative projects, which usually address fundamental challenges facing the companies, to smaller "value-added" projects, which bring a specific improvement to some aspect of company operations. TechHelp also hosts public workshops and seminars statewide focusing on topics that positively impact Idaho manufacturers.

TechHelp's team of experts provides personalized solutions in the following areas of manufacturing.

- **Growth, New Product & Market Development**
  - Export Excellence
  - New Product Development
    - Product Design, Prototyping & Testing
    - Design for Manufacturability
  - Engineering student experiential learning
- **Operational Excellence**
  - Lean Manufacturing and Six Sigma
    - Lean Six Sigma Green Belt
    - Lean Enterprise Certificate Program
    - Lean Manufacturing for the Food Industry
    - Lean Office, Lean Enterprise
    - Lean Leadership
  - Quality Systems, ISO, Six Sigma
  - Business student work experience
- **Food & Dairy Processing**
  - Food Safety Programs and Assistance
    - Training and technical assistance
    - Food Safety Prerequisite Programs
    - HACCP Systems and Training
  - Product & Process Development
    - Commissioning equipment and processing lines
    - Scale-up assistance, benchtop – pilot plant – factory
    - Shelf life, setting and extending
    - Ingredient sourcing
    - Market research, sensory and consumer science
    - New product development
    - Setting specifications
    - Quality Improvements
  - Engineering student experiential learning

**Revenue and Expenditures**

<b>Revenue</b>		<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Fund		\$166,400	\$166,500	\$356,500	\$357,800
<b>Total</b>		<b>\$166,400</b>	<b>\$166,500</b>	<b>\$356,500</b>	<b>\$357,800</b>
<b>Expenditures</b>		<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs		\$0	\$99,000	\$221,653	\$254,066
Operating Expenditures		\$0	\$41,500	\$62,201	\$21,972
Capital Outlay		\$0	\$0	\$0	\$0
Trustee/Benefit Payments		\$166,400	\$26,000	\$72,646	\$81,762
<b>Total</b>		<b>\$166,400</b>	<b>\$166,500</b>	<b>\$356,500</b>	<b>\$357,800</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
State dollars expended per project/event	\$774	\$920	\$1,992	\$837
Manufacturers Served	221	181	179	426 <sup>1</sup>
Geography of Idaho Served (Mfg Co.)				
North Idaho	20 (9%)	17 (9%)	23 (13%)	32 (8%)
Southwest Idaho	168 (76%)	118 (65%)	121 (67%)	343 (80%)
Southeast Idaho	33 (15%)	46 (26%)	35 (20%)	51 (12%)
Size of Companies				
1-19 employees	86 (39%)	74 (41%)	81 (45%)	281 (66%) <sup>1</sup>
20-49 employees	42 (19%)	21 (11%)	54 (30%)	88 (21%) <sup>1</sup>
50-249 employees	69 (31%)	45 (25%)	29 (16%)	39 (9%)
>249 employees	24 (11%)	41 (23%)	15 (9%)	18 (4%)

The above data is associated with Goal 1, Objective B and Goal 2, Objective A of TechHelp's Strategic Plan.

**Explanatory Note**

<sup>1</sup>Manufacturers Served was significantly higher especially smaller companies in SW Idaho due to establishment of sub recipient agreement and partnership with the Southwest Idaho Manufacturers' Alliance, for which we captured manufacturers served for this period.

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>	<b>As of July 1, 2020</b>
Number of Chapters	N/A	N/A
Number of Words	N/A	N/A
Number of Restrictions	N/A	N/A

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>Goal 1: Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.</b>						
1. Number of New Jobs <i>Objective A</i>	actual	100	731	785	885 <sup>3</sup>	-----
	target <sup>1</sup>	147 <i>Exceed prior year benchmark by 5%</i>	180	180	190	200
	actual	\$33.0M	\$97.7M	\$166.7M	\$182.9M	-----

**Special Programs – TechHelp**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
2. Client reported sales, cost savings, and investments <i>Objective A</i>	<i>target<sup>1</sup></i>	\$72.8M <i>Exceed prior year by benchmark 5%</i>	\$100M	\$100M	\$105M	\$120M
<b>Goal 2: Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.</b>						
3. Services to Idaho manufacturers: Clients Surveyed <i>Objective B</i>	actual	69	59	93	60	-----
	<i>target<sup>1</sup></i>	65 <i>Exceed prior year benchmark by 5%</i>	80	80	85	100
<b>Goal 3: Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.</b>						
4. Net Revenue from Client Projects <i>Objective A</i>	actual	\$409K	\$337K	\$253K	\$322K	-----
	<i>target<sup>2</sup></i>	\$570K <i>Exceed prior year benchmark by 5%</i>	\$700K	\$375K	\$425K	\$400K
5. External funding (e.g., grants) for operations client services. <i>Objective B</i>	actual	\$885K	\$869K	\$885K	\$1,104K	-----
	<i>target<sup>2</sup></i>	\$1,060K <i>Exceed prior year benchmark by 5%</i>	\$1,300K	\$1,300K	\$1,300K	\$1,300K

**Performance Measure Explanatory Notes**

<sup>1</sup>Jobs and economic impact benchmarks established based on requirements of NIST MEP sCOREcard, incrementing annual goals to achieve FY21 goals.

<sup>2</sup>Net Revenue and External funding benchmarks established based on projected center FY21 funding needs.

<sup>3</sup>New Jobs data does not yet reflect the impact of the COVID-19 crisis. Client survey data for Jan-June 2020 was not collected due to the pandemic. Data presented is for Jan-Dec 2019. Future PR's will reflect accurate FY20 data.

**For More Information Contact**

Steven Hatten, Executive Director  
Special Programs, TechHelp  
1910 University Drive  
Boise, ID 83725-1656  
Phone: 208-426-3689  
E-mail: [shatten@boisestate.edu](mailto:shatten@boisestate.edu)



**Health Programs – WI Veterinary Medicine**

**Performance Report**

**Part I – Agency Profile**

**Agency Overview**

The W-I (Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Head of the Department of Animal and Veterinary Science, College of Agricultural and Life Sciences, University of Idaho. Originally established in 1974, the W-I Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University (WSU). The Doctor of Veterinary Medicine (DVM) degree is awarded by Washington State University, College of Veterinary Medicine (WSU/CVM) to students from Idaho. The University of Idaho provides experiential learning opportunities for the majority of the veterinary students who have an expressed interest in production agriculture and who elect food animal production medicine rotations offered by UI faculty throughout the state.

**Core Functions/Idaho Code**

Idaho Code § 33-3720. Professional Studies Program: Authorizes the State Board of Education to enter into contract agreements to provide access for Idaho residents to qualified professional studies programs, including the Washington-Idaho W-I (formerly WOI) Veterinary Medical Education Program [33-3717B (7)]. The original Tri-State [Washington-Oregon-Idaho (WOI)] Veterinary Education Program was authorized by the Idaho Legislature in 1973.

The University of Idaho (through the Idaho State Board of Education) contracts with WSU/CVM for admission of 11 new Idaho resident students per year; a total of 44 Idaho resident students are supported in the 4-year program annually by the Idaho contract. In addition, the program provides support for students in their 4th year of veterinary school participate in the equivalent of 65, one-month clinical rotations specifically related to food animal production medicine offered by University of Idaho faculty. Faculty members interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical assessment of disease situations.

1. Provide access to veterinary medical education at WSU/CVM for Idaho residents – the current W-I contract reserves 44 seats per year for veterinary medical students with Idaho residency.
2. Assist Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State.
3. Provide hands-on experiential learning opportunities for senior veterinary students by teaching supplemental core rotations in food animal production medicine and clinical experience, which are offered year-round throughout Idaho.
4. Provide access to referral services for Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases through conduct of on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Fund	\$2,088,400	\$2,076,100	\$2,116,500	\$2,159,900
<b>Total</b>	<b>\$2,088,400</b>	<b>\$2,076,100</b>	<b>\$2,116,500</b>	<b>\$2,159,900</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Personnel Costs	\$400,340	\$456,052	\$485,157	\$ 505,015
Operating Expenditures	\$1,424,854	\$1,442,681	\$1,513,833	\$1,554,085
Capital Outlay	\$163,206	\$77,367	\$17,510	
Trustee/Benefit Payments	100,000	\$100,000	\$100,000	\$100,000
<b>Total</b>	<b>\$2,088,400</b>	<b>\$2,076,100</b>	<b>\$2,116,500</b>	<b>\$2,159,100</b>

**Health Programs – WI Veterinary Medicine**

**Performance Report**

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Number of Idaho Resident Students Enrolled Each Year	44	43	44	44
Number of One-Month Student Rotations (or equivalent) offered by UI faculty through WIMU	65	65	32	31
Number of Accepted Clinical Hospital Referral Cases <sup>1</sup>	0	0	0	0
Number of Accepted Veterinary Diagnostic Samples (assays performed) <sup>1</sup>	0	0	0	0

<sup>1</sup>The Caine Center was closed in FY2017 so no referrals have been received or diagnostic samples analyzed since that year. These items will be removed from the list in FY 2021 reflecting the change in the strategic plan measures.

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2020</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2020 Performance Highlights (Optional)**

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
1. Offer elective rotations in food animal medicine for experiential learning opportunities. (Goal 1, Objective A, Measure I)	actual	40	43	38	36	-----
	target	40	40	40	40	40
2. Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP). (Goal 1, Objective B, Measure I)	actual	11	8	11	11	-----
	target	12	12	12	12	12
3. Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho. (Goal 1, Objective C, Measure I)	actual	5/45	3/30	7/64	6/64	-----
	target	7/64	7/64	7/64	7/64	7/64
4. Number of grant awards received per year and amount of grant funding received per year by WIMU faculty. (Goal 2, Objective A, Measure I)	actual	2/ \$112,000	1/ \$12,000	3/ \$120,500	2/ \$112,000	-----
	target	4/\$200,000	4/\$200,000	4/\$200,000	4/\$200,000	4/\$200,000

**Performance Measure Explanatory Notes (Optional)**



Health Programs – WI Veterinary Medicine

Performance Report

Performance Measure 1 was modified to include all rotations offered by the University of Idaho as the Caine Center has been decommissioned with veterinary rotations offered at other locations.

Goal 1, Measure I FY19 reflects rotations offered by the University of Idaho at locations throughout the state.

**For More Information Contact**

Mark A. McGuire, PhD  
Director of the Idaho Agricultural Experiment Station and Associate Dean  
College of Agricultural and Life Sciences  
University of Idaho  
Moscow ID 83844-2337  
Phone: (208) 885-6681  
E-mail: [mmcguire@uidaho.edu](mailto:mmcguire@uidaho.edu)  
Web: <https://www.uidaho.edu/cals/animal-and-veterinary-science/majors-and-degrees/wsu-veterinary-degree-program>

## ***Part I – Agency Profile***

### **Agency Overview**

WWAMI is Idaho's state funded medical school and is under the leadership and institutional mission of the University of Idaho (UI), in partnership with the University of Washington School of Medicine (UWSOM) since 1972. In August 2015, we began a new UWSOM medical school curriculum at all six regional WWAMI sites. Students started with a multi-week clinical immersion experience, intensively learning the clinical skills and professional habits to serve them throughout their careers. Students spend a full day each week learning and practicing clinical skills for their first 18 months in a community primary care clinic and in workshops. This is in addition to their hospital-based "Colleges" training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for up to 4 terms, instead of the previous 2 terms. It also provides our medical students with the option to spend most of all four years of medical education in the State of Idaho. WWAMI enrolls 40 students per class with the first 18 months on the Moscow Campus, followed by the third and four year clinical rotations in Idaho and the five state WWAMI region.

The Director for the Foundation Phase of WWAMI reports to the Provost and Executive Vice President at the University of Idaho, and functions as an Assistant Dean of the UWSOM. Two Assistant Deans for the Patient Care Phase (3rd year) and the Explore and Focus Phase (4th year) are located in Boise and report to the Vice Dean for Academic, Rural and Regional Affairs at UWSOM. WWAMI at UI employs thirty-four part-time faculty (shared with other academic programs, as well as hospitals and clinics) and five administrative staff. Idaho students admitted to WWAMI are interviewed and selected by the Idaho Admissions Committee, a group of seven physicians appointed by the Idaho State Board of Education and UWSOM. The ten work in cooperation with the University of Washington School of Medicine Admissions Committee to admit students. All applicant interviews are now conducted at the University of Idaho in Moscow, ID.

Idaho WWAMI is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual specialty selection, as well as increasing the number of physicians who choose to practice in rural or underserved areas. The University of Idaho WWAMI launched its ECHO Idaho program in early 2018. Project ECHO is an evidence-based learning model that develops knowledge and capacity among healthcare providers. This program has been successful in bringing in over \$900,000 in multiple grant funding to be used to expand the program throughout Idaho. In 2018, UI WWAMI launched its first Northern Idaho Health Education Center, a subcontract through the University of Washington Medicine. This \$385,000, five-year grant will help develop and implement education and training activities within the pipeline and strengthen partnerships in rural communities throughout the State of Idaho. In addition, the WWAMI-affiliated faculty at UI successfully brought in \$2M of research funding into Idaho from agencies such as the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). Cutting-edge research prepares the next generation of doctors to be well-informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and our clinical/research faculty in Boise, Pocatello, Jerome, Caldwell, Coeur d'Alene, Idaho Falls, McCall, Sandpoint, Hailey, and other rural training communities are committed to being dynamic teachers and informed biomedical scholars.

In addition, Idaho WWAMI goals include the continued development of humanitarian and service interests of our medical students, and recruitment from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI has established outreach programs to high schools and community colleges to encourage and prepare talented Idaho students from rural, first generation-college student, underprivileged, or minority backgrounds who have an interest in medicine and health careers.

### **Core Functions/Idaho Code**

The core function of Idaho WWAMI at the University of Idaho is to provide qualified Idaho residents with access to and education in medical training as part of the Idaho State Board of Education's contract with the University of Washington School of Medicine. Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).

**Health Programs – WWAMI Medical Education**

**Performance Report**

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
General Fund	\$4,876,100	\$5,303,400	\$6,399,500	\$6,830,600
Unrestricted Current	<u>1,755,472</u>	<u>1,757,741</u>	<u>2,252,380</u>	<u>2,055,775</u>
<b>Total</b>	<b>\$6,631,572</b>	<b>\$7,061,141</b>	<b>\$8,651,880</b>	<b>\$8,886,375</b>
<b>Expenditures</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY2020</b>
Personnel Costs	\$1,804,940	\$1,922,826	\$2,107,967	\$2,249,561
Operating Expenditures	564,226	2,506,996 <sup>7</sup>	1,624,360	770,193
Capital Outlay	114,167	218,117	106,774	66,746
Trustee/Benefit Payments	<u>3,239,149</u>	<u>3,803,860</u>	<u>4,174,734</u>	<u>4,436,674</u>
<b>Total</b>	<b>\$5,722,483</b>	<b>8,451,799</b>	<b>\$8,013,835</b>	<b>\$7,523,174</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Number of Idaho Students Applying to UW Medical School (WWAMI)	164	163	183	181
Number of Idaho Students Enrolled Each Year	40	40	40	40
Number/Percentage of Idaho WWAMI Graduates who have practiced in Idaho (cumulative)	50%	51%	51%	51%

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2020</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2020 Performance Highlights**

For FY 2019 WWAMI was able to meet or exceed all our performance measures as evidence from our medical student performance and medical curriculum. A critical program in WWAMI is ECHO Idaho. Project ECHO (Extension for Community Health Outcomes) is a telehealth mentoring model that expands access to specialty and high-quality health care for complex medical conditions throughout Idaho. The ECHO Idaho project uses videoconferencing technology to leverage scarce resources that build the capacity of rural and frontier healthcare teams to treat complicated patients they would otherwise refer to one of Idaho's more populous areas. The ECHO Idaho project is a collaborative educational resource for all medical students, residents, and other learners in health professions programs within the state as well as for Idaho's practicing health care providers. ECHO Idaho began in March of 2018 offering two programs in Opioid Addiction and Treatment and Behavioral Health/Mental Health. Since opening ECHO Idaho, we have had tremendous statewide participation and support and have grown the program to five (Opioid Addiction and Treatment, Behavioral Health in Primary Care, Perinatal Substance Use Disorder, COVID-19 and Syphilis in Pregnancy) in 2020. Participants join from

**Health Programs – WWAMI Medical Education**

**Performance Report**

across the state, representing 44 counties, 136 cities, and 568 organizations including hospitals and clinics, Federally Qualified Health Centers, Idaho Department of Health and medical education. Collectively, over 1500 participants have received 7,135 hours of free continuing medical education.

**Part II – Performance Measures**

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY2021
<b>GOAL 1: A WELL, EDUCATED CITIZENRY</b> –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.						
1. Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho. (334 returning physicians/655 total residency graduates).	actual	50%	51%	51%	51%	-----
	target	41% <sup>1</sup>	41% <sup>1</sup>	55% <sup>1</sup>	55% <sup>1</sup>	55%
<b>GOAL 2: CRITICAL THINKING AND INNOVATION</b> - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.						
2. WWAMI faculty funding from competitive federally funded grants.	actual	\$1M	\$1M	\$2M	\$2.5M	-----
	target	\$1M <sup>2</sup>	\$1M <sup>2</sup>	\$1M <sup>2</sup>	\$2M <sup>2</sup>	\$2M
3. Percentage of Idaho WWAMI students participating in medical research (laboratory and/or community health).	actual	100%	100%	100%	100%	-----
	target	100% <sup>3</sup>	100% <sup>3</sup>	100% <sup>3</sup>	100% <sup>3</sup>	100%
<b>GOAL 3: Effective and Efficient Delivery Systems</b> – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.						
4. The number of WWAMI rural summer training placements in Idaho each year.	actual	22	29	24	20	-----
	target	20 <sup>4</sup>	20 <sup>4</sup>	20 <sup>4</sup>	20 <sup>4</sup>	20
5. Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.	actual	59%	67%	61%	68%	-----
	target	50% <sup>5</sup>	50% <sup>5</sup>	50% <sup>5</sup>	50% <sup>5</sup>	50%
6. Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.	actual	100%	95%	96%	98%	-----
	target	94% <sup>6</sup>	94% <sup>6</sup>	94% <sup>6</sup>	94% <sup>6</sup>	94%

**Performance Measure Explanatory Notes**

**Association of American Medical Colleges (AAMC) Applicants and Matriculate Data:**

<https://www.aamc.org/data/facts/applicantmatriculant/>

- Target rate is 55% – national average or better. The benchmark is 39%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 51%. (334 returning physicians/655 residency graduates). (Reference: 2018 State Physician Workforce Book), <https://www.aamc.org/what-we-do/mission-areas/patient-care/workforce-studies/reports>
- This target rate is per WWAMI mission.
- This target rate is per WWAMI mission.
- The target is 50% interest in rural training experiences (50% of 40 students is 20 students)

Health Programs – WWAMI Medical Education

Performance Report

5. Based on national standards for workforce specialties.
6. U.S. Pass Rate (reference: USMLE Performance Data, <https://www.usmle.org/performance-data/>) (National Pass rate has increased from 91% to 95%).

**For More Information Contact:**

Jeff Seegmiller, Ed.D., AT  
WWAMI Medical Education  
University of Idaho  
875 Perimeter Drive, MS4207  
Moscow, ID 83844-4207  
Phone: 208-885-6696  
Email: [jeffreys@uidaho.edu](mailto:jeffreys@uidaho.edu)

Mary Barinaga, M.D.  
WWAMI Medical Education  
University of Idaho – Boise  
32 E. Front Street, Ste. 590  
Boise, ID 83702  
Phone: 208-364-4544  
Email: [barinm@uidaho.edu](mailto:barinm@uidaho.edu)

Frank M. Batcha, M.D.  
WWAMI Medical Education  
University of Idaho – Boise  
32 E. Front Street, Ste. 590  
Boise, ID 83702  
Phone: 208-364-4544  
Email: [batchf@uw.edu](mailto:batchf@uw.edu)